

A Building Block Towards Child Friendly Cities

Resource Guide for Educators



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RATIONALE

UNICEF Canada recognizes that Canadian classrooms reflect a diverse group of students with a variety of interests and learning styles. We also know that teachers are always looking for new and exciting ways to motivate their students to learn. It is our aim at UNICEF to advocate for the protection of children and to educate young Canadians about the importance of children's universal rights. We work with a variety of partners to develop educational materials which assist teachers who are also passionate about the rights of children. Our educational resources address many issues such as inequity, poverty and injustice, because we know that these themes are important to Canadian students and teachers and connect to mandated curricula.

This guide has been created to support teachers and students interested in learning more about student action, engagement and community involvement. The current generation of students is the first generation where the majority will, across the globe, grow up in cities. The UNICEF Child Friendly Cities Initiative is a global social justice movement that encourages child participation in all matters relating to their communities — communities of any size and type of governance structure. We consider the Child Friendly Cities Initiative a useful lens through which to teach children about civic participation and global citizenship. We hope that this guide will support teachers in their desire to mobilize their students to become more active in their schools and communities. This guide will help students become global citizens who act locally to advocate for the needs of young people at a community level.

This resource guide will also support teachers in their efforts to teach young people about citizenship, global issues, social injustice and community involvement. It has been designed to help students explore, reflect and then take their own community action on an issue they feel passionate about. The content has been designed by and for teachers. Every attempt has been made to create engaging activities that will meet the needs of a variety of learners. We believe that all students are motivated to learn when they are empowered and feel that their opinions are heard. It is this belief that guides the design of each activity included.

INTRODUCTION

Purpose and Aim of This Guide

This resource guide is designed for Grade 8, 9, 10 and 11 teachers in Ontario in order to fulfill Ontario curriculum expectations in Grade 8 Language Arts, Grade 8 and 9 Geography, Grade 10 Civics and Grade 11 Business Studies.¹ It is not our intention to limit the use of this guide; excerpts from this guide may be used in a variety of subjects outside of those identified here and may be appropriate for students in Grades 7 to 12. In particular, links can be made to the Arts curriculum in Grade 8 and the World Geography course in Grade 12. (See “Additional Curriculum Connections” chart on pg. 99.)

The lessons in this resource guide have been developed by the authors and tested in Ontario classrooms. Some of the activities and resources have been used or published in other educational materials. Every attempt has been made to contact authors for permission, and to credit authors and texts when learning activities have been modified or adapted from existing resources.

What is a Child Friendly City?

UNICEF’s Child Friendly Cities Initiative defines a child friendly city as “... a city, or any local system of governance, committed to fulfilling children’s rights. It is a city where the voices, needs, priorities and rights of children are an integral part of public policies, programmes and decisions. It is, as a result, a city that is fit for all.”²

A Child Friendly City is a local system of governance committed to fulfilling children’s rights. A Child Friendly City ensures that the voices and rights of children are part of public policies, programmes and decisions. These policies and decisions are better for it, and children are healthier, safer and better protected. The result is a city fit for children, and fit for all. Furthermore, UNICEF has developed a broad range of criteria for a Child Friendly City. A city is deemed to be “child friendly” if children and youth are able to:

- be included in decisions about their city
- express their opinions about the city they want in a meaningful way
- participate in family, community and social life
- receive basic services such as health care and education
- drink safe water and have access to proper sanitation
- be protected from exploitation, violence and abuse
- walk safely in the streets on their own
- meet friends and play
- have green spaces for plants and animals
- live in an unpolluted environment
- participate in cultural and social events
- be an equal citizen of their city with access to every service, regardless of ethnic origin, religion, income, gender or disability.³

¹ See all connected curriculum expectations at the end of this guide in Appendix E.

² Rae Bridgman., “Child-Friendly Cities: Canadian Perspectives,” *Children, Youth and Environments* 14, no. 2 (2004): 178-200. Retrieved from <<http://www.colorado.edu/journals/cye/>>.

³ UNICEF Innocenti Research Centre, “Definition of a Child Friendly City,” Child Friendly City Website. Retrieved from <http://www.childfriendlycities.org/resources/index_definition.html>.

Why Engage Children and Youth in Their City?

The benefits of children and youth as competent and capable citizens are slowly being recognized. The Convention on the Rights of the Child recognizes young people’s rights to participate in decision-making processes. Article 12 of the Convention is one of the most empowering because it promotes young people’s rights to participation. The introduction of Article 12 of the Convention supports the view of youth as “a subject of rights, who are able to form and express opinions, to participate in decision-making processes and influence solutions, to intervene in the process of social change and in the building of democracy.”⁴

Increasingly, international recognition of youth participation has motivated those at the local level to follow suit.

Despite a rise of international efforts to develop youth participation, such as the Habitat Agenda⁵ and Agenda 21⁶ on the Earth Summit, it is understood that participation is primarily local. For instance, the Habitat Agenda argues that “the needs of children and youth, particularly with regards to their living environment, have to be taken fully into account. Special attention needs to be paid to the participatory processes dealing with the shaping of cities, towns and neighbourhoods in order to secure the living conditions of children and of youth and to make use of their insight, creativity and thoughts on the environment.”⁷

The Habitat Agenda also suggests that “the implementation of environmental and sustainable development goals will depend on the participation of youth.”⁸

Policy-makers and the wider community are beginning to recognize the benefits of children and youth participation in:

- **Strengthening local democracy:** Young people become aware of the processes of democracy and participation in the context of their local environment; this helps develop active citizenship in the long term and fosters a sense of local responsibility.⁹
- **Building a sense of community:** Young people gain a better understanding of their city and their position within the city; the process builds social cohesion and value for their local community.¹⁰

⁴ Silvia Golombek, *What Works in Youth Participation: Case Studies from Around the World*, (Baltimore: International Youth Foundation, 2002), 7. Retrieved from <http://www.iyfn.org/uploads/what_works_in_youth_par.pdf>.

⁵ The Habitat Agenda is the main political document that came out of the Habitat II conference in Istanbul, Turkey 3 to 14 June 1996. Adopted by 171 countries, at what was called the City Summit, it contains over 100 commitments and 600 recommendations on human settlements issues. The purpose of the second United Nations Conference on Human Settlements (Habitat II) was to address two themes of equal global importance: “Adequate shelter for all” and “Sustainable human settlements development in an urbanizing world.”

⁶ Agenda 21 is a comprehensive plan of action to be taken globally, nationally and locally by organizations of the United Nations system, governments and major groups in every area in which humans have an impact on the environment. **Agenda 21**, the **Rio Declaration on Environment and Development**, and the **Statement of Principles for the Sustainable Management of Forests** were adopted by more than 178 governments at the United Nations Conference on Environment and Development (UNCED) held in Rio de Janeiro, Brazil, 3 to 14 June 1992.

⁷ Karen Malone, “United Nations: A Key Player,” in *Creating Child Friendly Cities: Reinstating Kids in the City*, ed. Brendan Gleeson and Neil Sipe (New York: Routledge, 2006), 15-16.

⁸ P. Cook and N. Blanchet-Cohen, *Creative Tools: Civic Engagement of Young People* (Victoria, B.C.: International Institute for Child Rights and Development.), 10. Retrieved from: <http://www.growingupincities.ca/english/docs/ToolKitE_part1.pdf>.

⁹ Roger Hart, *Children’s Participation: From Tokenism to Citizenship* (Florence, Italy: UNICEF International Child Development Centre, 1992) 15.

¹⁰ David Driskell, *Creating Better Cities with Children and Youth: A Manual for Participation* (London, England: UNESCO Publishing and Earthscan Publications Ltd., 2002), 35.

- **Youth development:** Youth gain knowledge and skills such as critical thinking, problem solving and an experiential approach to learning; youth develop confidence in their abilities to be agents for change and understand how to influence community decision-making processes.¹¹
- **Long-term effects:** Participation in community decision making and planning projects encourages young people to look to the future and their role in shaping growth; this process builds a foundation for young people to be involved in collective plans of action and fosters a more “knowledgeable and engaged” generation.¹²
- **Inclusiveness:** Involving youth in decision making leads to greater social inclusion and results in young people feeling less marginalized as a group.
- **Reduced alienation:** Cultivating a positive relationship between young people and adults, instead of one of mistrust, occurs as youth work with adults, professionals, facilitators, etc.; they come to understand each other, leading to further shared decision making.
- **Career interest:** Young people can develop an interest in planning and the range of careers related to it.¹³
- **Fresh, new ideas:** Young people provide fresh perspectives and ideas in ways technical experts may not be able to envision.¹⁴
- **More effective and informed decisions:** The broader the range of participants in the planning process, the greater the benefit for the community; decisions become more reflective and responsive to the needs of the young population in the local community.¹⁵
- **Improved health:** A feeling of connection and involvement in their environment decreases chances of young people’s involvement in risky behaviour. Participation increases their self-esteem and their ability to develop meaningful relationships with adults.¹⁶

In some urban settings, children and youth have been viewed as “victims” or “problems” rather than “competent citizens capable of meaningful participation.”¹⁷ They can be perceived as lacking the civic knowledge and skills to participate, further limiting their opportunities for engagement. Planning issues are assumed to be too complex and overly technical for young people. Understanding these barriers to youth participation can help create effective programs and processes that engage youth as resources and promote youth civic engagement.¹⁸

¹¹ Ibid.

¹² Cook and Blanchet-Cohen, *Creative Tools*, 9.

¹³ Driskell, *Creating Better Cities*, 40.

¹⁴ Nicole Gilding, *Exploring the Implications for Youth Development for Planning* (Adelaide: Ausyouth, 2009), 4. Retrieved from <http://www.thesource.gov.au/ausyouth/doc/occ_paper_forum.doc>.

¹⁵ Claire Freeman, “Colliding Worlds: Planning with Children and Young People for Better Cities,” in *Creating Child Friendly Cities: Reinstating Kids in the City*, ed. Brendan Gleeson and Neil Sipe (New York: Routledge, 2006), 77.

¹⁶ Elisabeth Miller and Mary Bishop, *A Kid’s Guide to Building Great Communities: A Manual for Planners and Educators* (Ottawa: Canadian Institute of Planners, 2002), 37. Retrieved from <<http://www.cipicu.ca/english/aboutplan/youth.htm>>.

¹⁷ Barry Checkoway, and others, “Young People as Competent Citizens,” *Community Development Journal* 38, no. 4 (2003): 298.

¹⁸ Driskell, *Creating Better Cities*, 38-39.

Why a Child Friendly Cities Resource Guide for Educators?

It is important to encourage and give our young people the opportunity to get involved in their communities, so these communities better meet the needs of children. It is important that young people feel a sense of belonging, and that they understand the decision-making process of city officials, planners and citizens. Decisions are often made that affect the lives of young people in ways that are not fully understood, and sometimes have unanticipated negative impacts.

For example, city planning decisions are often made based on adult criteria such as budget or zoning laws; decisions are not generally based on youth input. For example, young people may be affected by infrequent bus routes, or a lack of green space in the urban core, but there is often little consultation with or request for the views of young people when municipalities make policy, budgeting and programming decisions. It is crucial for young people to feel a sense of belonging in their communities. Disengaged youth contribute to an increase in social problems like crime, drug trafficking, poverty and homelessness. We can tackle the root cause of these social problems by nurturing our youth and ensuring that the next generation cares about and values their community.

The objective of this resource is to continue the process of encouraging Child Friendly Cities by having youth become aware of their own opinions and how they too can express their views to help make their communities safer and more welcoming for young people. Educators and facilitators can use this guide to steward young people through the process of thinking about their community—in terms of both its positive and negative features—to the point where they are prepared to take action in exercising their right to be heard on a variety of matters that affect their lives.

By supporting students to become more locally involved, schools will benefit from a more engaged student population. By empowering students to be a part of change that benefits them, students will

Building Blocks to Developing a UNICEF Child Friendly City

1. **CHILDREN’S PARTICIPATION:** promoting children’s active involvement in issues that affect them; listening to their views and taking them into consideration in decision-making processes.
2. **A CHILD FRIENDLY LEGAL FRAMEWORK:** ensuring legislation, regulatory frameworks and procedures which consistently promote and protect the rights of all children.
3. **A CITY-WIDE CHILDREN’S RIGHTS STRATEGY:** developing a detailed, comprehensive strategy or agenda for building a Child Friendly City, based on the Convention.
4. **A CHILDREN’S RIGHTS UNIT OR COORDINATING MECHANISM:** developing permanent structures in local government to ensure priority consideration of children’s perspective.
5. **CHILD IMPACT ASSESSMENT AND EVALUATION:** ensuring that there is a systematic process to assess the impact of law, policy and practice on children—in advance, during and after implementation.
6. **A CHILDREN’S BUDGET:** ensuring adequate resource commitment and budget analysis for children.
7. **A REGULAR STATE OF THE CITY’S CHILDREN REPORT:** ensuring sufficient monitoring and data collection on the state of children and their rights.
8. **MAKING CHILDREN’S RIGHTS KNOWN:** ensuring awareness of children’s rights among adults and children.
9. **INDEPENDENT ADVOCACY FOR CHILDREN:** supporting non-governmental organizations and developing independent human rights institutions—children’s ombudspersons or commissioners for children—to promote children’s rights.

become more intrinsically motivated in other aspects of school life. This ripple effect will influence academic success in the classroom, and hopefully, will result in happier and more fulfilled students and teachers.

