



SCHOOL SUPERHERO COMIC CONTEST

Total time

65 minutes

Age range

8-18 years

Storytelling For Action #ENDViolence In and Around Schools



Subject

Creative Writing, Art and Drawing, Citizenship, Social Studies, Geography, Language.

Learning Outcomes

- Understand how the issue of violence against children is manifested in and around the school and what impact this has.
- Build empathy for those affected.
- Bring knowledge and empathy together in storytelling to engage others in this important issue.

Materials and Preparation

- Print and have students complete parental consent form (see Appendix 1)
- Print copies of the activity worksheet for students to do by hand (see Appendix 2).
- Option to use [the online application](#) if students have computer access, instead of the printed version (available 1 Sep - 21 Oct 2018).
- Set up PowerPoint (see Appendix 3). Visit [here](#) to download and adapt it.
- Drawing and writing materials
- To learn more about the contest, [visit the website here](#) (live on 5 October 2018)

About

This lesson plan provides a sensitive overview of the issue of violence in schools, gives space to reflect on solutions for safe learning environments and walks the class through a creative superhero story-telling activity.

Students are invited to submit their superhero to a contest searching for a superhero that keeps schools safe and peaceful. The winner will work with a professional artist and storyteller to bring their ideas to life in a published comic book!

Key Dates

- **October 21 2018:** Final day to submit superheroes online!
- **November 16-November 25, 2018:** Digital Global Vote.
- **December 2018:** Winner announced
- **July 2019:** Final comic book launch online and at UN global forum where Education and Peace Goals (4 & 16) are under review.

Note: If you miss the deadline, or if you don't want to take part in the Comic Contest, this activity can still be done on its own.



Background for Teachers

- This activity has been created as part of the [UNICEF's #ENDviolence campaign](#). It specifically focuses on ending violence in and around schools so that all children have a safe environment to learn in.
- If you are using UNICEF's full Safe To Learn activity pack this activity makes up Activity 4: "What can I do in my World so that all of us are safe to learn?" In this case please skip to Step 6 below.
- The concept of "ending violence against children" should be approached in the classroom through the positive lens of "creating safe environments for all children to learn". See Appendix 4 for detailed guidance on teaching this sensitive topic.
- Violence and safety mean different things in different places, to different people. We must let children define as much as possible how these issues affect them and identify the areas they want to address.

Lesson Structure:

Steps 1-4: First, build understanding on the issue of violence in and around schools as a class. Then, reflect on the solutions for a safe school environment. You as a teacher can lead the discussion and guide this learning.

Steps 5-8: In these sections the class will explore how to write an effective story followed by the creative superhero and storyline activity. The students work in pairs and individually.

Please adapt the lesson's content as needed depending on age group or context. The Powerpoint (Appendix 3) is meant to help teach students about the issue of school violence, facilitate a discussion, and outline the creative superhero building activity. The slides can be used as is or adapted. Some content may need to be further explained to younger students.

Lesson Plan

Step 1: Set the Scene: Slide 2

5
mins

Begin the slideshow (Appendix 3) to support your class discussion and activity.

Share with students the objectives and steps of this lesson to explain the activity, using [Slide 2](#) for a summary.

- **We are learning about an issue that faces many children and young people across the world everyday.**
- **We will develop a superhero and comic story as a way of sharing what we've learnt about this issue with others so that they learn about it too.**
- **If we want to we can submit our superheroes to the School Superhero Comic Contest to help raise awareness about and inspire action on the issue.**
- **The winner will have the opportunity to create a real comic book that will be published online and presented at the United Nations.**

Step 2: Introduce the Issue: Slide 3 & 4

5
mins

Referencing [Slide 3](#), explain that first the class will dive into an issue. Use [Slide 4](#) to facilitate discussion:

- ***How do you think these people are feeling? How can you tell? Who is making this person feel this way?***
Ask students to first think of the answers themselves and then turn to a partner to discuss different ideas before coming back together as a class to share ideas.



Step 3: Explore the Issue: Slides 5-10

10
mins

The following section and corresponding slides help explain what school violence means, looks like and leads to. This section should be introduced to the class with care and can be adapted.

Link the discussion that you have in Step 2 to the idea that in real-life many of these actions could be considered “violent” and might lead to the children shown feeling unsafe.

Lead a discussion to help the class define forms of violence in and around schools:

- **What are some examples of school violence?**

Ask students to consider a list of different actions that they would view to be violence in or around a school. Use [Slide 5](#) in the powerpoint for prompts.

- **Who commits and experiences school violence? Where does school violence happen most?**

Ask students to think about where this violence takes place and who is the perpetrator. Use [Slides 6 and 7](#) in the powerpoint for prompts or a summary.

Show them the infographic on [Slide 8](#) that provides some data on the prevalence of different forms of violence against children.

- **Does any of this data surprise you or stand out?**

Emphasize here that school violence happens in every country in the world although certain regions may face different types of school violence than other regions.

Ask students in pairs to reflect on the infographic and think about the effects these experiences have on individuals and society.

- **How would experiencing violence at school affect someone?**

Ask students to discuss what the effect of this violence might have on the child.

