

School Radio

Participative tool to prevent trafficking in persons
in schools and community

FREE AND SAFE CHILDREN AND ADOLESCENTS



Contribution from
the Government of
the United States



SCHOOL RADIO

Participative tool to prevent trafficking in persons in Schools and the community

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Fostering rights, education and a fair work

Urb. Ucchullo Alto, pasaje Santo Toribio N4, Cusco

Phone 051- 084-233595

E-mail: caith@speedy.com.pe

www.yanapanakusun.org

Author

Iria Leirós Pérez

Coordination of Free and Safe childhood project and texts edition

María del Pilar Contreras Bustamante

With the support from project team

Hipólito Herbert Béjar Galindo

Iria Leirós Pérez

Jorge Luis Gamarra Sequeiros

María del Carmen Olivera Silva

María Elena Ramírez González

Ronald Jesús Zuloaga Ccorimanya

Rubén Quispe Condori

Tania Cecilia Romero Hinostrosa

Wilbert Mamani Nina

Editing:

Andrea Díaz Bravo

Design and layout

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Jr. General Orbegoso 249, Breña. T: 999 698 361 • 998 738 077

contacto@impresionarteperu.com

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Arturo Ferro Vásquez

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Presentation



Centro Yanapanakusun, with the cooperation from the US Government, brings this Guidelines for teachers and education professionals: «The **School Radio** as a tool to prevent trafficking in persons within the community through the involvement of children and youth».

This guide includes pedagogical and educational resources aimed at teachers and professionals in secondary education. The objective is to strengthen, through **the School Radio**, social, emotional and communicational skills of the students and to contribute, in this manner, to prevent trafficking in persons and other type of violence.

It is worth to mention that the *Somos Pares (We are peers) Student Participation Strategy*, launched by the Ministry of Education has helped to promote the participation of the students. It is important to note that *Somos Pares* has used the **School Radio** as part of the tools to identify and highlight matters that exist in secondary public schools.

This Guide is part of a series of materials that are distributed in the Schools of secondary level and rural communities in different areas of Cusco.





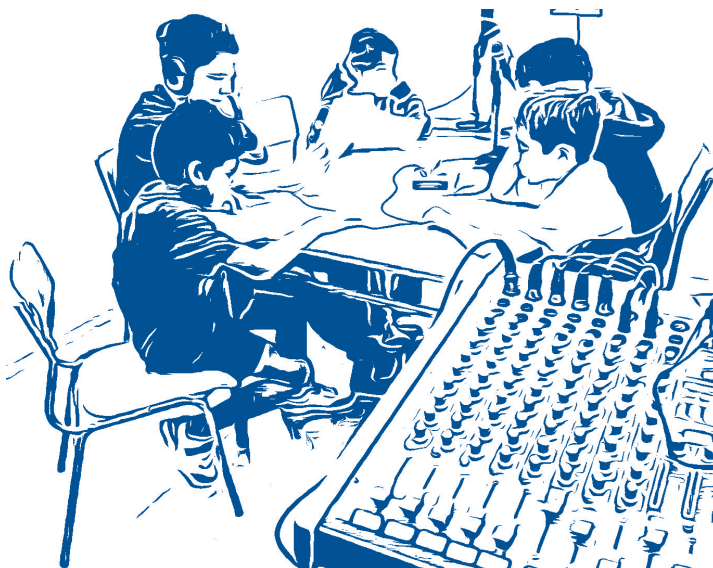
1.

How to use the tool you will find here?

Throughout the Guide teaching sessions are suggested to use them in a classroom of any school that would like to develop the **School Radio** strategy. These sessions are designed for you to:

- a. Develop the strengthening of the social, emotional and communicational skills of students through the **School Radio** strategy.
- b. Contribute to prevent children trafficking.

Each of the proposed dynamics can be adapted to the students' characteristics and to the sociocultural context of the community. This will depend on your judgment and your work strategy. Nevertheless, the guide suggests an application order supported on the students' familiarization process with the radio media and public expression.



2.



Why to address trafficking in persons prevention from the School Radio?

Since the most vulnerable group before trafficking in persons are children and adolescents, this strategy will reinforce their social, emotional and communicational skills such as self-esteem and critical capacity to face risk situation that they may face when attaining their goals.