The UN Convention on the Rights of the Child involves duties and responsibilities to provide for and protect the rights of children, broadly encompassing survival, development and participation. Under the UN Convention on the Rights of the Child, children and youth have the right to be heard and participate in decisions that affect their communities. The Convention is the most widely ratified treaty, adopted by 193 countries including Canada. Article 12 of the Convention addresses the participation right of young people. In particular, Article 12 explains that young people are “entitled to the freedom to express opinions, and to have a say in matters affecting their social, economic, religious, cultural and political life. Participation rights include the right to express opinions and be heard...”¹⁹

The views of children and youth need to be respected by those with the power to make decisions affecting them. Educators and facilitators are in a position to promote the rights of children and young people to participate and to be heard on local matters that affect their everyday lives. Schools play a role in educating students to practice democracy and respect for human rights.

It is also important to recognize that this resource only touches upon the first building block of the nine Building Blocks to developing a UNICEF Child Friendly City—a model for community governance based on the Convention on the Rights of the Child at the level of government closest to children and adopted by thousands of cities worldwide, and in Canada.²⁰ The first building block is “promoting children’s active involvement in the issues that affect them.”²¹ Therefore, it is an important step toward building a city that is fit for children, and fit for all.

Criteria for a Resource Unit on Fostering Children and Youth Participation

The following is a practical checklist that educators can use to evaluate the effectiveness of any resource unit, with the goal of fostering child and youth participation in local and global issues. The checklist was foundational to the planning of this guide for teachers. Teachers and administrators who are interested in creating this type of programming and/or learning materials that reflect a children’s rights approach can use this checklist as a guide.

- Does the resource connect students to their community or to the local environment? Young people’s participation can be fostered at the local level, where students can more readily get involved, and have an influence on their community.
- Do the activities encourage cooperation? Civic engagement is about helping students understand their role in local democracy, and the need to work with others to improve their shared community.
- Does the resource help students learn-by-doing? For example, students learn to manage conflict, present points of view and arguments, and consider the views of others by participating in the activities.

¹⁹ UNICEF, *The Convention on the Rights of the Child. Participation Rights: Having an Active Voice*. Retrieved from <<http://www.unicef.org/crc/files/Participation.pdf>>.

²⁰ The other eight building blocks are described in detail at <http://www.childfriendlycities.org/pdf/cf_checklist.pdf>.21

¹⁵ UNICEF Innocenti Research Centre, *Child Friendly Cities*. Retrieved from <http://www.childfriendlycities.org/resources/index_building_cfc.html>.

- Does it provide opportunities for students to apply the knowledge and skills that they have learned to a real, authentic project? Making connections between what they have learned and how to use their skills and knowledge in reality is important in motivating students to get involved beyond the classroom.
- Does the resource provide opportunities for students to take action? Taking action in the classroom or in the community provides young people with the opportunity to practice their skills of responsibility and citizenship.
- Does it encourage young people to express their ideas and perspectives? Youth being empowered and having their voices heard are both important to promoting civic participation.
- Does the resource allow students to critically analyze issues? Critical analysis of an issue permits students to understand power relations and causes of issues, who is included and who is excluded, who is harmed and who benefits, who is ignored, whose voices are the loudest, etc. Critical thinking skills can be practiced in civic activities outside of school.
- Is the resource participatory and experiential, and does it address diverse learning styles? Using a variety of teaching and learning approaches allows a range of students to learn and contribute.
- Is the resource future-oriented, and does it help students articulate and work towards a preferred future for their community? Participating in decision making in the present requires students to be aware that they are planning for future generations; the resource should help students take a sustainable approach to addressing today's problems and issues.²²

Education for Development: Cycle of Learning

The learning approach adopted by UNICEF's *Education for Development* pedagogy is distinct from many traditional approaches to teaching and learning. The cycle of learning begins with an *exploration* stage to give students an opportunity to gain information and understanding about a particular issue.²³

The second stage in the process is *responding*. At this stage, students are encouraged to develop their own point of view on the issue and build their commitment to the issue. A personal response, such as empathy, is encouraged at this stage in the learning process.²⁴ The learning cycle leads to the *action* stage as students realize there are opportunities for change and to exercise their ability to be involved in the issues.²⁵ The *action* stage in the cycle of learning is when students apply their new knowledge and skills in a practical way.²⁶

The organization of this resource guide is consistent with this learning cycle; the activities in the initial lessons are exploratory in nature, the middle lessons focus on responding and the final lessons promote authentic action. This is not to say that each of these learning stages does not happen organically within each lesson; the *Education for Development* cycle does not necessarily need to be linear in nature. By

²² Scott Johnston and others, *Students for Change Action Manual* (Edmonton, Alberta: Learning Network, 2002), 71. Retrieved from <<http://www.imminentshift.com/active/activism.pdf>>.

²³ Susan Fountain, *Education for Development: A Teacher's Resource for Global Learning*. (London, England: Hodder and Stoughton for UNICEF, 1995), 16.

²⁴ Ibid.

²⁵ Ibid.

²⁶ Ibid.

ensuring that opportunities exist for students to move through each of these stages, this resource guide will help students and teachers move toward a more rights-based classroom within a more child friendly city.

The Child-to-Child Process

To prepare educators for the task of creating a child-friendly environment in the classroom, it is useful to review a process called “Child-to-Child” as it is described in *Child-to-Child: A Practical Guide. Empowering Children as Active Citizens* by Sara Gibbs, Gillan Mann and Nicola Mathers (2002). This manual is one of the outcomes of the Child-to-Child (CtC) initiative in South London, England. The CtC approach to health education was first introduced in 1978, following the Alma Ata Declaration on Primary Health Care and in preparation for the International Year of the Child in 1979. It was developed by a team of health and education professionals at the University of London, with advice from prominent international advisors, as a way for school-aged children to learn about and pass on basic health messages to their peers and younger siblings. It is being highlighted here so that educators using this resource can become familiar with one expression of the philosophy grounding the UNICEF Child Friendly Cities movement. Those interested in using this guide need not follow this approach step by step; it is only meant as an example and a guide.

Child-to-Child (CtC) is an approach to health promotion and community development that is led by children. It is based on the belief that children can be actively involved in their communities and in solving community problems. CtC projects involve children in activities that interest, challenge and empower them. According to *Child-to-Child*, to empower children through the process, educators and facilitators must:

- listen carefully to children
- take children’s opinions and experiences seriously
- be flexible
- be open and accountable
- give time to process
- guide and encourage
- be democratic
- give regular feedback
- share power.²⁷

Overall, teachers and facilitators must ensure the process is transparent. Teachers should review the process with students and explain the logistics of how this approach will look in their own classrooms.

Creating a Healthy Climate for Rights-Based Education

According to the CtC approach, the physical space of the classroom is important to creating an inviting environment where young people feel safe to share their ideas and opinions. It also important to create a democratic environment conducive to sharing perspectives and listening to other people’s viewpoints as an essential aspect of any decision-making process.

²¹ Sara Gibbs, Gillian Mann, and Nicola Mathers, *Child-to-Child: A Practical Guide. Empowering Children as Active Citizens* (London, England: The Child-to-Child Trust, 2002), 10. Retrieved from <<http://www.iicrd.org/cap/files/guide.pdf>>.

In the first model below, the teacher or facilitator is the “expert” giving knowledge to the children and youth:

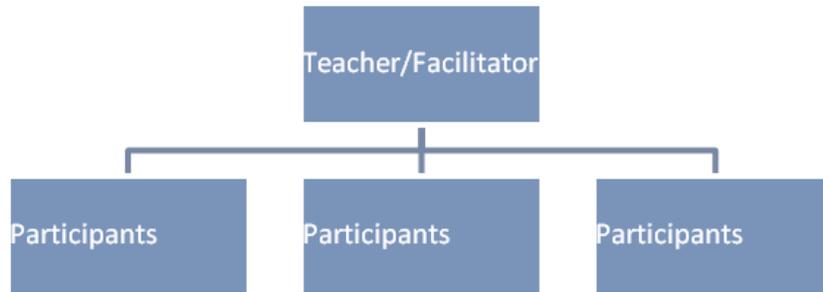


Fig. 1.1. Teacher or facilitator as “expert” giving knowledge to young people

From Gibbs, Mann, and Mathers, *Child-to-Child: A Practical Guide. Empowering Children as Active Citizens*, 12.

A more empowering approach is sharing knowledge and creating an environment where everyone is contributing to the learning process, as represented in the following model:

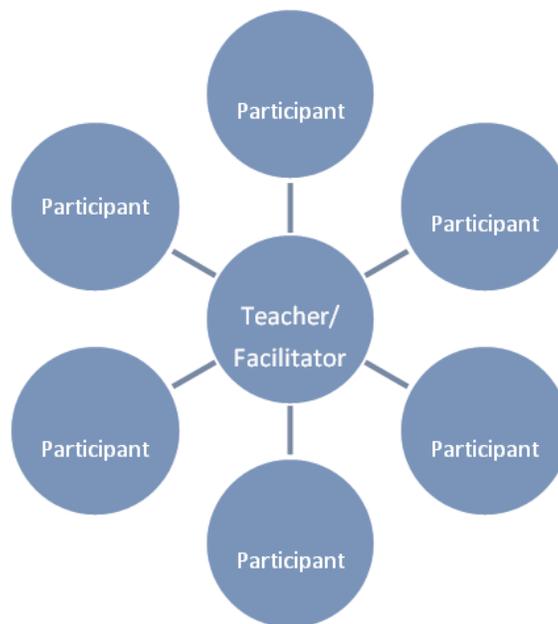


Fig. 1.2. Everyone is equal in the teaching and learning process, thereby learning from each other

From Gibbs, Mann, and Mathers, *Child-to-Child: A Practical Guide. Empowering Children as Active Citizens*, 12.

Levels of Child Participation

Teachers interested in applying the CtC approach (or any child-friendly, rights-based method) need to appreciate that children can participate at different levels in the classroom and out in the community.

The first building block towards creating a Child Friendly City is children’s participation.²⁸ Youth can participate in their city in many ways, but not all experiences should be considered meaningful participation. A helpful guide to determining the levels of child participation is Roger Hart’s Ladder of Participation as cited in Susan Fountain’s

Education for Development, a UNICEF resource. Hart’s work focuses on the development of theory and research on children’s relationship to the physical environment. He has been particularly concerned with the application of research to the planning and design of children’s environments and to environmental education. Hart’s Ladder of Participation illustrates a range of participation levels experienced by young

people to measure the inclusiveness of the public participation process.²⁹ (See Fig. 2 below.) The higher on the Ladder of Participation, the higher the educational value for children and youth.³⁰

The Ladder of Participation is divided into two realms: “forms of non-participation” and “forms of participation.” Forms of non-participation include manipulation/deception, decoration and tokenism. Forms of participation suggest levels of consultation, social mobilization, children in charge and ultimately and ideally, shared decision making.³¹



UNICEF/HQ94-0944/Lemoyne
Recording a children’s programme for Radio ZID in Sarajevo, former Yugoslavia.



UNICEF/HQ02-0100/Markisz
Children, New York, USA.

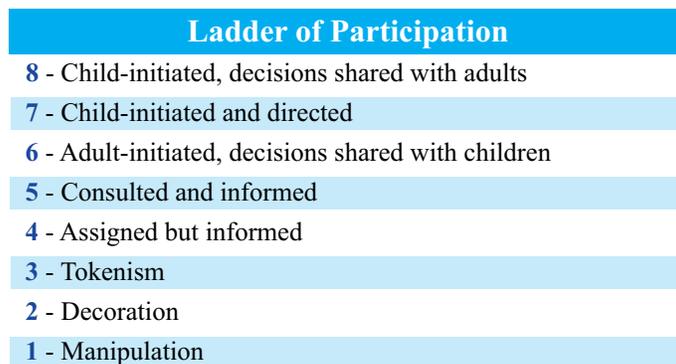


Fig. 2. Roger Hart’s Ladder of Participation

From Fountain, *Education for Development: A Teacher’s Resource for Global Learning*, 298.