Ask students to keep a note of their ideas, or jot down ideas on a “Working Wall” or large paper as students might like to refer to this during their creative writing.

Come together as a class and ask 2-3 groups to share their thoughts. Use [Slide 9](#) to summarise the potential impact of violence against children.

Go to [Slide 10](#) and ask students to think about the level of awareness on these issues.

- **Do people in our school talk about these issues?**
- **Are certain issues we discussed more relevant than others?**
- **Does the public talk about these problems?**

Encourage them to make a mental note on the level of awareness in their community for how their story could help inform and inspire people to take action on ending violence.

Step 4: Reflect on the Solutions: Slide 11

10
mins

While previous steps of this plan establish a base understanding of the issue and encourage students to empathise with the situation, Step 4 is solution-oriented, to foster critical thinking and discussion among the class about what makes a school safe and how they can individually and collectively contribute to a safe and inclusive



learning environment. Select a few answers from the class:

- *What makes a school safe?*
- *What does a safe school have?*

Use Slide 11 for prompts and a summary of factors that support a safe school environment: positive culture of inclusion and respect, school training and resources, a protected setting, etc.

If relevant, bring this discussion into the context of their own school.

- *What makes our school safe and what could we change to make it safer?*
- *What do you as students commit to doing to make one another safe to learn, and what do you need from others (teachers, school personnel, policymakers, etc.) to be safe to learn*

Step 4b Link to the SDGs (Optional): Slide 12

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mins

As a follow up to the solutions that make a school safe, introduce the global goals that outline a plan to eradicate poverty, promote peace and protect our planet. Explain that ensuring all children have access to a safe education is included in this plan of action.

Present the Sustainable Development Goals by showing students the poster on Slide 12. Explain that:

- *World leaders agreed to achieve 17 Global Goals by the year 2030, including goals to ensure every child has access to education and is safe from violence. These goals recognize that being safe to learn is a right and necessary to achieve other goals.*
- *Creating a school superhero will creatively remind the world that every child should be safe to learn.*
 - » These superheroes will show that young people have a role in achieving school safety and accomplishing the goals.
 - » The winning comic book will be presented to world leaders and the public at the United Nations during government presentations on the two goals: quality education and peace and justice.

If students are unfamiliar with or curious about the Global Goals, option to show the video introduced by Malala Yousafzai (<https://vimeo.com/138852758>) that sets the scene and introduces the Global Goals in a child friendly way.

Step 5: Begin the Activity – Why and How to Tell A Story: Slide 13-16

10
mins

Reiterate to students now that they have thought more about violence in and around schools, one way we can all help this issue is by raising awareness of it and letting people know we think it is really important that all students have safe schools to go to. Explain that this is why they are going to be writing a story.

To begin the activity, ask your students about their experience with stories, referencing Slide 13.

- *What are some of your favourite stories?*
- *What makes them good stories?*
- *What effect do these stories have on you?*

Explain why stories are such a powerful tool, using Slide 14.

- *Why tell a story?*
Explain that reading, watching or listening to stories activate additional areas in our brain that help us experience emotion. Comparing these activations to what our brain does when simply told a fact, it's clear that stories help us understand, relate to and remember certain information more than simply being told the facts.



Explain how to develop a storyline, [Slide 15](#).

- **First, you need knowledge on a topic, which now we have.**
- **Most stories present a conflict and resolution. What are problems and solutions related to your topic?**
- **Think about your characters and then outline the beginning, middle and end.**
- **Finally, think about the emotions related to the story and how you hope to make the reader feel. How does your favorite story make you feel? Inspired? Relieved? Awed?**
- **In summary, we have explored an issue in the first part of this activity. Now we are going to create an inspiring story about it and a superhero character to help us tell it.**

Step 6: Get Creative: Character and Story Development: Slides 16-22

10
mins

This section, introduced on [Slide 16](#), helps students to come up with a School Superhero.

Connect the dots for your students and explain why they'll be writing a story on this topic of ending violence in schools. Introduce the Global School Superhero Comic Contest that they have the option of contributing to ([Slide 17](#)).

- **We are trying to end violence so everyone is safe to learn.**
- **The first step to taking action against violence around schools is to raise awareness.**
- **Writing a story will help inspire the world to learn about and take action against violence in and around schools.**
- **We'll submit our superheroes to the School Superhero Comic Contest for a chance to be featured on a global voting platform and, if selected, win the opportunity to create a real comic book featuring your superhero.**

Summarize the discussion from the previous sections and remind students of the topic of their story ([Slide 18](#)).

- **Your story should inform and inspire the reader to help End Violence and make sure no one is threatened or harmed on the way to and from school, in and around school, or during school related events. We are raising awareness about the fact that every child has the right to be safe to learn.**

Pass out the activity worksheet (Appendix 2) and pair or group students to work together on Page 1. Please note that the activity worksheet is meant to prompt them, but students are not restricted to the problems or superpowers listed.

1. Choose a problem to solve ([Slide 19](#))

- **Ask students to individually choose the problem they would most like their superhero to solve.**
- **Ask them to map out the problems and solutions as a class or in groups.**
- **They should address what factors contribute to the problem, how the problem affects students, and how the problem can be solved.**

When this is complete ask students to turn to Page 2 of the worksheet and now work individually.