This strengthening of critical and communicative skills needs participation opportunities where children may raise their voices in social contexts. Such contexts force them to define the path to follow. For this, we need to reflect on two basic axis:

- **Personal Dreams.** Future goals students have based on cultural and social elements. Higher education is a common dream that is fostered by the parents; however, to meet this goal, rural youngsters face multiple limits such as the distance from higher education centers; the need to work and study at the same time and a limited public-working offer. Within this context, the school, family and community are the three institutions fostering adolescent migration as the sole mechanism to achieve better conditions and public services that the Government does not offer within their communities.
- **Spaces for participation.** Within rural communities, children lack spaces to express their opinions, concerns or ideas; this is why **the School and Municipal Radio** are a more accessible and democratic public space where adolescents may reflect on the different factors that expose them to high risk situations, such as trafficking in persons.



3.



School Radio as a prevention and participation strategy from the education community.

Protecting and informed families allow adolescents to freely design their dreams without them depending on the economic and social situation. However, for most of adolescents of rural origin, looking after their parents, to get a decent home for when they are elderly or looking after their land, are unavoidable obligations that really need to include within their life projects. Is in this context that they build their dreams, personal ones - looking for economic stability and family well-being; as community ones - aimed at contributing towards development, a wish that drives them towards politics. Since the education service provided in the rural area is limited, they often need to migrate to the city to complete their secondary studies. Is within this migratory flow that youngsters redefine their relationship with the rural world. They recognize it as part of their identify and where they want to contribute but, to achieve their goals, they need resources. Thus, they look for the way to meet them.

In our opinion, because not enough attention is paid to this age group we are losing the opportunity to drive and support a transformation in the rural world, which could be lead by those who imagine a better future for their families and community. Based on this, here we bet for the radio as the tool that will drive resilience, the capacity to transform a challenge into a possibility and the opportunity of networking, social supporting relationships and sense of belonging.

On the other hand, the Ministry of Education, in order to foster students' participation, implemented the *Somos Pares Student Participation Strategy* to deepen and highlight the public matters that are present in the public secondary schools. At the same time, to develop social, affective and urban skills that could be used as a protective factor before risk situation such as trafficking in persons. *Somos Pares* alsousing the **School Radio** as a space of prominence for children and youngsters inside and outside schools.

3.1. The radio, a tool for a reflexive citizen, critical and empathetic.

The radio is one of the most universal and democratic participation spaces, especially in the rural context, since its cost and access allows reaching a larger number of people. In many rural communities, the only means of communication is the radio; this is why, we foster high-school students to learn about the production and presentation of radio program. These radio programs aim at not only ensuring their prominence, but also to drive and keep community communication means alive, at the same time as provide a technical qualification than later may become their livelihood.

The **School Radio**:

- Is a space for the **prominence** of children in the face of their peer and teachers.
- Is a strategy challenging the adult-oriented education model that considers the teacher as source of knowledge and the student as the passive recipient of the knowledge.
- **Encourages students** to exercise their freedom of opinion and speech through their own research, comparing sources, teamwork and dialogue with an audience waiting for relevant and true information.
- Fosters participation, critical thinking and strengthens key social and emotional skills to develop their lives.
- Enables students and the school to get involved with the community through interviews, features, ads and even publicity of local businesses.

Therefore, the **School Radio**, improves the school coexistence, strengthens the relationship of the school with the community and creates stronger social bonds through which develop social resilience in the face of problems such as trafficking in persons and other type of violence impacting children.



4.



Methodological characteristics that you will find in this guide, used to design activities with adolescents.

Methodological characteristics refer to the principles and values that are the foundations of our tools for you. Spaces facilitated through the **School Radio** aim at promoting stronger, deep and caring social media that may set as protecting factors before trafficking in persons.

The proposed methodologies are based on the following key values:

Reflexive

Allows us to think about what is being said and how we are acting in relation to issues such as trafficking in persons and other types of violence that affect adolescents directly or indirectly in their daily lives.

Experience-based

Knowledge about a subject is not only given based on theoretical reflection, but also on the recognition of it in personal history. Therefore, the presented dynamics look to relate the theory with the personal experience of each participant; and does so through reflection and active participation, which turns the learning process in a community experience-based process.

Expressive

The freedom of speech and opinion are values through which people act in a society. These are basic right and as a result of an adult-centered and punitive

system are not effectively exercised by children. The expression and security to express without fear to be judged are elements fostered during the dynamics included in this document and that drive the reinforcement of social, emotional and communication skills of the student.