²⁸ The Child Friendly City Website defines child participation as “promoting children’s active involvement in issues that affect them; listening to their views and taking them into consideration in decision-making processes.” See “Building a Child Friendly City,” <http://www.childfriendlycities.org/resources/index_building_cfc.html>.

²⁹ Fountain, *Education for Development*, 298.

³⁰ Ibid.

³¹ Driskell, *Creating Better Cities*, 41-42.

Background Information: UNICEF, The Convention on the Rights of the Child and the Origins of the Child Friendly City

What does UNICEF do?

UNICEF was created in 1946 to help children in Europe after the Second World War. The name UNICEF first stood for United Nations International Children’s Emergency Fund. After the Second World War emergency, the member states of the United Nations found that there was still a great need to help children all over the world. So, in 1953, it became the United Nations Children’s Fund—still known as UNICEF today. UNICEF is funded entirely by voluntary contributions from individuals, businesses, foundations, schools, associations and governments. The world’s largest provider of vaccines for developing countries and bed nets for malaria prevention, UNICEF supports child health and nutrition, safe water and sanitation, quality basic education for all boys and girls, and the protection of children from violence, exploitation, and HIV and AIDS.

UNICEF is authorized by the member states of the United Nations to promote the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential.

UNICEF is committed to ensuring special protection for the most disadvantaged children—victims of war, disasters, extreme poverty, all forms of violence and exploitation.

UNICEF responds in emergencies to protect the rights of children. In coordination with United Nations partners and humanitarian agencies, UNICEF responds rapidly to relieve the suffering of children and those who provide their care.

UNICEF’s work in more than 190 countries through country programmes and National Committees influences perspectives, ideas, policies and decisions to advance the rights of children so that they may thrive and develop to their full potential as adults.

The Convention on the Rights of the Child

The Convention on the Rights of the Child (see a child friendly text version in Appendix D for classroom use) is the most universally ratified human rights treaty in history: more countries have agreed to it than to any other set of human rights. Canada ratified it in 1991, with both the federal and provincial levels of government being party to the Convention. This involves duties and responsibilities to provide for and protect the rights of children, broadly encompassing survival, development and participation. But local governments are those that are closest to children—to their homes, families and communities.

Municipal governments provide services that are vital to the quality of children’s lives: recreation, health facilities, water supply, transportation, law enforcement, housing and support for families. They provide for and protect the rights of children at the level of governance that has the greatest direct impact on children’s lives. The UN Habitat II Conference in 1996, which gave life to the Child Friendly Cities movement, declared that “the well-being of children is the ultimate indicator of a healthy habitat, a democratic society, and good governance.”

The Child Friendly Cities Initiative

The state of children in a city is a sensitive barometer of the state of its social, environmental and economic conditions. The Child Friendly Cities initiative is a global movement. It was launched at the global level in 1996 to make cities more livable places for children—and for all. It responds to the fact that, around the globe, cities are expanding at an incredible pace. The current generation of children in Canada is the first to live predominantly in cities, and by 2025, six of every ten children in the world will live in urban areas.

The rate of participation in the Child Friendly Cities movement is increasing as hundreds of cities across the world—in every continent, in industrialized and developing countries—commit to making the institutional, budgetary and democratic changes to put the rights and well-being of their youngest citizens first. Child Friendly Cities initiatives are burgeoning in Canada, France, Italy, Spain, Switzerland, Israel, Slovenia and Slovakia, Brazil, Turkey, Japan, Australia and beyond. The Child Friendly City concept is applicable to the governance of all communities, large and small, urban and rural. There are close to 1,000 Child Friendly Cities registered on the UNICEF database (<http://www.childfriendlycities.org/database/index.html>). Canadian cities working in the child friendly cities movement include Ottawa, Calgary, Edmonton, Sudbury, Surrey and West Vancouver and a large number of municipalities across Quebec.

Canadian cities share many of the challenges facing urban environments around the world, to varying degrees. These challenges include poverty, violence, lack of affordable housing and environmental degradation.

Despite challenges and change, Canadian cities number among the most livable cities on the globe³² with strong municipal leadership, excellent urban planning processes and vibrant civil society involvement. Yet children, as the youngest citizens of cities, rarely have a voice in creating policy and services; while the challenges facing urban environments are usually borne most heavily by children.

With the growth of Child Friendly Cities, municipalities have expressed the desire to share information and experiences and sort out common problems together. Informal exchanges have gradually, over the

Child Friendly Ottawa

Child and Youth Friendly Ottawa (CAYFO) is an Ottawa charity that creates opportunities for youth to become engaged and involved. Some of their programs include:

- The 11th Annual Spirit of the Capital Youth Awards
- Tools 4 Schools which collects supplies like backpacks through donations and distributes them to students in need
- Child & Youth Friendly Accreditation Program which evaluates local businesses and services for their child and youth friendliness.
- CYOJC: Be Heard (Commission de la Jeunesse d'Ottawa Youth Commission) which serve as a connector between young people and Ottawa City Council
- Ottawa Youth for Change, a conference on issues relating to poverty and hunger which aims to inspire youth to undertake an initiative and make a positive contribution on a global level
- FYBY News (For Youth By Youth) which provides a news outlet for youth created by youth to encourage youth involvement and action in the community.

³² See the Mercer Quality of Living Report: Global Cities at <http://www.mercer.com/referencecontent.htm?idContent=1307990> or the Livability Ranking from *The Economist* at http://www.economist.com/markets/rankings/displaystory.cfm?story_id=11116839.

Child Friendly Calgary

Child and Youth Friendly Calgary (CYFC) is a charitable non-profit organization established in 1992. Their purpose is to “lead in providing meaningful opportunities for young people to contribute to our community.”

Some of the programs they support are:

- **Business Accreditation Program** – This program provides residents and visitors with a brochure containing child and youth friendly attractions, hotels, restaurants, grocery stores, recreational facilities, services, etc. All have met criteria established by CYFC and have been inspected *by kids* to ensure that they accommodate the needs of children and families.
- **Calgary Youth Foundation** – This program involves youth in a hands-on approach to philanthropy. They raise money, solicit grant applications, and give funds to youth-driven, grassroots projects. This past year, they gave away \$10,000 to youth-driven initiatives in the city.
- **Teen Critic** – In partnership with CBC Radio, the Teen Critic program provides an opportunity for two youth critics to go undercover and review events, businesses and services in Calgary. The reviews are aired on CBC Radio’s Home Stretch Program once a month.
- **Youth for the Future** – This annual fall conference for youth, strives to eliminate racial discrimination by enhancing communication, understanding and mutual respect between Aboriginal and non-Aboriginal youth, and by fostering the development of intercultural fun and friendships.

past decade, developed into networks and regular meetings. An International Secretariat for Child Friendly Cities was created in 2000 at UNICEF’s research centre. The Secretariat collects, documents, distills and disseminates experience on local strategies.

Where did the term “Child Friendly City” Come From?

In 1996, UNICEF expanded its efforts to make cities a better place to live for everyone, including children, by establishing the Child Friendly Cities initiative in the wake of the UN Habitat Conference.³³ The initiative takes the Convention on the Rights of the Child, which national governments are legally obligated to implement, to the level of municipalities; the closest level of governance to the daily lives of children.



UNICEF/HQ96-1505/Pirozzi

“All Children Have Equal Rights” (Dares Salaam, Capital of United Republic of Tanzania).

³³ UNICEF Innocenti Research Centre, *Building a Child Friendly City*. Retrieved from http://www.childfriendlycities.org/resources/index_building_cfc.html.

UNIT SUMMARY

This resource guide contains a series of lesson plans with accompanying handouts. Appendices and a glossary can be found at the end of this guide. Specific curriculum expectations for Ontario can be found in the appendices along with supplementary handouts and a copy of the Convention on the Rights of the Child. Relevant Websites and print sources are listed under resources.

Lesson	Topic	Overview	Materials Provided/Handouts
Lesson One	What We Think about Our City	Students identify and discuss important issues facing their cities. Students reflect upon their own experiences and their responsibility for civic participation.	Handout 1 : What We Think about Our City Appendix C : Sample Questionnaire for Young People in the Neighbourhood
Lesson Two	A Day in the Life of...	Students read the profiles of the day in the life of a young person in a different country and compare them to their own daily lives	Handouts 2-8 : Young People's Profiles Handout 9 : Assessing the Comparison Rubric
Lesson Three	<i>The Streets Are Free</i>	Students are introduced to the picture book <i>The Streets Are Free</i> to begin thinking about children's rights and the consequences of urban development. Students are encouraged to ask questions and reflect on the story using a Q-chart and a reflection journal entry.	Handout 10 : Q-Chart Handout 11 : Rubric for Assessing Reflection Journal Writing Handout 12 : Self-Assessment Rubric for Journal Response Appendix B : UN Convention on the Rights of the Child
Lesson Four	Expressing Your Voice and Listening to Others	Students practice expressing their opinions and developing the skill of listening to the perspectives of others on the issues of environmental damage and urban development.	Handout 13 : Issue Tracker
Lesson Five A	Stakeholder Role-Play	Students are given the opportunity to role-play various stakeholders in the book <i>The Streets Are Free</i> . Students create tableaux to illustrate how there are various points of view involved in an issue.	Handout 14 : The Stakeholders Role Cards
Lesson Five B	Case Studies: Child Friendly Initiatives in Action	Students read about children in Barra Mansa, Brazil, Vancouver, British Columbia and Peterborough, Ontario who have affected change through participatory budgeting and transportation studies. Students respond through discussion questions and engage in research.	Handout 15 : Ladder of Participation Handout 16 : Case Study Handouts

Lesson	Topic	Overview	Materials Provided/Handouts
Lesson Six	“If I Were Mayor...”	Students imagine that they are the mayor of their community and brainstorm a priority list of issues to deal with. Students then make the link between the local and global expressions of the issues through a series of brainstorming questions and discussion.	
Lesson Seven	100-Year Plan	Students are involved in a visioning exercise to create a 100-Year Plan for their city. Students are asked to think of what their ideal city would look like and focus on the four important changes/ideas for their city.	Handout 17a : 100-Year Plan Handout 17b : 100-Year Plan Assessment Checklist Appendix C : Sample Questionnaire for Young People in the Neighbourhood
Lesson Eight	Culminating Task Stage 1: Eye See III	Students are asked to explore their local environment using photography and mapping to document an issue in their community.	Handout 18 : Eye See III Photos
Lesson Nine	Culminating Task Stage II: Community Asset/Needs Assessment and Photogrid	Students are given the opportunity to explore their local community and make informal observations. This will allow students several opportunities to apply their observation and assessment skills. Students use a checklist to begin to learn how to observe and assess their community.	Handout 19 : A Planner’s Toolkit for Assessing Sites Handout 20 : Community Investigator Worksheet
Lesson Ten	Culminating Task Stage III: Taking Action and Presenting Your Perspective	Students are encouraged to focus on a particular issue pertaining to their community investigations and select an issue to base a community action project on. Students approach relevant stakeholders and/or other community members, with their proposed recommendations for change and to gain support for their project. Students share their action projects and lessons learned with fellow classmates. Students share what they have learned about their local communities through their action projects and present their findings to fellow classmates.	Handout 21 : Culminating Task Rubric Handout 22 : Action Planner

A Building Block Towards Child Friendly Cities

A Resource Guide for Educators

Lessons 1-10

Lesson One: WHAT WE THINK ABOUT OUR CITY

Lesson Overview: Students identify and discuss important issues facing their cities and communities. Students reflect upon their own experiences for civic participation. Students imagine that they are the mayor, and prioritize the most pressing issues.

Time: 60 minutes

Resources and Materials:

- Chart paper
- Markers
- Susan Fountain, *Education for Development: A Teacher's Resource for Global Learning*, United Nations Children's Fund (UNICEF), pp. 234-237.
- Handout 1: What We Think about Our City Guiding Questions
- Appendix C: Sample Questionnaire

Background Information:

The objective of this activity is to encourage students to evaluate and discuss their city and their role in it. In this activity, students are encouraged to begin thinking about their opinions regarding their own city, and are asked to critically reflect on and analyze those opinions. This activity also asks students to begin to think about how they have had a positive impact on their cities and their fellow community members. Through this exercise, the teacher/facilitator can assess what level of understanding the students have about their city and their potential to be involved in community action. They can access the knowledge and skills students may need to further develop to be able to perform the culminating task in Lesson Ten. In the culminating task, students present their findings and visual documentation to relevant stakeholders and/or other community members, along with their proposed recommendations for change on a local issue. This exercise also aims to foster a level of confidence in students about their ability to make change in their city.

Suggested Activities:

What We Think about Our City

Handout 1: What We Think about Our City is distributed. Students are given one to four minutes to respond to the guiding question before them. After four minutes, the paper is rotated so that a new question appears before the student. This is done until each student has had an opportunity to respond to the five guiding questions.

