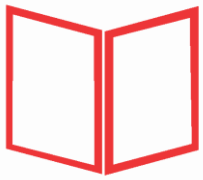


THE RED

CHAIR



16 - 18 YEARS (GRADE 4 — 6 HIGH SCHOOL)

OBJECTIVES:

- 1 - Be aware that there are still children who cannot learn and build a happy future.
- 2 - Encourage the creation of alternatives and proposals so that all children can enjoy education.
- 3 - Discover the role we have in the advancement of the right to education and that with our decisions we can support such progress.

WE LOOK AT THE POSTER



We observe the photo. What do we see? What does it tell us? Imagine that the person who appears in the photo sends us a message, what are they telling us?

ACTIVITY DEVELOPMENT

To begin with we will have prepared a poster with Appendix 1 (The Red Chair and the headline "Education – a world in your hands"). The poster will be stuck on a continuous paper in a place that will dominate the classroom. It will serve us as a symbol to have it present from the beginning and will be used at the end of the activity.

We begin by explaining that every September World Literacy Day is celebrated and we symbolize it with the Red Chair representing the children who have no opportunity to go to school; it reminds us that all people have the right to education. We pay attention to something equally important: education is in our hands.

There are many decisions we can make for the right to education to become a reality. The Red Chair is a symbol to encourage and engage us with the education of children worldwide.

Then we project the next sentence, or put it on the blackboard:



The major changes are not achieved with one person, but with committed leadership and some mutually supportive communities.

Amina J. Mohammed, Special Adviser to the General Secretary of the United Nations on Development Planning after 2015.

A small reflection round will be open to discuss what this phrase suggests to them and ask them if they know a movement that has meant a change in the world. For example: movement to abolish slavery, labor movements after the industrial revolution, feminism suffrage movements, the civil rights movement of African Americans in the US, movements that drove the fall of the Berlin Wall, etc.

We point to the idea that the great changes in the world have always been developed based on many people who adds up, sometimes we stay with the big names who lead movements. However, all these changes were made possible by those who participated in them. Sometimes we think that we cannot change because only visualize heroes or heroines, but everyone can join the movement to change things.

Can we all be heroes or heroines? Can we all be part of the movement to change the world?

Next they are told that in this session we will practice how to be part of a movement that will change the world through education

They will be divided into groups and each group is given a poster of Appendix 1 and the task that corresponds to Appendix 2..

Once the group work is finished a time for an assembly will be open to share the findings.



A WORLD OF DECISIONS TO CHANGE THE WORLD... WHERE DO WE START?

To finish they will make a large poster to leave it as decoration in the classroom or in the center. On the poster they will draw a Big Red Chair and the slogan: "Education is in our hands".

They will paint their hands to form, each group of nine, the word "education". Each hand will have a letter: e-d-u-c-a-t-i-o-n. Finally a photo with the poster and the palms showing the content will be taken. It is suggested to print the photo and put it in the classroom or in the Memory Center. It is suggested to take a picture of the poster and share it on social networks to spread the message.

APPENDIX 1: A WORLD IN YOUR HANDS



APPENDIX 2: GROUP TASKS

Group A

For a transformative education

- Why education is an agent of change in the world.
- What type of education generates change? Any type of education?
- What should an education that generates change be like?

Group B

Education is in our hands

- Concrete actions that we can carry out in order to make advances in education: what could we do in our own school? How can we put pressure on the Government?

Group C

Support education

- Decisions that will have a positive impact on education for everyone.
- What can we do on a personal level, as a group, as a school, what can the Government do? What can we do as a citizen of the world?

Group D

One world, communal decisions

- How can we change the world taking communal decisions in the area of education?
- Name at least 5 communal decisions that would have an impact on education for all the children of the world.

Group E

Imagine education

- Dare to imagine what schools that generate change would be like, what the education would be like?
- Design a model of a school in which all children would be happy. Propose it as a model for the rest of the world.