Cooperative

Preparing a radio program does not only depend on one person, a group is needed to collect and process information to then spread a final product, which contributes to the democratic development of the school and the community. This cooperation principle is the first step to give value to trust, optimize the resilience in the participants and to ensure the sense of belonging that will help us to make the group-community a space of contention.

Participatory

Participation implies, not only expression and cooperation, but also reflection about personal experiences around a topic of common interest. This participation makes us aware that we are part of a group through which we, directly or indirectly, impact our surrounding. For this, the sense of cooperation and belonging are key to facilitate a space within which participants can feel at ease, without fearing judgment and with the ultimate goal of contributing to solve collective problems.



5.



Lessons

5.1. Lessons to stimulate the development of social and emotional skills and reflexive opportunities to face risks related to trafficking in persons.



Name of the lesson:

Icebreaker to approach the radio

Expected learning: Students experience radio and understand that doing radio is not as difficult as is believed, since is a platform that allows to address any topic. The activity aims at overcoming any fear or insecurity about the radio and discover the fun in it, as well as how pedagogical and positive is from the education point of view.

Pedagogical sequence

Activity	Description	Materials	Time
Start	We present the session objectives to the participants •We approach the radio media through a fun group dynamic •The activity will help them to lose fear and get familiar with the media.	---	10 min

Activity	Description	Materials	Time
Development	<ul style="list-style-type: none"> •Participants, together with teachers and principals from schools create a circle and remember myths and legends from their town or province. •Once two or three histories are identified, they chose one with three or four characters. •Then, they will tell the chosen story, adapt it in a radio-theater format based on what each remembers. •Finally: <ul style="list-style-type: none"> -Chose participants that will play the characters of the story. -The rest of the participants will be in charge of: i) the voice in off, ii) environmental noises, iii) presentation of the story, iv) operating the sound console. 	<ul style="list-style-type: none"> •Microphones •Speakers •Console and computer. (if no computer or console are available, microphones and speakers are enough). 	50 min
Closure	<ul style="list-style-type: none"> •Without much planning, they air and perform the radio-theater, improvising and using the artisanal sound resources they may find in the class room. •At the end, a circle is formed and talk about how it went: <ul style="list-style-type: none"> -Radio-theater actors improvise the play. -The rest of the participants, support with the creation of sounds, introduction, etc. •Then, they will answer the following questions: Was it fun?, did you enjoy it?; did you feel nervous?; do you believe that everyone was nervous or only you?; what other stories can you think of to play through radio-theater?; what other environmental sound could you make with materials accessible collected from nature or the house? 	<ul style="list-style-type: none"> •Sounds bank that can be downloaded from Internet. Access through this link: http://www.radialistas.net 	30 min

Alternative to the remote synchronous work

- We will keep microphones closed and will open only for intervene.
- We hear and express opinions with respect.
- If possible, during interventions, let`s try to keep our webcam on.



d. We give the opportunity to participate to those that have not yet.

For **virtual mode**, we will give a brief introduction about dynamics and motivate the participation of our students asking them, what do you think about this activity?

- a. We discuss about myths and legends of the community or province. For this, we instruct that those who remember a myth or legend turn on their camera and microphone to share it with the rest of the group.
- b. After a round of interventions, we request the group to vote for the most interesting story by unmuting their mic to vote.
- c. We inform about the most voted story.
- d. Then, we ask for volunteers to play the characters of the story and that accompany with the presentation, the voice in off and the creation of environmental sounds.
- e. Then, since, it is a radio-theater, we request the group to turn their cameras and microphones off, except of those who will play the play, who will play it only with their voice and the rest of the group will hear it with the cameras off, as if they were listening to a radio program, only the audio. This is known as a dramatized reading.
- f. We record the radio-theater with a cellphone or with any digital platform and then we will play it back for the entire group to hear.
- g. At the end, the group will turn their cameras on and we will discuss together about the experience using the following questions: Was it fun?, did you enjoy it?; did you feel nervous?; do you believe that everyone was nervous or only you?; what other stories can you think of to play through radio-theater?; what other environmental sound could you make with other materials from nature or the house?

Competencies of the curricular area to which the session is related to


Area	Competencies
Communication	1. Communicates orally in their mother tongue
Personal development, citizenship and civism	1. Builds his identity 2. Coexists and democratically participates in the search for the common good. 3. Builds historic interpretations.

Name of the lesson:

Lesson with open mic

Expected learning: Learns the importance of listening to be listened to and of respecting to be respected. Also, identifies dialogue as a non-violent vehicle to solve collective problems.