Note to teacher/facilitator: Discussion will vary depending on the prior knowledge of the students. If the teacher/facilitator finds the initial guiding questions too difficult, here is a suggested list of alternative questions:

- *What do you like/not like about your city?*
- *Who 'runs' the city?*
- *What can you find in a city?*
- *Who lives in a city?*
- *What happens in a city?*
- *How would you make your city a better place? For children? For adults? For disabled citizens? For new citizens?*

- *What problems exist in your city?*
- *What makes your city fun?*
- *What would you change about your city?*

The teacher/facilitator may pose these additional questions to lead the discussion and encourage students to critically think about their community on particular subtopics:

Ownership:

- *Who owns the land? Who owns your neighbourhood? Your community?*

Services:

- *What services or needs do people in a neighbourhood require? (police, fire, waste disposal, shelters, food banks, etc.)*
- *Where are these places located in your neighbourhood? Where should they be? Who decides where they will be? Do you want to live near them?*

Initiate a discussion where students summarize their reactions to the clip and interpret how it might relate to their relationship to the city. Ask students to think about how relationships between people who live in a city are organized (federal and provincial laws, municipal by-laws, “good citizenship”). Invite students to describe a time when they did something positive to benefit their cities. These efforts can range from volunteer efforts (e.g., for food banks or sports) to even minor acts of kindness or generosity. The aim of this activity is to get students to begin to consider themselves as good citizens who can feel pride about considering the needs of others in their community. Discuss possibilities, such as volunteering in a clean-up effort, helping an elderly person cross the street, letting another driver in that’s turning into your lane, etc.

Once students have decided on an action, they should write about it briefly in journal format. They should include:

- A description of the act and why they decided to take action
- An explanation of how the act made them feel
- A reflection on how that act benefited them and others.

The teacher can decide whether or not to follow up with journals to generate group discussion.

Discussion questions might include:

- *Why are people motivated to do things to help others?*
- *What sorts of stereotypes are there about young people when it comes to civic responsibilities?*
- *Why do adults hold suspicions that youth are always up to no good? Is that stereotype true? What would help to change and challenge the stereotype of the disruptive teenager?*
- *How do youth feel about community? responsibility? paying it forward?*

Planting the Seeds for Future Action

Have students review and complete Appendix C: The Sample Questionnaire. Organize students into small groups to share their responses. Ask students to keep their questionnaires close by and jot down any insights, ideas or suggestions as they continue through the unit.

Assessment and Evaluation Strategies:

The teacher/facilitator should collect anecdotal assessment notes considering the following:

Knowledge and Understanding:

- Ability to talk about the various issues and the negative and positive attributes of their city
- Quality of participation and discussion of their city as assessed through teacher observation, recorded on checklist

Thinking:

- Ability to make reasonable, logical connections to their own prior knowledge, their experiences, etc.

Communication:

- Observing their ability to share and express their ideas with others, clearly and effectively as they work in pairs/groups
- Observing their answers to the guiding questions.

Application:

- Are they able to connect their answers to current local issues in their city?

Note: Achievement levels will be referred to for assessment. See Ontario Ministry of Education Achievement Chart at <http://www.edu.gov.on.ca/eng/document/policy/achievement/charts1to12.pdf>.

WHAT WE THINK ABOUT OUR CITY

Guiding Questions:

<p>What makes your city a great place to grow up in?</p>
<p>Who do you think has a role in deciding how to make your city better?</p>
<p>What are the negative features of your city?</p>
<p>What do you think is changing in your city?</p>
<p>How can you find out more about where you live?</p>

Lesson Two: A DAY IN THE LIFE OF....

Lesson Overview: Students read the profiles of a day in the life of a young person in a different country and compare them to their own daily lives.

Time: 60 minutes, over a two-day period

Background Information:

In this lesson students are asked to describe a typical day in their lives, and then explore the lives of young people from various countries around the world. Students compare the similarities and differences between their lives and the lives of other young people, and reflect upon what they have learned about what is important to all young people.

The purpose of this activity is to gain a shared understanding of the daily lives of young people, particularly to provide insight into the way young people use their free time. This allows both students and teachers to better understand young people's lives and the ways young people use their local area and/or city (Driskell, 2002, 118).

The teacher/facilitator must also recognize that young people have the right not to participate, and have a choice about whether or not they feel comfortable sharing sensitive or personal information.

Resources and Materials:

- Copies of Handouts 2-8 (Young People's Profiles) for each student
- Copies of Handout 9 (Assessing the Comparison Rubric) for each student

Suggested Activities:

Bridging the Local to the Global

Day 1: Homework Extension

Explain to students that they are to keep a detailed diary for one day (See Session Two "Homework Extension"). They are asked to write a journal entry about what they ate, how they got to school, what they studied in class, what they did after school, which TV shows they watched, etc.

Day 2:

1. Once students have completed their journal entries, they investigate what a day in the life of a young person in another country could be like.
2. Divide students into groups of three to four, and give them one of the profiles of the young people from various countries (Handouts 2-8).
3. Ask each group to investigate the similarities and differences between a day in the life of a young person in another country and their own lives, and record them in a comparison chart. Advise students to use examples and evidence from their own journal entries, as well as the stories of the young people from other countries to support their arguments and explanations.
4. Ask each group to present their similarities and differences to the rest of the class.

Reflection Journal

1. Ask each student to write a reflection journal discussing what they have learned from this activity, and from comparing and contrasting the life of a young person in a different country with their own life. A reflection question might be: *“What have you learned from this activity about what is important in the lives of young people from around the world?”*

Modifications:

- Have students highlight similarities in one colour, and differences in another colour.
- Give students the young person’s profile to read prior to class, and allow for extra time to work on the assignment in class.

Accommodations for Special Education:

- Give students extra time to complete each task.
- Allow identified students to work individually and in a corner, separate from other student groupings.

Accommodations for ESL/ELL:

- Provide instructions and assignment requirements prior to the lesson (i.e., the day before, provide ELL students with young people’s profiles to read in advance).
- Have students make point-form notes using a chart with two columns.
- Pair ELL students with stronger students.

Concept adapted, by permission, from Nicol and Kirk, *Caring for Young People’s Rights*, 64-70.

Assessment and Evaluation Strategies:

Knowledge and Understanding:

- Assess students’ abilities to identify similarities and differences between their own lives and the lives of the young people from other countries using **Assessing the Comparison Rubric (Handout 9)**.
- Observe quality of participation and discussion.

Thinking

- Assess ability to make reasonable, logical connections between the young person’s lives in other countries, and their own experiences.
- Assess ability to transfer ideas from discussion and their oral presentation to their reflection journal entries.

Communication

- Observe their abilities to share and express their ideas clearly and effectively as they work in groups.

Application

- Assess their reflection journals. Are they able to make connections between their own lives and the lives of the young people they have read about?

Neema, 17, Tanzania

“I am the eldest of six children. I have five younger brothers and no parents. My father died of AIDS. Then my mother became very ill and I cared for her until she died when I was 12. I was so lonely when my mother died. My neighbours didn’t come and see us or offer us any help.

My parents believed that education was important for us children. They told us that it was our only chance to escape poverty. After my parents died I felt sad that I would have to give up school. I was lucky that social workers were told about my problem and they found an organization that would help me stay in school. I just had to prove that I could cope with looking after my brothers and studying! Well, I’ve been doing it for three years now. It’s not easy...

I get up at 5:30 every morning and cook porridge for six. I give my brothers jobs to do after they come back from school. That’s how we manage. We all help each other. I do a few jobs to earn some money; so do the oldest of my ‘little’ brothers. We don’t have a lot to eat but we do have each other. I just try to take one day at a time and I hope that my brothers and I will live up to the dreams my parents had for us.”

Adapted from, UNICEF, “Exclusion,” unit 1 of *Kids Inclusive*, 5.

Lee, 16, On the Streets, England

“I left home two years ago. My parents divorced and my mother remarried. My dad moved away chasing some job or other. I didn’t get on with mum’s new husband at all. He was always shouting at everyone. I hated him. He didn’t like my friends so I stopped taking them home. I stayed out a lot and he didn’t like that either. He drank too much and became aggressive. I finally ran away when he started to hit me.

When I left I walked for hours and hours. I just wanted to get as far away as possible. Eventually I hitched a ride to the city. I felt scared and excited, until night fell. Then I just felt scared. The first few nights I found places where I could hide until morning.

One evening I came across a group of boys sniffing glue. They said I could join them if I could buy, or steal, some more glue for them. I didn’t want to be on my own anymore so I stole something for the first time in my life. After that I didn’t think twice about stealing food, clothes, money, anything at all. And I became addicted to glue sniffing.

The next year passed in a blur. I stayed on the streets but I was often arrested and thrown in prison. I got into fights with guys who swore and spat at me, just because I was homeless. Gangs of boys, much older than me, used to wreck my shelter, just for fun. The lack of food and too much glue used to make me pass out a lot and I was always sick. Some people used to offer me money to do things for them. I don’t want to talk about that. The low point came when my best friend Max, died. He was sniffing glue one minute, having a laugh with all of us, then he had some sort of fit and fell down. We thought he was still clowning around. He didn’t move. We didn’t know what to do, who to turn to. Suddenly I felt more alone than I had ever felt before.

Lee phoned an emergency number. Max was taken to hospital and Lee went with him.

Sadly, Max died, but Lee was approached by a local organization that works with street-involved youth. He was offered accommodation and counselling.

I still haven’t gotten over Max’s death. I still have nightmares about it. I’ve made new friends here at the centre and I’ve even managed to persuade some of my mates from the streets to come to the centre. I know I’m lucky to be given another chance and I’m going to make the most of it. I’m back at school and I’m learning things that will help me make a living when I leave. The people here have helped me find my dad. He wants me to stay with him when I leave here. I’ll keep in touch with some of my ‘street mates’ though, they’re my second family.

I feel like I’ve been given my life back, but I’ll never forget my other life. I’d like people to know that the homeless are not low life. They are just you in different circumstances.”

Adapted from, UNICEF, “Exclusion,” unit 1 of *Kids Inclusive*, 6.

Théogène, 14, Rwanda

“I’m Théogène. I have been in Butare prison for 10 months. I haven’t had a trial yet. I don’t know, maybe they have forgotten me. I share this space, (two cells, each measuring only 20 square metres) with 350 men and boys; most of them are murderers.

We all share one shower and four toilets. We sleep on these four rows of wooden planks. I’m on the second row. You have to climb a ladder to get there. I have to share my space with Anastase. He lends me his blanket. We don’t own much, just one bag of belongings. Our sleeping space is one square metre surrounded by plastic sheeting.

My friend Mbarizi is writing a song called ‘Itindo’ that means ‘stacked like chopped wood.’ Hambere sings the songs and I play this homemade guitar. Our band is called PMG. That stands for Positive Music Group. I miss my family, especially my mother. When I get out of prison I want to take care of her. She came to visit me once.

On days when prisoners can be visited, we stand in lines in a field. Each of us then has 30 seconds to greet our visitors. It’s just long enough to say hello and then they have to leave. My mother was so upset last time she hasn’t been back to see me.”

Adapted from, UNICEF, “Exclusion,” unit 1 of *Kids Inclusive*, 7.

So, 12 Viet Nam

“My name is So. I live in a small village in Viet Nam. Le is my best friend. I’ve known her all my life. We’re just like twins, except she goes to school and I have to work in the rice fields. My family can’t afford to send all of us to school. My younger sister and brother go to school, but I don’t. My parents need me to work in the fields.

When I was younger, I had to take care of my younger siblings, so I couldn’t go to school, could I? Now, I don’t know how to read or write.”

When asked if she was sad that she couldn’t go to school, So shyly lowered her head and turned away. Le answered in her place: “So is sad that she can’t go to school, but her parents are happy with the work she does for them at home. I too, work at home.

Before I leave for school every morning, I must collect water and feed our family pigs. In the evening, when I return home, I tend to our water buffalo and work in the rice fields before beginning my homework. When I grow up, I want to be a teacher and teach children how to read and write. I’ll teach your daughters, So!”

Le asked So if she would send her children to school, when she has a family of her own. “Le, my daughters will be your best students!” laughed So.

Adapted from, UNICEF, “Gender,” unit 2 of *Kids Inclusive*, 4.

Raweya, 15, Egypt

“I’m Raweya. I’m 15-years-old and I’m Egyptian. I think my friends would describe me as kind and funny (I hope) and definitely stubborn! I have always told my parents that I wanted to go to school. In many parts of Egypt education for girls is just not thought to be important, especially in the rural areas where there’s so much work to do at home and on the land. Well, I live in a rural area!

Lots of girls my age are expected to get married. It’s strange though because girls who do go to school seem to be more respected and enjoy more freedom. Before I went to the community school there were so many things I couldn’t do, like wear trousers, go out on errands or use public transport.

