

KID_Preneurship 2020-1-LV01-KA201-077505



ACTIVITY NAME	The Magic Wand
OUTPUT NUMBER	IO2
PARTNER	“Values, Virtues, Integrity” Foundation
ACTIVITY & CLASS	LARNING THROUGH MISTAKES Classes: 8-10 years
DURATION	From 90 min to one day (depending on the setting)
OBJECTIVES	Main: To help pupils recognize bad conduct/behavior, suggest alternatives, and propose correcting actions Other: Taking initiative Critical thinking Overcoming of guilt Creativity Positive attitude
MATERIALS	A white sheet 2m x 3m (or larger) A rope or a wooden stick to keep the sheet straight Clips to attach the sheet to the rope/stick A projector or video-projector A laptop (optional) Paper material and other various props A lot of imagination
LEARNING ACTIVITY METHOD	Shadow theater is a very simple and easy tool to implement with children. At the start of the activity the teacher intruduces to the children the „scene” and the „audience” part of the room. Each child is invited to the scene in order to pass close to the sheet and get to know the shadow. the kids in the class might be asked to do a sketch/etude with two ends – first unhappy and then happy. The sketch/etude may be comprised of 2-3-4 logically connected scenes, usually severed from each other with a stop-motion (the light is

switched out and, when switched on again, another scene begins). The 'unhappy' version presents wrong behavior, or mistake of choice or conduct, in a certain situation, and the situation logically develops into an unhappy end. The 'happy' version begins from the moment after which the things when wrong. It starts with a stop-motion immediately before the error occurred and then the plot develops alternatively, leading to a positive solution.

The magic stick is in the hand of a little fairy, who intervenes in the crucial moment, changing the course of the presented story. The fairy touches with her magic stick the heads (or the hearts) of the participants in the story and they change their minds and do something differently from what they have done before.

When the pupils feel confident with this means of expression, the teacher divides them into small groups of 4-5 persons and gives them the task to think of a story on the model of the magic wand to present to the other participants.


The teacher must give each team enough time to first invent a script and then rehearse their own sketch. If necessary, s/he must subtly help them to cope with this not easy task.

The inclusion of a musical background in the performance gives a very good result, so that the pupils should be well encouraged to do that as well.

Generally, the teacher is expected to give creative freedom to the young actors and to intervene with advice, an idea or a recommendation only when necessary, especially in the formation of the plot (where children usually encounter the greatest difficulties) and with the stills (the timing of the stop-motion moments). In some cases it is useful the teacher to support children by simplifying their script in case it has too many actions and might be hard to understand.

The method strongly encourages innovation and creativity and makes participants think on how to visualize their ideas. At the same time it is equally powerful as an impact on the audience, which may be composed of other pupils in the class, other classes, or the entire school community (including teachers and parents).

In the framework of the education on entrepreneurship and the competence *Learning through mistakes*, the method is also very useful as it presupposes the involved young actors first recognize where the error is, and then take action to correct it.

<p>VISUALS</p> <p>Images/videoclip</p>	<p>Final scene of a shadow theater performance based on <i>the magic stick</i> concept, held on August 20, 2020 in the town of Velingrad, Bulgaria (the fairy with the magic stick is in the center of the image).</p>  <p>Source: VVIF photo archive of accomplished projects</p> <p>Videoclips from the four miniatures comprising the performance can be seen at the Facebook page of the project “Shadows of the change in Lesichovo municipality”:</p> <p>https://www.facebook.com/Сенки-на-промяната-в-община-Лесичово-628352271148762</p>
<p>TEACHER PREPARATION</p>	<p>The teacher together with the children have to change the setting of the room and to make it suitable for shadow theatre. This involves darkening of windows (with thick curtains, blinds or otherwise) and installing the equipment for making a shadow theatre. They must hang the rope on two different parts of the room and put the sheet on it using clips. Thus two separate spaces are formed – the "scene" and the "audience".</p> <p>If pupils are unfamiliar with shadow theater, the teacher can initially play videos for them about this art and then invite them to try it. This is done by first introducing the children to their shadows (all the children pass between the spotlight and the sheet, examining their reflection), followed by a series of simple exercises for one, two or three persons such as performing simple actions, professions or animals and letting the others to guess what they are performing.</p>

	<p>If appropriate time, support and conditions are provided for the whole creative process, the teacher(s) and the audience will most probably be fascinated with the production of the kids.</p>
TEACHER'S EVALUATION	<p>It is not difficult to evaluate this activity. The teacher simply has to rate the enthusiasm of the participants in the creative process and the applause of the audience.</p> <p>If the storytelling is well structured and the finale of the sketch is spectacular, both the actors and the audience will long remember what the mistakes presented as a matter of fact are and what is supposed to be learned from them.</p>