Pedagogical sequence

Activity	Description	Materials	Time
Start	<p>We present the session objectives to the participants</p> <ul style="list-style-type: none">• We generate ties of respect and trust among the members of the classroom that foster respect of the opinions of the other by active listening and a respectful participation.• The activity will help to promote debate and active participation from everybody, as well as knowing doubts and fears.	---	10 min
Development	<ul style="list-style-type: none">• Organize the classroom as if it is a radio studio where a debate will be carried out.• To start the dynamic only a recording device and to establish the rules for their interventions are needed.• Must assume that the debate should be broadcast as a radio program.• They sit in a circle to see who is talking and avoid interruptions.• Define, among all, topics of collective interest or local problems affecting them and that must be resolved.• Since the debate circle “is being broadcast by radio” intervention time of each classmate is respected, only an understanding language is used to enhance the public potential of the program, and must argue efficiently their opinions so potential listeners value their opinion.	<ul style="list-style-type: none">• A sound recording device (recorder or cellphone). 	40 min



Activity	Description	Materials	Time
Closure	<p>At the end, they will draw up conclusions with the help of the following questions:</p> <ul style="list-style-type: none"> •Did you feel heard? •What did you feel when you heard an opinion from your peer that you dislike and could not interrupt to disagree? •Are you familiar with this type of debate, with pauses, where turns are taken to issue an opinion? •Do you believe that radio listeners understood well what was stated in the debate? Would you change anything from your intervention? like the vocabulary, intonation or voice volume? •Has this debate changed any opinion or idea you had before starting? •Do you think that these spaces for debate with adolescents would be heard in the school or on the radio in your town or province? <p>In the next session when the School Radiois covered, we will share with the students a piece of debate carried out to analyze with distance of time, their acting and contents.</p>		40 min

Alternative to the remote synchronous work

- a. We will keep microphones closed and will open only for intervene.
- b. We hear and express opinions with respect.
- c. If possible, during interventions, let`s try to keep our webcam on.
- d. We give the opportunity to participate to those that have not yet.

For **virtual mode**, we will only replace the circle with cameras on from every participant to see who is talking and avoid interrupting.

- a. We record the debate with a cellphone or with an app to listen to it in the next session.
- b. Students` mics should be muted so not to interfere in any participation.



- c. At the end, we promote a reflection about the experience through questions. We will also request participants to keep their cameras on and microphones off to participate in an organized and respectful manner, which will allow active listening to each intervention.

Competencies of the curricular area to which the session is related to

Area	Competencies
Communication	1. Communicates orally in their mother tongue
Personal development, citizenship and civism	1. Builds his identity 2. Coexists and democratically participates in the search for the common good.

Name of the lesson:


How do they talk about us without us.

Expected learning: Practice critical thinking and self-criticism through identifying news that include stereotypes about adolescents and youngsters.

Pedagogical sequence

Activity	Description	Materials	Time
Start	<p>We present the session objectives to the participants</p> <ul style="list-style-type: none"> • Practice news reading with a more critical view to identify stereotypes, subjective or even false data. • The activity will drive reflection on how the media, lead by adults, see adolescents. • Based on that reflection, modifications should be proposed so those news are closer to reality and based on their own experience. 	---	10 min



Activity	Description	Materials	Time
Development	<ul style="list-style-type: none"> •Groups are created and identify in groups those news covering children and youngsters, in the press and in radio, television or internet. •Identify two pieces of news and analyze them from their young standpoint; from this analysis exercise, topics of interest, debate and enriching exchange are obtained that help them to reflect about how their community or surrounding sees them and how they see themselves. •The news they identify with any negative connotation, will be rewritten to convey what they effectively believe that it really happened. 	<ul style="list-style-type: none"> •Microphones •Speakers •Console and computer. (if no computer or console are available, microphones and speakers are enough). 	40 min
Closure	<ul style="list-style-type: none"> •Debate is done by groups and rewrite the news, they eliminate stereotypes or negative connotations and adapt it in radio format. •In groups, simulate a news program; one participant will read the original news and then, another will read the rewritten news from the view of their classmates. 		40 min

Alternative to the remote synchronous work

- We will keep microphones closed and will open only for intervene.
- We hear and express opinions with respect.
- If possible, during interventions, let`s try to keep our webcam on.
- We give the opportunity to participate to those that have not yet.