I’ve always dreamed of becoming a doctor some day, but I thought that dream could never come true... It may still not happen but now that I’m getting an education, I’d like to think I’m one step closer to my goal. I love my school and I always learn something that I want to share with my family. That sometimes surprises my father, he thinks he has learned everything already! I have learned a lot more than just reading and writing,

I have learned about health care, religion and looking after our environment. When I have children, I’ll make sure they all go to school. I’d like them to know much more than me!”

Adapted from, UNICEF, “Gender,” unit 2 of *Kids Inclusive*, 5.

Selwa, 9, Spain

“Let me tell you about my family. My parents emigrated from Morocco to Spain, ten years ago. My two brothers and one sister were born here. My father is a doctor and my mother is a teacher. Well that’s what they were in Morocco. When they arrived here they couldn’t find jobs because no one recognized their qualifications.

My father worked in a hospital, but he was cleaning the floors! Father managed to do further studies until he had qualifications that let him practice as a doctor again. My mother always says that it was a struggle but she is so glad because my father only ever wanted to be a doctor.

After we had been here for a few years my father arranged for his mother to join us. His father had already died and Nana was on her own. Now we all live together in one apartment. I don’t remember much about growing up in Morocco, so Spain is really home for me. My brothers and sisters wouldn’t even think about living anywhere else, this is all they’ve ever known. I know it’s different for Mother and Father.

Father has made lots of friends through his work and his Spanish is almost as good as mine. Mother’s friends are mostly Moroccan and her Spanish is really limited to doing the shopping and greeting neighbours. Nana only speaks Arabic. I think I’ve heard her say ‘Hello, thank you, goodbye, how much and too much’ in Spanish and that’s all. She says she’s too old to learn anything new. I’m proud of coming from Morocco and of being Spanish, does that sound strange?

I like things about both cultures. I love both languages. It upsets me when teachers tell me not to speak Arabic at school, like it’s a bad language or something. I have friends who are completely Spanish and friends who are a bit of a mix like me. They treat me the same.

It tends to be children that don’t know me, or ignorant adults who offend me. Sometimes they don’t mean it, they say ‘You’re not Spanish are you, where are you from?’ I want to say actually I am Spanish, but I’m originally from Morocco.

I think if I was white they wouldn’t say these things. I’ve talked to my father about racism. He tells me that sometimes patients don’t want to see him because he’s black. That upsets me but it’s their loss because he is the best doctor in his clinic!”

Adapted from, UNICEF, “Beliefs and Origin,” unit 4 of *Kids Inclusive*, 6.

Suleiman, 18, Sri Lanka

“I have been imprisoned three times—in three different countries. A few years ago I found myself caught up in the conflict between the Sri Lankan Government and a rebel group. The rebel group killed my brother. I knew that I would be next if I did not escape.

I had already been arrested and tortured by the government forces because they thought I was ‘a follower of the rebels.’ I was hung upside down and beaten with a metal pipe. I still can’t move my arm. I was caught between two opposing sides and didn’t want to belong to either. My father paid a trafficker to take me to Germany, where he thought I would be safe. After a terrible journey I arrived at the German border and was arrested. I was handcuffed and taken a dark room. Later they put me in prison.

I didn’t know any German so I didn’t speak to anyone. Eventually someone told me that I was going to be deported because I had entered Germany illegally. They said that I was not recognized as a refugee because I was not running away from my government, I was fleeing from unrecognized persecutors like the rebels. I was sent to a camp in East Germany.

The local people beat me up and spat at me on the street. I don’t know why they hated me so much. I had to escape from there. I made my way to the United Kingdom, where I claimed asylum on entry. I stayed with a friend for the first six months, while I waited for my application to be processed. For the first time I began to relax and feel happy. Then I was told that the Home Office had found out that I had come through Germany, which according to European law was a ‘safe third country.’ For that reason I was going to be sent back to Germany.

I told them that if they sent me back I would be deported to Sri Lanka, and there I would be killed. They did not listen. I was working at a petrol station when they came and arrested me. I was taken to a detention centre near Gatwick. I contacted a lawyer who filed an appeal. I am still waiting to see what will happen. If they send me back all my family’s efforts will have been in vain. They put all their savings together to give me this chance to live. If I get sent back I know I will die like my brother.”

Adapted from, UNICEF, “Beliefs and Origin,” unit 4 of *Kids Inclusive*, 8.

ASSESSING THE COMPARISON RUBRIC

Name: _____

Date: _____

	Well developed	Competent	Underdeveloped
Identifies similarities	Identifies a range of significant similarities between the young person's life and their own life	Identifies some of the similarities between the young person's life and their own life, but overlooks some important considerations	Identifies no similarities between the young person's life and their own life
Identifies differences	Identifies a range of significant differences between the young person's life and their own life	Identifies some of the differences between the young person's life and their own life, but overlooks some important considerations	Identifies no differences between the young person's life and their own life
Comparison	Makes a thoughtful comparison using all of the similarities and differences between their life and the life of the young person	Makes some comparisons using most of the similarities and differences between their life and the life of the young person	Makes no comparison using the similarities and differences between their life and the life of the young person

Adapted, by permission, from The Critical Thinking Consortium, "Assessing the Comparisons" in *Caring for Young People's Rights*, 74.

Lesson Three: THE STREETS ARE FREE

Lesson Overview: Students are introduced to the picture book, *The Streets Are Free*, to begin thinking about children’s rights and the consequences of urban development. Students are encouraged to ask questions and reflect on the story using a Q-chart and a reflection journal entry.

Background Information:

Urbanization in developing countries is occurring at high rates of growth, with many cities unable to plan for or respond to the challenges of rapid population growth. Students are introduced to some of the issues presented by urbanization and its effects on children through the picture book, *The Streets Are Free* by Kurusa. *The Streets Are Free* is a true story based on the lives of the children of the barrio (neighbourhood) of San José de la Urbina in Caracas, Venezuela. There are no parks where they live, and the children must play in the streets. They ask the mayor for an empty lot to build a playground, but campaign promises go unfulfilled. The children realize that they are the only ones who will effect change, so they get their friends and family involved until the whole barrio unites to create a space of their own.

In the stakeholders role-playing activity, students have the opportunity to think about and understand the complexity of an urban decision-making process, and to take the perspectives of others on an issue.

Resources and Materials:

- Post-it notes
- Handout 10 – Large Q-chart
- Chart paper
- Markers and pencils
- Paper, or reflection journals
- *The Streets Are Free*, written by Kurusa, illustrated by Monika Doppert, and published by Annick Press © 1995. Available at: <http://www.annickpress.com/index.html>, \$11.95.
- Handout 11 – Rubric for Assessing Reflection Journal Writing
- Handout 12 – Self-Assessment Rubric for Journal Response
- Appendix B – UN Convention on the Rights of the Child: child friendly version

Connecting to Global Action through Story

Suggested Activities:

1. Introduce the book, *The Streets Are Free*, by Kurusa, to the class. Brainstorm with students about what they think the author means by “The Streets Are Free?” Ask guiding questions such as “What does ‘free’ mean?” Make a list of the responses.
2. Post a large Q-chart on the chalkboard. (See Handout 10.) Distribute post-it notes to students. Lead a discussion encouraging the class to make inferences about the book. Use the following questions:
 - *What do you think this book is about?*
 - *What are your questions about this book?* Refer the class to the Q-chart. Explain to students that their questions may begin with: “Who? What? Where? When? Why? How?” Ask the class to write each question on a post-it note and to post their questions on the Q-chart before reading the book. (See Handout 10.)

- *What do you think the author means by the title “The Streets Are Free”? Why do you think the author chose this title?*

Ask students to note any questions, thoughts, feelings or opinions they may have about what is happening in the story as the book is read aloud. Provide students with post-it notes to do so.

3. Show the class the picture on pages 1 and 2 which illustrates an area near Caracas untouched by urbanization. Now turn to pages 9 and 10 to show the class the picture of the same area now developed with office towers, highways and homes.
4. Ask the class, “*How are these pictures similar? How are they different?*” Create a chart with their responses contrasting the pictures.

Making the Connection between Child Rights and Social Action

5. Read the book aloud to the class. After reading the book, lead a class discussion. To foster critical thinking, leave time for students to come up with their own questions and comments. Questions on post-it notes that have been placed on the Q-chart can be used to spark the discussion. Or, the following questions can be used to lead the discussion:
 - *What surprised you about the book? What didn't surprise you?*
 - Examine the Convention on the Rights of the Child. (Use the child friendly version in Appendix B, or order from www.shopunicef.ca.) *Which rights of the child do you think were denied by the mayor when he failed to listen to the requests of the children?* (Articles 12-13: Freedom of opinions and expression)
 - *Which rights were denied when the children did not have a play area?* (Article 31: Access to rest, leisure, play, recreation, and cultural activity)
 - *Why did the mayor agree to create a playground but then never actually build it for the children?*
 - *What do you think this story shows about members of the community working together to help others realize their rights? How do you think the children who built a playground felt about themselves?*
 - *What plan of action did the residents of the barrio take?* (i.e. first protested to mayor, later built playground together themselves)

Adapted from UCCB Children's Right Centre, “Kids Do Make a Difference,” in *Children's Rights and Global Citizenship*, 157.

Extension Activity: Reflection Journal

Ask students to write a reflection journal about their thoughts and questions on the story *The Streets Are Free*. Students could explore and respond to the following questions to guide them in writing their journal entry:

- *Who was affected by having a lack of space to play in the story?*
- *Whose support is necessary to solve this issue?*
- *Whose involvement was necessary to solve this issue?*
- *What caused this issue?*
- *Who are the key players (individuals/groups) in the issue?*
- *What role does or can the media play in the issue?*

Accommodations for Special Education:

- Allow identified students to work individually, separate from other students.
- Include scaffolding strategies, such as giving students photocopied pictures from the book and having them describe what is in the pictures before writing their reflection journal, to allow for visual, written processing of information.
- Allow students to work with technology, i.e. a computer or laptop.

Accommodations for ESL/ELL:

- Give ESL/ELL students extra time to complete the tasks.
- Allow students to work with partners, i.e. pair students with different levels of ability.
- Give students instructions a day before the lesson begins and repeat on the day of the lesson.
- Give ESL/ELL students discussion questions before the lesson is delivered so they can prepare and feel more comfortable participating in the class discussion.
- Reword discussion questions to allow for understanding.

Modifications:

- For students struggling with the reflection journal, ensure that questions and discussion prompts cover the range of Higher Level Thinking skills as outlined in Bloom's Taxonomy.
- Rephrase questions to ensure students at all levels are able to understand what is being asked of them.
- Allow ESL/ELL students to write their reflection journal in point-form notes.
- Provide struggling students with a package of pictures from the book to help them with their reflection journal writing process.

Assessment and Evaluation Strategies:

- Formative Assessment: Teacher observation of student's discussion of the text and the quality of their participation. Teacher will use an anecdotal checklist to note which students are participating, and check for understanding through quality of participation through discussion questions.
- Students' comprehension of the text as measured by their ability to answer discussion questions (written and/or oral retelling). Teacher will assess students' questions on checklist.
- Teacher evaluation of individual written journal entries using **Rubric for Assessing Reflection Journal Writing** to evaluate how the students relate to the process of reading, and their ability to make connections and organize their own ideas.
- Student self-assessment of journal response using **Self-Assessment Rubric For Journal Response**.

Q-CHART

Name: _____

	...is	...did	...can	...will	...might	...would
Who?						
What?						
Where?						
When?						
Why?						
How?						

RUBRIC FOR ASSESSING REFLECTION JOURNAL WRITING

Name: _____ Date: _____

Criteria	4	3	2	1
KNOWLEDGE/ UNDERSTANDING	Is very aware of the purpose and meaning surrounding the text.	Demonstrates an awareness of the purpose and meaning surrounding the text.	Demonstrates an awareness of the purpose and meaning surrounding the text, but with minimal comment.	Demonstrates an awareness of the purpose and meaning surrounding the text, but does not explore it.
THINKING/ INQUIRY	Analysis conveys extensive evidence of a personal response to the issues raised in the activity and the text. Student demonstrates personal growth and social awareness.	Analysis conveys evidence of a personal response to the issues raised in the activity and the text. Student demonstrates that he/she is beginning to develop new ways of reflecting on their world.	Analysis conveys some evidence of a personal response to the issues/concepts raised in the activity and the text.	Analysis conveys little evidence or no evidence of a personal response to the issues/concepts raised in the activity and the text.
COMMUNICATION	Student clearly expresses arguments, opinions and responses in his or her writing.	Student expresses arguments, opinions and responses in his or her writing.	Student is developing his/her ability to express arguments, opinions and responses in his or her writing.	Student is not developing or is not able to express arguments or opinions
APPLICATION	Reflection indicates that student is listening well during all class discussion and is able to relate what is heard to what is read.	Reflection indicates that student is listening well in class.	Reflection alludes to what student has learned in class.	Student makes minimal reference to what is learned in class.