2. Superpower Selection ([Slide 20](#))

- **Ask your students to think about the superpower that would be useful in solving the problem that they identified in their group.**



3. Character Development

- Ask your students to start to build a character based on their superpower. Create a name, origin, nemesis and other characteristics for the character. This will help inspire details for the next story-line activity.

Turn to Page 3 of the worksheet.

4. Story Arch ([Slide 21](#))

- Ask your students to develop an outline for the “adventure” of their superhero.
- Remind them that at the end of the “adventure” the problem that students identified is meant to be solved.
- Remind students that all great stories have a beginning, middle and end.
- Remind students to think back to how they felt when they were discussing the impact of violence on children. Can this help make their story more emotive?

Beginning: students should explain where and why the problem takes place.

Middle: students should introduce their superhero and explain how their hero can solve the problem.

End: students should finally portray how the superhero overcomes the problem and how the world now looks.

Step 7: Draw the Superhero: Slide 22

10
mins

For the final activity, turn to Page 4 of the worksheet and pass out drawing materials. Please note that the drawing is a mandatory element of the contest in order to be considered.

5. The Drawing ([Slide 22](#))

- Encourage students to bring their character to life in art form.
- If in art class, this is an opportunity to put artistic abilities and techniques to work. But for the contest, the quality of drawings are not the deciding factor. Stick figures and simple drawings are fine.

Step 8: Concluding and submitting

5
mins

Explain to the students that their creations will be submitted to the Global School Superhero Comic Contest. See below for instructions and key deadlines.

Extension Activities

- Discuss ideas to bring the superheroes to life in your school. How can we all be everyday superheroes, keeping everyone safe to learn? ([Slides 23-24](#))
- Get your students inspired to tell a comic story by visiting www.comicsunitingnations.org for free, downloadable comic books about the Sustainable Development Goals. See the [teacher's guide for using comics in the classroom here](#).
- Spend more time sharing students' superhero stories as a class, including – where appropriate - through role play, “freeze frame” drama techniques, asking questions and exploring alternative endings (paying particular attention to the safeguarding guidance in the Teacher Guide).
- Or deepen understanding of the issue by using the full UNICEF End Violence against children activity pack [here](#).



Key Instructions and Deadlines for Submitting Student Work

In order to make your students' voices heard, submit their superheroes to the contest by 21 October 2018.

- » Scan and email your students' work to engage@unicef.org.
- » Alternatively, if your students participated in the workshop online via the digital application (live 1 September), the form automatically submitted their work.

Scanned submissions must be accompanied by the Parental Consent Form in Appendix O.

Students submitting through the digital application will need parental consent to participate and will be asked to provide a guardian contact information.

The top submissions will be selected, voted on globally on the comic contest website and the winner will work with a professional team to develop and publish a comic book online and at the United Nations.

Timeline for the Comic Contest

- **21 October 2018:** Final day to submit superheroes!
- **16-25 November 2018:** Digital Global Vote!
- **December 2018:** Winner announced!
- **July 2019:** Final comic book launch online and at UN global forum where Education and Peace Goals (4 & 16) are under review!

Please note: If you miss the deadline, or if you don't want to take part in the Comic Contest, this activity can still be done on its own.

Follow the campaign

Share

Post photos or videos of participants working on their superheroes and images of their final products.

Vote

Engage your students in the online vote taking place 16-25 November. The campaign website will be [live on 5 October here](#).

Through the following hashtags you can connect on social media:

#ComicContest

#ENDViolence

#WorldsLargestLesson

Tag UNICEF, the World's Largest Lesson and Comics Uniting Nations:

Facebook: @UNICEF @TheWorldsLargestLesson @ComicsUnitingNations

Twitter: @UNICEF @TheWorldsLesson @ComicsUniting

Instagram: @UNICEF @theworldslesson @comicsunitingnations



APPENDIX 1: School Superhero Comic Contest! Parental Consent Form

School Superhero Comic Contest! Parental Consent Form

From 1 September-21 October 2018 UNICEF will host a School Superhero Comic Contest inviting children and young people worldwide to submit a concept for a superhero who is helping every child to be safe to learn. A panel of judges from UNICEF will select a collection of the top submissions and from 16-25 November 2018, these will be shared online for a global vote. The winner of the vote will work with a professional team to create their own comic which will be launched online and at the UN High Level Political Forum (July 2019). Throughout the contest UNICEF will share their favourite superhero concepts on social media. To learn more about the contest and to read the full Terms and Conditions please visit the [contest website](#).

If you have any additional questions please email: engage@unicef.org.

By signing this form I, _____, hereby give permission for my child, _____, to participate in UNICEF's School Superhero Comic Contest and I am aware that his/her drawings may be shared on social media.

Signed: _____ (parent/caregiver) Date: _____

Signed: _____ (participant) Date: _____

预览已结束，完整报告链接和二维码如下：

https://www.yunbaogao.cn/report/index/report?reportId=5_6121