For **virtual modality**, we will organize participants in groups and, via *Whatsapp*, we foster debate and analysis of the two pieces of news that have been identified.

- We stimulate each group to identify two pieces of news and to analyze them by using *Whatsapp*, then, they will share them live through the virtual platform, according to the participation order, with open mics and cameras.

- b. We record the presentations with a mobile phone or the platform to be used to analyze them later, with our students and assess whether the news about adolescence and youth changed or continued to include stereotypes, if any.

Competencies of the curricular area to which the session is related to

Area	Competencies
Communication	1. Communicates orally. 2. Reads different types of written texts in their mother tongue. 3. Writes different types of written texts in their mother tongue.
Personal development, citizenship and civism	1. Builds his identity 2. Coexists and democratically participates in the search for the common good. 3. Builds historic interpretations.

Name of the lesson:


Subjectivity

Expected learning: Learns how to put objectivity into practice through responsibility, since he understands that everyone has different views on a same fact, but that biased standpoints should be avoided in spaces of democratic communication and participation such as the radio.

Pedagogical sequence

Activity	Description	Materials	Time
Start	We present the session objectives to the participants <ul style="list-style-type: none"> •We reflect about the subjectivity of their interpretations about the world and how is influenced by historical, political, cultural and economical contexts they experience.. •The activity will help to identify their own subjectivity when narrating or assessing a fact. 	---	10 min



Activity	Description	Materials	Time
Development	<ul style="list-style-type: none"> • We invite a small group of students to represent a notable situation in front of the rest of the group. • Actors represent the fact, considering the 5 journalism questions (what, when, how, where, why) that must be identifiable in their representation. • After the representation of the fact, they will get in pairs and write an informative note where the event will be narrated, considering the need to answer the 5 questions on the note. • Once the writing process is finished, each pair will read their news aloud for the rest of the peers to hear. 	<ul style="list-style-type: none"> • Microphones • Speakers • Console and computer. • (If no computer or console are available, microphones and speakers are enough). 	40 min
Closure	<ul style="list-style-type: none"> • Once they have read their writing, a space is opened for them to discuss how faithful the different notes were to the real facts • Then, they will analyze the subjectivity reflected on their writing. • The news is not what happened but the tale of the means or the communicator about “what happened”. Regardless how hard veracity is looked for about the event, our subjectivity will always be in the middle; in other words, our way of perceiving reality. • Facts are objectives, but the tale is not. Speeches are drafted based on how the facts are read, conditioned by our ideology. • These «glasses» from which the world is seen are marked by social and cultural context; therefore, they identify their own subjectivity and learn to read and communicate in a more neutral and objective manner. 		40 min

Alternative to the remote synchronous work

- a. We will keep microphones closed and will open only for intervene.
- b. We hear and express opinions with respect.
- c. If possible, during interventions, let`s try to keep our webcam on.
- d. We give the opportunity to participate to those that have not yet.



For **virtual modality** we share a scene from a film, a theater play or a social situation previously recorded.

- a. Once the scene ends, we drive them to write individually, their own writing considering 5 journalism questions (what, who, when, where, why).
- b. We indicate that each student reads their writing and at the end of all the interventions, reflect together and with cameras on so that they can see when a colleague finishes talking about the subjectivity in the interpretation of the video that we present.

Competencies of the curricular area to which the session is related to

Area	Competencies
Communication	<ul style="list-style-type: none"> 1. Communicates orally. 2. Reads different types of written texts in their mother tongue. 3. Writes different types of written texts in their mother tongue.
Personal development, citizenship and civism	<ul style="list-style-type: none"> 1. Builds his identity 2. Coexists and democratically participates in the search for the common good. 3. Builds historic interpretations.




5.2. Sessions to link school with the community through the radio

Name of the lesson:

The clinic of rumor

Expected learning: Learns to identify the deliberately fake news and analyzes the value of subjectivity.