From The Catholic Community Forum, "Reflection Journal Activities,"
<http://www.catholicforum.com/churches/cathteach/outcomes_rubric_reflection_journal.html>.

SELF-ASSESSMENT RUBRIC FOR JOURNAL RESPONSE

Name: _____ Date: _____

Criteria	4	3	2	1
CONTENT OF WORK/ RESPONSES TO QUESTIONS	My response is thorough. I make meaningful connections to important ideas from the lesson. I draw upon previous knowledge and/or connect my response to larger issues.	My response is adequate but could be more thorough. I make some connections to ideas from the lesson.	My responses are incomplete. The connections I make to other ideas or information are weak.	My response is random or unrelated to the question. My writing is disorganized and unconnected to any important ideas.
PERSONAL REFLECTION	My reflections are thoughtful and complete. I reveal personal opinions about the topic and on outside experiences related to the topic.	My reflections are adequate, but could be more thoughtful. I reveal some personal opinions about the topic but don't reflect on them.	My reflections are brief. I reveal very little about my personal opinions. There is little reflection or questioning; it sounds as if I'm not really interested in the topic.	My reflection is limited or superficial. I don't reveal any personal opinions or ideas.
SELF-ASSESSMENT	I describe how my understanding has changed using specific, meaningful examples. I make comparisons between what I understood before and what I understand now. I raise important questions for further exploration, or describe new topics I'd like to learn.	I describe how my understanding has changed and give some examples. I make comparisons between what I understood before and what I understand now. I briefly mention new questions or topics for exploration.	I provide some information about how my understanding has changed. I don't include any examples. I provide only limited comparison between what I understood before and what I understand now.	I don't reveal anything about how my understanding of the issue has changed.

From United Nations Cyberschoolbus, "Rubric For Assessing Journal Responses," <http://cyberschoolbus.un.org/discrim/ru_rajr_print.asp>.

Lesson Four: EXPRESSING YOUR VOICE AND LISTENING TO OTHERS

Lesson Overview: Students express their opinions and develop the skill of listening to the perspectives of others on issues of urban development and environmental protection.

Background Information:

The story *The Streets Are Free*, recounts an example of the social and environmental challenges of the rapid urbanization of the world's population with a constant migration of people from rural to urban areas. A large proportion of the urbanizing population are children and young people. Rapid population growth can create problems for cities in both developed and developing countries such as congestion, overcrowding, inadequate housing and a lack of adequate infrastructure and services. Developing countries lack the infrastructure and resources to manage the challenges.

Despite this rapid growth, cities still must concern themselves with protecting the natural environment, as this is necessary to ensure the long-term health and well-being of residents. One concern is that the growing urban areas consume valuable agricultural land, and food production can't meet the needs of a growing urban population (United Nations Cyberschoolbus, 2008).

Urban development can result in more waste and air and water pollution from additional housing and from new industries. Larger-scale farming in the hinterland around a city, while being efficient in the short run to serve a burgeoning population, may bring people into contact with dangerous pesticides and pollute watercourses that urban dwellers use for potable water, recreation and fishing. Cutting down trees for timber or to make way for agriculture or other commercial activities often removes the resources on which local people survive, and can contribute to landslides and flooding in mountainous areas. Removing trees also loosens up soil, which is washed away, making land less fertile, clogging waterways and reducing water. Countries that have few resources and many poor citizens argue that they should be allowed to develop using the same methods that industrialized countries used, despite the long-term environmental consequences.

In some rapidly urbanizing areas, new urban planning knowledge and technology often provided through assistance from affluent nations and helping organizations, are yielding positive social and environmental impacts. Sanitation facilities and water-treatment and water-testing technology are good examples. Go to UNICEF's Voices of Youth page to find out more about how urbanization affects children (http://www.unicef.org/voy/explore/wes/1883_1983.html). Also, a UNICEF case study handout for classroom use can be found in Appendix A.

In this exercise, students are asked to think about the growth of cities, such as Caracas in *The Streets Are Free*, and the consequences of rapid urban growth, particularly in developing countries. The objective of this activity is to encourage students to clarify and support their own positions on the conflicts between environmental protection, social well-being and economic growth. While students are encouraged to express their own opinions on the issue, they must also consider the opinions of others. This exercise will aid students in their understanding that one of the most critical skills of participation is the ability to listen to others and to engage in a decision-making process that involves sharing perspectives, especially when dealing with controversial issues (Driskell, 2002, 33). Students should be encouraged to reflect upon how crucial it is to reconcile the tension that seems to be at work between environmental protection and economic growth. Students should be aware that these two things are connected;

economies cannot operate independently of the environment, so we must find a way to work within an economic framework to ensure environmental sustainability.

Resources and Materials:

- Blank index cards
- Handout 13 – Issue Tracker

Getting Political: What's Your Opinion?

Suggested Activities:

1. Give each student a blank index card and a pencil. Read aloud the following statement. It may also be written on the chalkboard or on chart paper so that the students have a visual reference throughout the activity.

STATEMENT:

“Environmental damage is a necessary consequence of population growth and economic development in a city.”

Ask the students to reflect on the statement for a minute. They should then select their position with regard to the statement. Their position should be one of the following:

[These are written on the chalkboard in the order that they appear here]:

- 1) Strongly agree
 - 2) Agree
 - 3) Neutral/not sure
 - 4) Disagree
 - 5) Strongly disagree
2. The students write their chosen position on their index card based on their own feelings, opinions and thoughts. As the students work through the activity, *advise students that their position may in fact change, and if so, they are to record their new position on their index card.*
 3. Students find another person who has written the same position as they have. Give the students three minutes to discuss their positions with each other and describe why they have chosen this position.
 4. The students find someone who has an index card with a position one step away from their own. For example, if a student has a card indicating “agree”, that student should look for someone who has written “strongly agree” (one step above), or “neutral/not sure” [one step below]. Again, give the students three minutes to discuss their different points of view on the statement. A student may be convinced to change their position based on another’s argument or discussion.
 5. Students find someone with an index card two or three steps away from their own position (their newest position if they have changed position) on the statement. Give students three minutes to discuss the statement from their respective positions again.
 6. Ask students to return to the first person they talked to so that they can see whether their original positions on the statement have changed, and why.

7. Lead a class discussion on the statement. Ask questions such as
- *Did your position change during the exercise? How so?*
 - *What influenced you to change your position?*
 - *What did you learn by listening to the positions of others?*

Note to Teacher/Facilitator: Some discussion regarding this statement may be necessary before the activity is done. Students can be encouraged to think about what is meant by “developing a city” i.e. new construction of homes, services like schools and hospitals, commercial enterprises and industry, infrastructure including roads, a sewage system and transportation link (e.g., train stations). Students can discuss examples of “environmental damage” in and around a city that occurs as a result of development, i.e. removal of green space and agricultural land, deforestation, loss of wildlife habitat and different forms of pollution.

Linking the Local and Global

To introduce a global dimension to the issues being discussed in this lesson, consider exploring the impacts of environmental damage as a citizen from a local level (in the urbanizing city) and a citizen in another country. Encourage the students to think about how local actions can have a global impact on the environment that affects others. For example, deforestation may reduce the earth’s carbon sink, contributing to global warming. Water pollution may affect other towns downstream. Waste may be transported to a landfill in another community. Loss of habitat may force wildlife to migrate to other areas, disrupting the balance of their ecosystems. (See Handout 13 – Issue Tracker.)

Have students think about the interconnectedness of people and places using the Issue Tracker model. Discuss students’ responses to the following questions:

- *How does this issue affect people in your local area? (Particularly, how does it affect young people in your local area?)*
- *How does this issue affect people in your city?*
- *How does this issue affect people in other parts of the world? (If relevant, how does it affect young people around the world?)*
- *How does this issue affect the natural environment?*
- *What are the causes of this issue? Are the causes the same for people around the world?*
- *What are some of the ways to resolve this issue? Are the solutions the same for people around the world?*
- *How is this a global issue?*

Homework Extension:

Share the UNICEF case study that appears in Appendix A, and ask for student feedback. Ask students to look back at their questionnaire developed at the beginning of this unit, and add additional insights and ideas for issues of concern based on their learning in this lesson.

Some concepts adapted from Fountain, “Considering positions,” in *Education for Development*, 231.
 Questions and handout adapted from Price, Convery, Samuel, and King, *Get Global!*, 37.

ISSUE TRACKER

- Does the issue have anything to do with the natural environment?
- Does the issue affect all of the world's environments in the same way? Why?

The Issue:

- How does the issue relate to groups of people (e.g. children vs. adults)?
- Does the issue involve you, people in your local area, people in other countries?
- Are there any similarities or differences in how the issue affects people in different places?

- Who decides what happens to the issue?
- Who has most power?
- How much power do you have to improve things?
- What could you do?

- Does the issue have anything to do with economics or money? How?
- Does the issue affect poorer and richer people in the same way? Why?

Lesson Five A: STAKEHOLDER ROLE-PLAY

Lesson Overview: Students are given the opportunity to role-play various stakeholders in the book, *The Streets Are Free*. Students create tableaux to illustrate how there are various points of view involved in an issue.

Resources and Materials:

- Kurusa, *The Streets Are Free*. Illustrations by Monika Doppert, Annick Press, 1995
- Copies of Handout 14 – Stakeholders Role Cards for each student, based on their role
- Props and costumes – optional

Suggested Activities:

Connecting to Social Action through Drama

1. Assign different stakeholder roles to students based on characters in the story, *The Streets Are Free*. The various stakeholder roles include:
 - the citizens of the barrio (including children and youth) – most of the students will play these roles
 - the mayor (one student)
 - the councillors (three to five students)
 - the reporters/the media (three to five students).
2. Prepare the students for their roles by having them think about their perspective on the issue, and the part they play in it. Distribute the “Stakeholders Role Cards” (Handout 14) to the students to help guide their thinking about their roles.
3. Have the students create tableaux that represent their roles in the barrio and what issues concern them most. Students talk about their pictures in their small groups, then form a tableau about what they would say, do and feel as their particular stakeholder. If some students do not know what a tableau is, select three student volunteers to demonstrate. Give students 15 to 20 minutes to prepare their tableau. Explain that each group will be asked to present their tableau to the class.

THE STAKEHOLDERS ROLE CARDS

The Citizens

What part do I play?

How do I feel about the issue?

The Mayor

How am I involved in the issue?

How do I feel about the citizens in the barrio?

The Councillors

What are the problems that we have to deal with?

How do I feel about the difficulties faced by the citizens living in the barrio?

The Media/Reporters

What is my role in this issue?

How can I make a difference in the issue facing the citizens in the barrio?

Lesson Five B: CASE STUDIES: CHILD FRIENDLY INITIATIVES IN ACTION

Lesson Overview: Students read child friendly cities case studies from Peterborough, Ontario, Vancouver, British Columbia and Barra Mansa, Brazil. They respond to discussion questions in pairs. Students learn about the “Ladder of Participation” and engage in research to explore global child friendly city initiatives.

Background Information:

UNICEF’s Child Friendly Cities Initiative has inspired children to engage in city planning and advocacy. It is helpful for students to explore these global case studies so that they are able to apply models of meaningful child and youth participation and ‘lessons learned’ to their local context. By reflecting on each case study, students can evaluate the potential for their communities to become child friendly through their actions.

Resources and Materials:

- Handout 15 – Ladder of Participation
- Handouts 16 – Case Study Handouts
- Computer Lab
- Presentation Materials (display boards)

Learning from Social Action Success over the World

Suggested Activities:

1. Divide the class into four groups and distribute copies of one case study to each group (make enough copies so that each pair of students in each group can share a copy).
2. Each group reads the case study in pairs, and then as a group, summarizes the case study into four key points.
3. Each group chooses a speaker to share their case study with the rest of the class.
4. After case studies have been shared, engage students in a whole group discussion where students can obtain clarification from the teacher about each case.
5. Review Handout 15 – Ladder of Participation and discuss its meaning and application with students. (Turn to pg. 14 of this resource guide for background information on the Ladder of Participation.)
6. Distribute a copy of each case study to each student so that each student has all four case studies. Using the Ladder of Participation, discuss as a class which stage of the ladder best describes each case.
7. Students respond in writing to the following discussion questions individually:
 - (a) Reflecting on any one of the case studies, identify and describe the skills acquired by the youth of Peterborough, Vancouver or Barra Mansa through their experiences of the transportation study, the community garden, the community mapping initiative or the budget council.

- (b) Describe the benefits of the youth action in this case study to the various community partners involved.
- (c) Using the Ladder of Participation, describe the stage of participation youth were engaged at in this case study. Identify what the highest level of youth participation could have looked like in this case study.
- (d) Could the actions of young people from the case study you explored be applied to your community? Identify opportunities and obstacles that your community would face if adults and youth decided to create a youth budget council or a youth transportation study.

