



e-ARTinED GOOD PRACTICE REPORT

THE SWEDISH CODE OF CONDUCT (tree parts)

2. The Outdoor Access Rights and the Convention of Children's Rights

The *Swedish Outdoor Access Rights* in combination with *the Convention of Children's Rights* fit perfectly well, as can be seen in our three connected best examples, with the Swedish Curriculum as well as with the two e-ARTinED themes: **Social Inclusion** and **Nature through the Arts**.

Project Partner	Viksjöforsbaletten, Sweden
School involved in piloting	Viksjöfors School
Venue(s)	School and School yard
Date/s and time	April 2017: 1 school day, 5 hours
Art form	Drama, Art and Music
Names of the teachers and the artists involved in piloting	Anki Waltersson, Elisabeth Guthu, Victoria Kastemyr, Sofie Widarsson, Helena Ehrstrand, Emil Skoogh, Niclas Wahlén, Yohannes Zeray and Josefin Torp.
Students' age	6-13
Number of students	60
Duration of the piloting	1 school day, 5 hours (out of 14 months of piloting)
Teaching Aids	<ul style="list-style-type: none"> ○ Memory game about The Right of Public Access ○ Film about the Children's Convention ○ Material to make the friendship stones (old newspapers, water, paint and brushes) ○ Garbage to sort out in the schoolyard and magic glasses. ○ Professional musician

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The school: Viksjöfors School

Previous similar experiences: The Art in Ed project.

Prerequisite Student Knowledge: They learned about waste sorting when setting up the [Recycling Musical](#) three month before.¹

Procedure:

The Theme Day about the "Right of Public Access and all Humans Rights" started with an [Introduction speech](#).² The pupils were divided in 6 groups with 10-15 in each and with pupils from different grades. The pupils visited 7 different stations about the theme. They stayed for 30 minutes at each station.

1. [Right of public access](#).³
The pupils played a memory game about *the Right of Public Access* and then discussed the meaning and the function of it.
2. [Friendship stones of papier maché – recycling](#)⁴
The pupils made stones of papier maché. The stones were supposed to be symbols of friendship and were called friendship stones.
3. [Child Convention](#)⁵.
The pupils watched an interactive book about the Children's Convention called *All Children's Rights* made by Pernilla Stalfelt.
Together the students then discussed the content and compared it with the environment pupils live in and how children live in other parts of the world. [The classroom discussion](#).⁶
4. [Justice - Injustice](#)⁷
The students were divided into two groups. One group got scissors, but the other group got no tools at all. They were all given the task to make certain shapes from a paper.
The discussion about justice appeared quite quickly due to the distribution of the scissors. This led to an opportunity for the teacher and the pupils to debate and think about what justice really is. An important aspect in this task was to get the students to understand that things can be done in different ways, but also about communicating and sharing.
5. [Music – a language](#)⁸
The pupils got the opportunity to meet a professional musician who plays contrabass. The musician told the pupils about the instrument, how it works and appears.
The musician and the pupils talked about how music is a language of its own, which can express different things.
The pupils learned part of a song that doesn't include normal words, it is just rhythm. The song is made by Luis Moholo and is called "You ain't gonna know me 'cos you think you know me". The pupils chose different rhythm instruments; they played and sang together with the musician and the contrabass.
6. [Waste sorting and recycling](#)⁹
The pupils got a short information about waste sorting and how important that is for the society. The pupils searched for and collected garbage in the schoolyard and sorted it in the right place. The pupils could choose if they wanted to use the magic glasses. Those glasses can motivate young pupils and make it fun to search for garbage.

¹ Link yo musical: <http://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycling-nov-dec-2015/>

² Introduction speech: <https://youtu.be/DfrKOHEkjFA>

³ Memory game about the Swedish Outdoor Access Rights: <https://youtu.be/1vyRwal5uAw>

⁴ See pictures here: <https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/the-right-of-public-access-childrens-rights-april-2016/#jp-carousel-9762>

⁵ The Convention of Children's Rights, an iPad app: <https://youtu.be/IDWelFPqqvc>

⁶ A classroom discussion after seeing the above app: <https://youtu.be/m7k0IVmoWCM>

⁷ Different Conditions: <https://youtu.be/linq6qK0ea0>

⁸ Music – language for everyone: <https://youtu.be/EZKLz8ZonIo>

⁹ Waste sorting: https://youtu.be/Hbvoq_vg9gA

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7. [An Outdoor Fantasy](#)³

The student practiced the Outdoor Access Rights and were supposed to pick material from the forest and create new things from the material. They could only pick what you are allowed to pick.

8. [Evaluation](#)¹⁰

There was an evaluation at the end of the day at all last station.

Six weeks later the children made a dance performance with their views on Human Rights. [Dance](#).¹⁰

Outcomes:

Through this practice, the students got

1. Knowledge and understanding of all human's equal value.
2. Knowledge and understanding of the valuable Swedish Right of Public Access
3. Knowledge about waste sorting and recycling.
4. Experience in different ways to communicate.

Observations

Notes based on interviews with students and teachers:

Reflections from the students: [Evaluation video](#).¹¹

Reflections from the teachers:

All in all the theme day was successful:

- *The students were in mixed age groups so the fellowship between the pupils was strengthened.*
- *The school is a multicultural school and we had many newly arrived pupils at this time.*
- *This day was a great opportunity to tell and work with values of which the Swedish school and society depends.*
- *The station with the musician was appreciated among the newly arrived pupils, because the language was not a barrier, the pupils could meet in the music.*

Findings and conclusion

Children's Rights and the Right of Public Access is the second out of three connected education projects in Viksjöfors school on *the Swedish Code of Conduct*.¹²

We have chosen this part of the e-ARTinEd project, a full day with various stations about *Children's Rights and the Right of Public Access*, as one of our Best Practices. If you look at *the procedures, the outcomes and the observations* above you can see why!

Visit this [link to the community of practice](#)¹³ for piloting videos, photos, teacher's guides and other resources.

¹⁰ Performing Children's Rights in Dance: <https://youtu.be/2-2vnWOc5Nk>

¹¹ Evaluation video.: <https://youtu.be/TyZrKQgt23A>

¹² *The Outdoor Access Rights* in combination with *the Convention of Children's Rights*

¹³ Link to the community: <http://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/the-right-of-public-access-childrens-rights-april-2016/>