Pedagogical sequence

Activity	Description	Materials	Time
Start	<p>We present the session objectives to the participants</p> <ul style="list-style-type: none"> • We will show how rumors are created and how reality could get distorted. • The activity forces us to analyze the value of subjectivity. 	---	10 min
Development	<ul style="list-style-type: none"> • They organize in two or three groups. • A photography or drawing is showed to the first observer of each group and they are ask to remember every detail and narrate them to their peer in the group. • Members of each group convey what they heard, what finally will end into a distorted testimony. • Testimonies are recorded to share them with the entire lass, once all the writings are finished. • This is a very useful experience to visualize the existence of distorted or erroneous informations, the intentional or unconscious inaccuracies, prejudices and tensions, and, in this manner, to establish a critical view when narrating facts from the community. 	<ul style="list-style-type: none"> • Microphones • Speakers • Console and computer. • (If no computer or console are available, microphones and speakers are enough). 	40 min

Activity	Description	Materials	Time
Closure	<p>At the end, they listen to the final testimony of each group that was recorded, and finish by answering the following questions:</p> <ul style="list-style-type: none"> •What changed from the beginning to the end? •How were the first messages and why did they result in a totally different message? •What caused the distortion of the message? •Do you remember any similar fact in the community where information has been distorted until creating a rumor? Which rumor was created in this situation? Was the rumor reverted or stayed as a truth in the community? 		40 min

Alternative to the remote synchronous work

- a. We will keep microphones closed and will open only for intervene.
- b. We hear and express opinions with respect.
- c. If possible, during interventions, let`s try to keep our webcam on.
- d. We give the opportunity to participate to those that have not yet.

For the **virtual modality**, we give a brief speech with the camera and mic on.

- a. After the speech, we ask our students to write, on the virtual platform, a note on the speech we just gave.
- b. The different interpretations written by each student will help us to address the topic of subjectivity and the rumor.
- c. We read the transcripts from our students out loud and then, the differences in the tales will be identified and they will reflect on subjectivity and rumors that have occurred in their communities.



Competencies of the curricular area to which the session is related to

Area	Competencies
Communication	<ol style="list-style-type: none"> 1. Communicates orally. 2. Writes different types of written texts in their mother tongue.
Personal development, citizenship and civism	<ol style="list-style-type: none"> 1. Builds his identity 2. Coexists and democratically participates in the search for the common good.


Name of the lesson:

Role play

Expected learning: Identifies different actors involved in a news and interviews the information sources to draft notes, as objective and true as possible. Learns to analyze different conflicts that may occur in their communities.

Pedagogical sequence

Activity	Description	Materials	Time
Start	<p>We present the session objectives to the participants</p> <ul style="list-style-type: none"> • Identify situations experienced in the community and adapt them to radio formats. • The activity will help students identify different “actors” involved in a piece of news, as well as the role when supporting when giving solutions. 	---	10 min
Development	<ul style="list-style-type: none"> • Dramatize, in group, a situation experienced in the community that has called the attention. • Propose different topics and chose the most viable or the most simple to represent in a play. It could be a banal situation (a fight or dispute among neighbors, for example). What matters is the debate that will be generated after the theater representation. 	<ul style="list-style-type: none"> • Microphones • Speakers • Console or computer (if having all of the elements are not available, 	

Activity	Description	Materials	Time
	<ul style="list-style-type: none"> • Those who have witnessed the situation to be dramatized, build the story and the rest of their peers contribute data from information they know or have heard. • Choose the participants that will act the story. • After the representation, they will analyze in groups with the help of the following questions: Who intervened?, which were the causes and results of the experienced situation?, what testimony would each of the real protagonist of the face will give?, how to obtain the testimonials of the real protagonists?, which challenges may they find to find the truth? • Once questions are solved, actors will give talk to the interviewer and answer the questions. For this, they must define in group who will play the interviewer's role. • Interviews are performed in the School radio. 	<p>is enough with microphones and speakers).</p> 	40 min
Closure:	<ul style="list-style-type: none"> • At the end of the interviews and in groups, they will draft a summary of the main learnings: How could we identify the protagonists of a fact?, how can we get to them?, how could we obtain the truth of the fact?, with how many information sources and testimonies should we rely on to have an “accurate” and reliable version of what happened? • How someone involved in a fact should be interviewed to feel at ease and tells, as objectively as possible, his version of the facts? 		40 min



Alternative to the remote synchronous work

- a. We will keep microphones closed and will open only for intervene.
- b. We hear and express opinions with respect.
- c. If possible, during interventions, let`s try to keep our webcam on.
- d. We give the opportunity to participate to those that have not yet.

For **virtual modality**, we built the situation experienced in the community with the participation of the students and the camera on for them to participate without interrupting their classmates..