Taking it Further: Independent Research

8. Ask students to engage in the following research:
 - Use the Internet and, specifically, **www.childfriendlycities.org/** www.eya.ca/wuf/wuf_livable.html and www.sustainablecities.net/ to find out more about other child friendly initiatives.
 - Record your findings in a document with point-form notes and images.
 - Imagine that you have been asked by the mayor's office to present an action plan for your city based on the example you have explored through your case study. The aim of your presentation is to convince the mayor and councillors to agree to invest in the action plan. Using your research, create a PowerPoint presentation or display board with text and graphics, and a script to guide your narrative, to present your action plan to the class.
 - Explain to students that their presentations must cover the following topics:
 - (a) Create a title page that draws the mayor's and councillors' interest (one slide).
 - (b) Describe your goal and the result you expect (one slide).
 - (c) Explain how this result will improve conditions in your community: for people (particularly children and youth), the environment and the economy (three slides).
 - (d) Explain the steps that are needed to get to the result, and who needs to be involved in each step (one slide).
 - (e) Identify obstacles to getting to the result, and how they can be overcome (one slide).
 - (f) Outline the resources you will need, including a budget (one slide).
 - (g) Repeat the results you are aiming for, and the benefits to the community (one slide).
 - (h) Ask the mayor and councillors what they will do to help. Give them a few suggestions (one slide).
 - (i) Thank your audience (one slide).
9. Provide students with an appropriate amount of time to research and prepare their presentations. Schedule one to two days for presentations. If the class is large, organize students into small groups, so presentations can occur simultaneously.

Assessment and Evaluation Strategies

Have students evaluate their peers anecdotally, recording comments in writing and deciding on a mark out of 10. Each student collects their peers' evaluations and also submits a similar self-evaluation to the teacher.

Average the peer and self-evaluations using discretion to amend any imbalance and record a numerical grade and comment.

LADDER OF PARTICIPATION

The first building block towards a Child Friendly City is children’s participation. Youth can participate in their city in several ways, but not all experiences are considered meaningful participation.

The “Ladder of Participation” illustrates a range of participation levels experienced by young people to measure the inclusiveness of the public participation process. The higher on the ladder of participation, the higher the educational value for children and youth.

The “Ladder of Participation” is divided into two realms: “forms of non-participation” and “forms of participation.” Forms of non-participation include manipulation/deception, decoration and tokenism. Forms of participation suggest levels of consultation, social mobilization, children in charge, and ultimately and ideally, shared decision making.



From Fountain, *Education for Development: A Teacher’s Resource for Global Learning*, 298.

Case Study # 1: Environmental Youth Alliance Youth Garden, Vancouver

To the vast majority of people who inhabit this planet, land on which to grow food is as precious as the air we breathe and the water we drink. Having a small plot to grow vegetables in lean times can ensure nutrition and provide human dignity. The process of urbanization in Canada and worldwide has, for many communities, resulted in people's disconnection from the natural environment.

The Environmental Youth Alliance (EYA) Youth Garden was inspired by the extremely successful Strathcona Community Garden in Vancouver, British Columbia. The Strathcona Community Garden began in 1985. Through numerous battles with city officials who owned the land, and massive organizing efforts by the local community, the community organizers gained a legal lease from the city for three and a half acres of land to grow food on small plots in inner city Vancouver. This lease was expanded in 1993 to include the EYA Youth Garden and the Cottonwood Garden totalling seven acres (an unprecedented size for local food) cultivated by a group of low-income residents in the poorest neighbourhood in Canada.

Young people played a vital role in the extension of the garden to seven acres. The Strathcona Garden was full, and organizers pointed the EYA youth in the direction of a brambled garbage heap, suggesting, "no one's using that, why don't you start there?" Though the land was owned by the city's Engineering Department, it was not being used. With a leap of faith, a team of EYA youth tilled the soil, planted seeds and learned from the Strathcona's "mother garden."

The Youth Garden has acted as a food system training ground and ecological oasis ever since, where hundreds of children and youth have learned the basics of food growing and stewarding. The youth harvest what they grow, often share meals, make medicines and grow and collect seed for other low income gardeners, schools and next year's crop. They learn the cycles of life. They learn that nothing tastes better than something ripe from the vine and that the act of growing food has a revolutionary effect on people's sense of control over their own destiny that never goes away. The land is controlled by youth and nature, a combination that has resulted in one of the most successful community development examples in Vancouver. The success of the Youth Garden has spun off into numerous initiatives city-wide that include youth rooftop gardens, nursery depots and micro-enterprise developments.

Adapted from Youth and Urban World Forum Vancouver, 2006, <http://www.eya.ca/wuf/wuf_livable_02.html>.

Case Study # 2: Environmental Youth Alliance, Youth Community Asset Mapping, Vancouver

Community Asset Mapping (CAM) is a creative and participatory tool used to build capacity and engage youth with their communities. It begins with acknowledging existing community resources—instead of deficits. CAM involves a variety of techniques to help youth to identify their strengths, give them a space to articulate their voices, and empower them to create change.

CAM is also about community building. By engaging youth in dialogue about issues affecting the places they live or groups they belong to, youth begin developing relationships with the people and organizations within their communities. CAM enables youth to identify local community resources (green spaces, programs, safe places) and solutions to community needs. Youth not only gain a better understanding of themselves, but also their neighbourhoods. It is this collaborative process that makes mapping as much about the process as it is about the produce.

Youth Friendly Health Services (Youth Engine Project)

Initiated in May 2002, the EYA, Self-Help Resource Association, YouthNet Vancouver, and Centre of Excellence for Youth Engagement joined forces to create the Youth-Friendly Health Services project. The central question that this research project asked was “What makes a youth-friendly health service?” A group of youth facilitators were trained in conducting research workshops and the process of data coding. They piloted our research workshop with five community youth groups (Gab Youth Services for Gay, Lesbian, Bisexual, Transgendered and Questioning Youth, Little Mountain Neighbourhood House, Killarney Neighbourhood House, Asian Society for the Intervention of AIDS and Leave Out Violence).

In each workshop, youth were given markers and flipchart papers to write down and/or draw about their thoughts on: “What does a healthy youth look like?” “What are the barriers to becoming a healthy youth?” “What are the resources to support a healthy youth?” Finally, they also were given the opportunity to map out their experiences and their thoughts on what a “youth-friendly” health service is. Subsequently, the youth were invited back to a coding session where the youth collated and coded the data, and from this the data was further formatted into a survey of Youth Friendliness Indicators that have provided the basis for our next step—the action phase of the project.

The Youth Engine Project has engaged youth who have participated in the last project to visit four health clinics and conduct anonymous evaluations based on the indicators developed in the first phase, and document their experiences through creative tools such as creative writing, video making, or photography. The results of the evaluation will facilitate a dialogue between youth and decision makers on making changes at each specific clinic.

An example of how this process will affect larger policy processes is through CAM’s relationship with the City of Vancouver. In a recent meeting, the director of Social Planning for the City of Vancouver requested that they present the health services mapping information to a multi-stakeholder body of different levels of government, who are in the process of redesigning the provincial health care delivery system. One of the models they are looking at is a “one-stop” health clinic. The work done by the youth and the YCAM team on health services will provide invaluable information on how these clinics might be structured.

Adapted from Hu, Amsden, Kara, Law, MacLeod, Pattern, and Tupechka, *Youth Community Asset Mapping Initiative Report*, 1, 5-6.

Case Study # 3: Peterborough's Youth Contribute to Transportation Planning

Every day, millions of Canadian children make the trip to and from school. Two-thirds live within a 30-minute walk of their school and more than 21% travel passively, sitting in a vehicle. This mode of transport to school contributes to traffic congestion, poor air quality and adverse effects on children's health. Concerns about the well-being of children have led to the implementation of programs promoting active travel (walking or biking) in communities across the country.

Active and Safe Routes to School (ASRTS) is a national program whose aim is to increase active travel by children on the home-school journey and thereby improve health, traffic safety, air quality and community connections. Peterborough's ASRTS Research Project took place in January 2000 and in April 2002. Peterborough is a small urban center with a population of just under 75,000 people. It is located on the outer edge of the Toronto metropolitan region and is home to a community college and a university. The region surrounding Peterborough has a tradition of environmental awareness and activism.

This innovative partnership linked a public health department, an environmental non-profit organization and an academic geographer to conduct school-community transportation studies. One of the challenges to municipal transportation planners is the need to acquire local-level data. This led the partners to link up with Trent University, whose Geography Department was also looking to supply their students with meaningful learning opportunities through field-based research. The project brought university student researchers into the elementary school setting to offer their perspectives into the municipal transportation master plan review process.

The university students were introduced to the research project through a lecture early in the school term. The class was divided into groups and each assigned to a school. University students collected data at the schools from students, teachers and parents through surveys, vehicle monitoring stations and neighborhood walkabouts. University researchers interviewed students, who were able to voice their concerns about community transportation issues. Some of the areas of concern that arose were poorly placed crosswalk lines and dangerous bus loading zones.

This project coincided with a review of the local municipal transportation plan. The ASRTS partners contacted the planning department and consultation group responsible for the plan and both decided to attend a presentation by the student researchers. The final report (by the city's consulting group) highlighted the project and took its recommendations into consideration. This program continues to be promoted in Peterborough and an annual fall campaign is held to promote International Walk to School day, with new schools participating each year.

Adapted from Wurtele, and Ritchie, "Healthy Travel, Healthy Environments: Integrating Youth and Child Perspectives into Municipal Transportation Planning," in *Children, Youth and Environments* 15, no. 2, 2005, 356-70.

Case Study # 4: Children's Participation in the Governance and Municipal Budget of Barra Mansa, Brazil

Barra Mansa is an industrial city of 170,000 located in the state of Rio de Janeiro, Brazil. Its main industries are steel and food processing, as well as agriculture and livestock in the surrounding areas. The participation of children and teenagers in political matters has a long history in Brazil. The children's participatory budget council (CPBC) in Barra Mansa was established in 1998 to foster citizenship among children and teenagers between the ages of 9 and 15. Children elect their peers to a children's council, which has at its disposal a small portion of the municipal budget equivalent to about \$150,000.

The CPBC is based on a participatory electoral approach where children and teenagers participate in neighbourhood assemblies, engage in debate and elect neighbourhood representatives. The neighbourhood representatives, in turn elect district representatives. Among these, 18 girls and 18 boys become the 36 child councillors. This project is part of an action plan developed by the city council to promote and institutionalize the effective participation of children. The experience of the children's participatory budget council shows that it is possible to carry out urban management with children, rather than simply for children.

The goals of the CPBC are to encourage children and teenagers to play an active citizenship role, to create a new model of leadership for participation and democracy and to employ their budget for public works and services in the best interests of children. The CPBC councillors represent other children's requests and demands and manage the budget accordingly.

The child councillors consider the available financial and material resources in their planning and prioritization of projects. They learn about barriers and limitations to the planning of public works and gain an understanding of laws and contracts. They learn about budget management starting with their own pocket money and apply similar principles to manage the municipal budget. Child councillors learn how to seek and respect the views of others, including different perspectives from different social groups (e.g., the affluent and the poor) and to negotiate decisions with other councillors.

Each year, dozens of projects are chosen including repairs to schools and school equipment, improved playgrounds in low-income areas, repairs of sewers and tree planting. This process has become popular across Brazil encouraging similar innovations in other Latin American cities.

Adapted from Guerra, Eliana, "Citizenship Knows No Age: Children's Participation in the Governance and Municipal Budget of Barra Mansa, Brazil," in *Children, Youth and Environments* 15, no. 2, 2005, 151-68.

Lesson Six: ACTIVITY: “IF I WERE MAYOR...”

Lesson Overview: Students imagine that they are the mayor of their community, and brainstorm a priority list of issues to deal with. Students then make the link between the local and global through a series of brainstorming questions and discussion.

Background Information:

In this exercise, students identify issues in their city that they are most interested in dealing with and prioritize them. This gives students the opportunity to begin thinking about an issue that they may want to take action on as their culminating task.

Focusing on real and relevant issues will foster an authentic learning experience.

Resources and Materials:

- Chart paper
- Markers – various colours

Suggested Activities:

Identifying the Issues

1. To focus the students’ perspectives ask the class,

“If you were mayor, what three or four issues would be top priority for you to deal with?”

List responses on chart paper or the chalkboard.

Note to Teacher/Facilitator: The following issues are well-suited for the culminating task, and could be considered among those identified by the class if relevant to their community:

- Gun violence
- Gang violence
- Pollution – air, water or land
- Need for community centres/youth programs
- Need for more green space
- Need for better transit (routes, timetables, cost, safety, etc.)
- Need for health care services for youth
- Housing/homeless issues
- Lack of flexible and safe youth employment opportunities
- Lack of respect for particular groups: youth in care, differently abled, cultural/linguistic differences, those facing discrimination on the basis of sexual orientation.

