

Children Around the World

GRADE LEVEL: K–6

BRIEF SUMMARY: To reflect on the Kick Off video by discussing reactions, feelings, and thoughts.

REQUIRED MATERIALS:

- Chart paper, markers
- Cue cards (1 per student)
- Large world map
- Team UNICEF poster

INSTRUCTIONS:

1. Before showing the video ask the students to watch for similarities and differences between themselves and the children featured in the video.
2. After viewing the video ask the class what their initial reactions were to seeing the video. On the blackboard, create a mind map of everyone's feelings and thoughts, grouping similar ideas close together (i.e. "surprised", "stunned" and "shocked" could be found in the same cluster).
3. Referring to this class mind map, ask students to explain the reasons why they felt/feel this way.
4. As you discuss the video with the class, jot down the names of the featured children as they are mentioned. Create a list of their names, asking students to help you name the countries that each child is from. Using a world map, have student volunteers find these geographical locations. Locate Canada. Are these countries close by? Could these children be from Canada? Why/why not?
5. Using the Four Corners approach, post the picture or name of a child from the video in each corner. Ask students to stand up and walk to the corner that represents the child that they think they can most relate to (i.e. "Jirada wants to be a doctor when she grows up, so do I.").
6. Students of the same group can be assigned a certain colour sticker then asked to sit back down with the rest of the class (i.e. all students who chose Yuri will have a green sticker). Using the colour identification stickers, discuss as a class the reasons for their choices.
7. Distribute one cue card to each student and ask them to write down something he/she admires about the child they chose and explain using 1–2 sentences or a few words depending on the level of the students. Students must submit their cue card before the end of class.

MODIFICATIONS: For older students

Step 3: Discussion about geographical locations can be deepened to cover which continents these countries are located in, which continent is Canada located in, etc. Are any of these countries in the same continent as us? What do we know about the countries where the children from the video live? What are some of the bigger problems facing the countries where the children from the video live?

Step 5: A Think-Pair-Share approach can be used with older students instead of the colour coding. Once students have chosen a corner, they can discuss with the person next to them the reasons why they chose that particular child.