- a. We will ask to one student that, if they witness the real situation in the community to take note of the contribution from the rest of the participants
- b. Once contributions are finished, the rest will be read to the group until the end of the story, with cameras on.
- c. We foster dialogue and reflection with questions such as: Who intervened?, which were the causes and results of the experienced situation?, what testimony would each of the real protagonist of the face will give?, how to obtain the testimonials of the real protagonists?, which challenges may they find to find the truth?
- d. Once all these questions have been answered, we will ask for volunteers to play the lead characters from the story to be interviewed by other volunteers who will play the role of journalists.
- e. We indicate that the interviewer and the interviewee will turn their mics and cameras on to play the interview and the rest of the class will see them.
- f. Upon closure, we will drive debate with questions such as: How could we identify the protagonists of a fact?, how can we get to them?, how could we obtain the truth of the fact?, with how many information sources and testimonies should we rely on to have an “accurate” and reliable version of what happened?, how someone involved in a fact should be interviewed to feel trust and tell, as objectively as possible their version of the facts?

Competencies of the curricular area to which the session is related to


Area	Competencies
Communication	Communicates orally. Writes different types of written texts in their mother tongue.
Personal development, citizenship and civism	Builds his identity Coexists and democratically participates in the search for the common good. Builds historic interpretations.

Name of the lesson:

Community map

Expected learning: Identifies important actors and spaces in his community that deserve to be visible in the radio as indispensable elements for peace, democracy and community resilience.

Pedagogical sequence

Activity	Description	Materials	Time
Start	We present the session objectives to the participants <ul style="list-style-type: none"> • Knowing where they come from, how the community relates with the school and how to include it in their school radio space • The activity will help students with daily activities of the community and that value the activities that are carried out there 	---	10 min
Development	<ul style="list-style-type: none"> • Draft, in big letters, using flipcharts, a map of the community and locate outstanding buildings, institutions, meeting and socialization places and conflictive spaces. • Then, in groups, analyze based on the following questions: Who could be interviewed on the radio, related to each of the elements included in the map?, in which type of program these people may be included or spaces or 	Flipcharts and color markers 	60 min



Activity	Description	Materials	Time
	<p>institutions?, would they have a permanent presence in the radio programming or punctual?</p> <ul style="list-style-type: none"> • Answers to these questions will allow the scheduling of the participation of different community stakeholders in the school radio program. • If they make the radio to be heard in the community or if the program is broadcast weekly in the municipal radio, a survey to the program audience should be applied to prepare the formats in the schedules that better fit the community.. • Therefore, the survey should cover the following: How often do you listen to the radio?, at what time do you use to listen to the radio?, what type of contents do you like to listen to? 		
Closure	<ul style="list-style-type: none"> • Reflection about our community map, the identification of stakeholders and key spaces of our community and the community opinion about radio program, will give students all the necessary information to prepare, in a next session, the program schedule of our School Radio that considers all the information needs and of participation from the population. 		20 min

Alternative to the remote synchronous work

- We will keep microphones closed and will open only for intervene.
- We hear and express opinions with respect.
- If possible, during interventions, let`s try to keep our webcam on.
- We give the opportunity to participate to those that have not yet.

For **virtual modality**, we will appoint a responsible in charge of noting down the different spaces and stakeholders of the community that their classmates have reported through organized participations.

- a. The community mapping would be, in this case, an oral mapping and will be set as a list of elements on a notebook.
- b. Then, the responsible for noting down the community elements will read them one by one and a debate will start about: who could be interviewed regarding this space or institution?, what type of program could be produced regarding this space or institution? and how this program should be included in the general schedule of programs of the **School Radio**?
- c. For the audience survey, in this case, we pose the questions and define responsible persons to share the results with the colleagues in a following session, and to be able to elaborate the final programming grid, taking into account all the information collected and discussed.

Competencies of the curricular area to which the session is related to

Area	Competencies
Communication	<ol style="list-style-type: none"> 1. Communicates orally. 2. Writes different types of written texts in their mother tongue.
Personal development, citizenship and civism	<ol style="list-style-type: none"> 1. Builds his identity 2. Coexists and democratically participates in the search for the common good. 3. Builds historic interpretations.


Name of the lesson:

Construction of community agenda

Expected learning: Learns to develop within their community as school journalists which give them a main and leading role in the face of their community. Participants learn to work with people and authorities as sources of information.



Pedagogical sequence

Activity	Description	Materials	Time
Start	<p>We present the session objectives to the participants</p> <ul style="list-style-type: none"> •To project themselves in the community as citizens with rights and opinions who lead changes and solutions through school or municipal radio. •The activity will allow them to recognize direct and indirect sources of information and make a news story about their community. 	---	10 min
Development	<ul style="list-style-type: none"> •They get in groups and leave the school to walk around some blocks •Each group goes to different spaces and obtains sources of information to create their news (municipality, bakery, grassroots social organizations, police, health center, etc.). •They get in groups and will talk to neighbors to draft their notes.. •Once the data collection is finished, they will return to the classroom where they will turn into a piece of news that will later represent in their School Radio. 	<p>Voice recorder or cellphone</p> 	60 min
Closure	<ul style="list-style-type: none"> •Once the radio program has been made, the veracity of the news broadcast, the subjectivity of the actors involved and the quality of the sources consulted will be discussed in the classroom. •Were good questions asked to the sources to obtain the information needed?, were the sources' answers contrasted with other more truthful sources such as authorities or neighbors directly involved in the subject of the note? were all the necessary questions asked? 		20 min

Alternative to the remote synchronous work

- We will keep microphones closed and will open only for intervene.
- We hear and express opinions with respect.
- If possible, during interventions, let`s try to keep our webcam on.

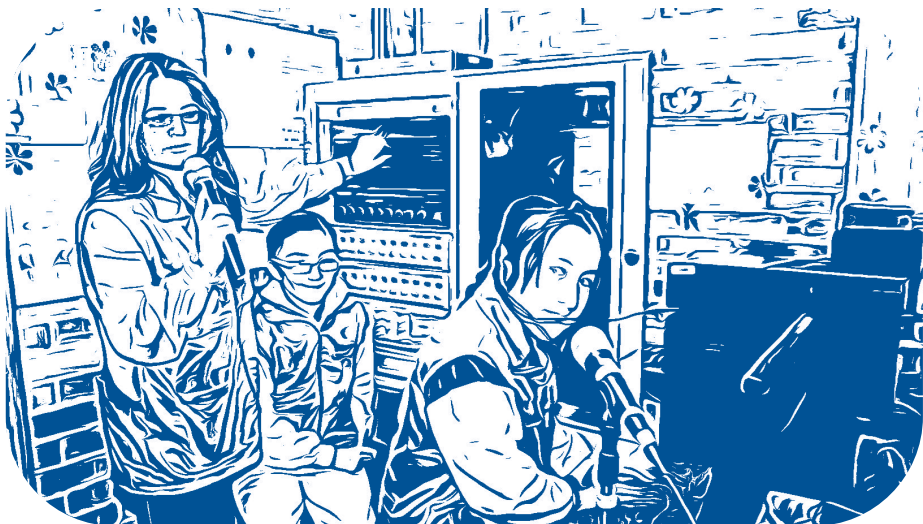
d. We give the opportunity to participate to those that have not yet.

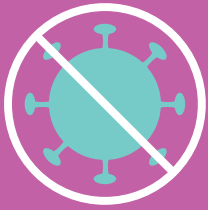
For **virtual modality**, we train, before the synchronous session, work groups for them to collect information from the sources have been considered.

- a. The data collection from identified sources may be in person or via phone calls or *WhatsApp*.
- b. In the synchronous session, each group spreads its finished news to the rest of the class and in order, and then discusses and reflects on issues such as Were good questions asked to the sources to obtain the information needed?, were the sources' answers contrasted with other more truthful sources such as authorities or neighbors directly involved in the subject of the note? were all the necessary questions asked?

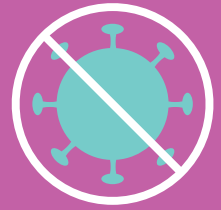
Competencies of the curricular area to which the session is related to

Area	Competencies
Communication	<ul style="list-style-type: none">1. Communicates orally in their mother tongue2. Writes different types of written texts in their mother tongue.3. Reads different types of written texts in their mother tongue.
Personal development, citizenship and civism	<ul style="list-style-type: none">1. Builds his identity2. Coexists and democratically participates in the search for the common good.3. Builds historic interpretations.





FOLLOW THESE SIMPLE RECOMMENDATIONS TO AVOID SPREAD OF **COVID-19**



WASH YOUR HANDS



WEAR A MASK



**DISINFECT YOUR HANDS
WITH ALCOHOL**



**MEASURE YOUR
TEMPERATURE**



**DISINFECT YOUR
FOOTWEAR**



**KEEP SOCIAL
DISTANCING**