Prioritizing the Issues

1. Explain to the students that they will be assigned three “dots.” Each student will be asked to place one “dot” beside three issues that they believe are important.

After students complete this task, they identify the top three to five issues facing their community/city (those with the most dots assigned). The prioritized issues can be the basis for the students' research and culminating task.

Adapted and reproduced, by permission, from Canadian Institute of Planners, *A Kid's Guide to Building Great Communities: A Manual for Planners and Educators*, pg. 38.

Linking the Local to the Global:

1. Have students respond to the same questions but instead of focusing on their city, they should consider issues affecting people in other parts of the world (e.g. in a developing country), or those affecting people across large geographic areas (e.g. global warming). List the following guiding questions:
 - *What concerns you most about the world around you?*
 - *What in the world would you most like to change? Identify school, local community, country or global issues.*
2. Repeat # 1 based on this list of issues.
3. Ask the students to place dots on the global issues they feel most important (as in # 2) and select the top issue for group action.

Adapted from Price, Convery, Samuel, and King, *Get Global! A Skills Based Approach to Active Citizenship*, pg. 24.

Lesson Seven: 100-YEAR PLAN

Lesson Overview: Students engage in a visioning exercise to create a 100-Year Plan for their city. Students vision their ideal city and focus on the three most important changes/ideas to transform their community into the ideal.

Background Information:

Students create a vision for their city, or a 100-Year Plan.

Visioning is useful in building consensus and identifying common values among a group. It helps give the group an idea of what they want their community to look like in the future (Driskell, 2002, 168). It is important that students look toward the future and plan for ways to achieve future goals.

Resources and Materials:

- Large sheets of paper
- Handout 17a – 100-Year Plan
- Handout 17 b – 100-Year Plan Assessment Checklist
- Appendix C - Sample Questionnaire
- Chart paper, markers
- United Nations Cyberschoolbus, “Cities of Today, Cities of Tomorrow!” Available at: www.cyberschoolbus.un.org/crc/instructions.html.
- United Nations Cyberschoolbus, “Habitat: The Ideal City.” Available at: www.un.org/cyberschoolbus/habitat/ideal/ideal2.asp.

Visioning Change at the Local Level

Suggested Activities:

1. Divide the class into groups of three or four. Ask them to think about their own city. Using chart paper, attempt to draw a map of the city. The map should include important landmarks and buildings (schools, banks, hospitals, grocery stores, parks, public spaces), a few main intersections and any geographical features like lakes, streams, rivers, mountains or escarpments, hills and valleys.
2. Distribute actual maps of the city and have students compare and contrast the two to determine if there are any features they would like to add to their own maps.
3. Students reflect on the questionnaires (Appendix C: Sample Questionnaire) they completed at the beginning of the unit. Based on new information and a more in-depth consideration of their city, students should modify the questionnaire to enable them to gather data to find out more about how other citizens feel about their city.
4. Students should select ten people outside their classroom and/or their school to complete questionnaires. After each group has conducted up to ten questionnaires, they analyze their results.

Some guiding questions to help them in their analysis can be posted on the chalkboard or on chart paper. These include:

- What do the results tell you about:
 - Your community?
 - The young people in your community?
 - What young people want?

5. Based on their mapping and the results of the questionnaires, ask students to create a chart with two columns and note features of their city that they deem positive, and those that they wish were different. (e.g., more green space, a farmer’s market, more parking, more or less retail space, a greater variety of restaurants, etc.). Ensure that students include specific elements of the city that need to change.
6. Divide the class into groups of three or four. Ask them the following question:

“What would you like your city to be like in 100 years?”

Explain that in their groups they are asked to create a 100-Year Plan for their city. The 100-Year Plan describes how they want to see their city in 100 years, and the steps to get there. Distribute Handout 17a and review with students.

Brainstorming Our Ideal City

1. Before the groups begin working on their 100-Year Plans, have groups determine four elements of their city that they would like to change.
2. Ask each team to describe how these four elements should change in their “ideal city” using text and images on the large sheet of paper. Explain that students can be inspired by somewhere else using an atlas, a map, or somewhere they have visited or always wanted to visit, another city, or an imaginary place.

Some elements may include:

- Adequate and affordable housing
- Pedestrian-friendly, attractive streets
- Safe streets and neighbourhoods
- Clean air, water and land
- Green spaces and public spaces for people to meet
- Recreational and leisure activities for health and well-being
- Arts and cultural activities
- Protected natural environment
- Access to services and adequate infrastructure (i.e., electricity, water, roads, garbage disposal, etc.)
- Inclusive—everyone feels as though they belong
- Celebrates diversity, heritage and traditions.

Explain that the groups need to determine the steps necessary to change each of the four elements and reach their ideal city in 100 years. Have students record these steps and include suggestions for the resources needed to transform their ideal city.

Assessment and Evaluation Strategies:

Keep anecdotal notes of individual learning and performance to include in the final Culminating Task Rubric. A checklist may be used to provide students with feedback on their completed 100-Year Plan product (Handout 17 b).

Adapted and reproduced, by permission, from the Canadian Institute of Planners, A Kid's Guide to Building Great Communities: A Manual for Planners and Educators, pg. 31.

Group Names: _____

100-YEAR PLAN

Your group will prepare a 100-Year Vision Plan to describe what your city could and should be like 100 years from now.

Brainstorm/Envision

PART 1:

Based on your group mapping task, discuss as a group:

1. What is your vision of the “ideal city”? What would it be like?
2. How would people’s experiences be different?

Elements of focus to reach the city’s 100-Year Plan could address these considerations:

- **Housing** (What types of housing do you want in your community in 100 years? Can you think of new kinds of housing?)
- **Transportation** (How could your community’s public transit system be made better? Should there be more parking lots? A rapid rail system? If yes, what should be torn down so they can be built?)
- **Parks and recreation** (How many parks does your community have? Where are they? Are they easy to get to? Does your community need more? Where should they be located? How could the city get more land for parks? Do the parks need more facilities? What do they need in particular? Where are the recreation centres in your community? Are they easy to get to? What programs do they have? What programs do they need?)
- **Environment** (What are your city’s environmental problems? Where does your city’s waste go? Does your city recycle? How is water conserved? Are there any bodies of water like rivers or lakes in your city? What are their problems? What can be done about these problems?)
- **Public buildings** (What are the public buildings in your city? What are they used for? Does your city need more? What kind? Where should they be built?)
- **Waterfront – if applicable** (How is the waterfront used? How much of it is used by all citizens? How should it be developed further?)
- **All youth graduating from high school** (How would high schools and programs need to change to motivate all youth to graduate?)

- **No need for youth detention centres** (What would prevent youth from turning to crime? How would the community meet youth needs to prevent youth from turning to criminal acts to solve problems? How can a community protect all citizens from youth violence or harm without incarceration?)
- **Other features** that may be unique to your community.

Process/Planning

PART 2:

3. On chart paper, record in images and words four elements of your city that you would like to change.
4. Make a list of at least three steps (with timelines) needed to get to realize each element.
5. Make a list of the resources needed to fulfill each element that will create your ideal city.

Final Product

PART 3:

6. Decide as a group how you would like to present your 100-Year Plan. Your vision can include written descriptions, illustrations, photos, a model or other representations. Submit all brainstorming and process work to your teacher upon completion.

Remember to:

- Be creative
- Think outside the box
- Use your five senses—what will your city feel like, smell like, look like, etc.
- Make it inspirational
- Include all members of society
- Try not to be limited by possible obstacles
- Have fun!!

100-YEAR PLAN ASSESSMENT CHECKLIST

Name: _____

Please circle the number that applies, with 1 lowest and 4 highest.

Process

- 1 2 3 4 Worked co-operatively during brainstorming and planning stage, contributed insights and ideas during discussion and listened well to others.
- 1 2 3 4 Took a leadership role during all group work.
- 1 2 3 4 Took responsibility for assigned tasks and contributed to modifying questionnaires and collecting data.

Product

- 1 2 3 4 Final product is well-organized and visually appealing.
- 1 2 3 4 Final product shows evidence of careful thought and planning.
- 1 2 3 4 Final product demonstrates creativity, inventiveness, and insight into a positive community vision.

Comments:

Final Mark: _____

Lesson Eight: CULMINATING TASK STAGE I: EYE SEE III

Lesson Overview: Students explore their local environment using photography and mapping to describe an issue in their community. Students present their findings to build awareness and motivate change.

Background:

Equipped with new cameras and their unique perspectives, children of Liberia and Rwanda document aspects of life in their communities for UNICEF’s EYE SEE III project.

Over the course of two weeks, children aged 9 to 15 captured images of how malaria affects their communities, including the helping and hindering influences, using state-of-the-art digital cameras donated by Sony Corporation. The on-the-ground photography was preceded by technical workshops led by internationally-renowned photographer and frequent UNICEF contributor Giacomo Pirozzi.

Canadian schools had a chance to view the Eye See III exhibit of some of these photos in the Global Development Village—a four-day held event in Toronto to raise awareness among youth of the Millennium Development Goals.

With the help of staff and volunteers from UNICEF Canada and Spread the Net, participants learned about malaria, a preventable disease that kills an African child every 30 seconds. Through the visual aid of the Eye See Three project, these youth were transported to Liberia and Rwanda, to experience a sense of the toll the malaria pandemic is taking on the lives of African families.

Note to Teacher: Care should be taken to obtain permission and release forms when obtaining images of people in the community.

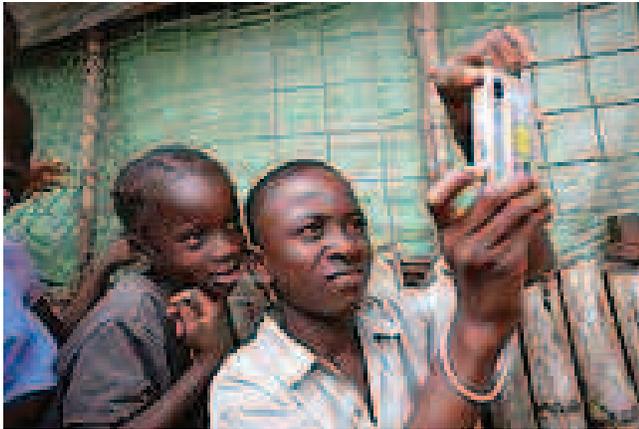
Using Visual Art to Map the Community

1. Talk to students to determine what they feel is one of the most important issues to address in their community (e.g., homelessness, vandalism, crime, lack of clean water or air, unemployment, etc.). Consensus can be reached by asking students to select issues individually, record all issues on the board, and then vote to determine the top three and then finally, the most pressing concern.
2. Show students examples of the Eye See III project, photo essays by children in Rwanda and Liberia who took photos of their community, with a focus on how malaria affects their lives and their community. Provide students with background information on the Eye See III project and discuss the potential for photography to document community issues.
3. Explain that in the following sessions the group will be going on a community walk to take photographs and explore the community in more depth. Talk to students about areas in the city that might clearly show evidence of the chosen issue. Discuss what types of pictures would be appropriate and impactful to capture. Ask students to consider the cause of the issue, the impact on the community, and any helping influences (e.g., community programs) or barriers. (Students can either complete this task individually, or in partners or small groups.)

4. Supervise the community walk. Upon return to the classroom, students should develop and sort their images into the following three categories: 1. Cause of the Issue 2. Impact on the Community 3. Helping Influences or Barriers.
5. Ask students to put images in order to tell a story and add captions. Each student/pair or group should present their photo essays to the class.
6. After students have presented their photo essays, lead students in a discussion about their experiences.
 - *What were you surprised to discover? What did you learn that you were not aware of before?*
 - *Was there anything that upset you or made you feel frustrated?*
 - *What made you feel hopeful or proud to be part of this community/city?*
 - *In what ways have your views of the community/city changed after today?*

UNICEF EYE SEE III PHOTOS

Below are some examples of the photos taken by children in the UNICEF Eye See III project. To view additional images, visit www.unicef.org/photoessays/43653.html or www.unicef.org/photoessays/43652.html.



UNICEF/HQ07-2202/Pirozzi

Archie Pah, 14, takes photographs in a former camp for the displaced near Monrovia, Liberia.



UNICEF/HQ07-2202/Pirozzi

Archie Pah, 14, takes photographs in a former camp for the displaced near Monrovia, Liberia.



UNICEF/HQ07-2128/Pirozzi

Umuhoza Irampayne, 14, composes a photograph of a woman and her infant at the central market in Gisenyi, Rwanda.



UNICEF/HQ07-2171/Thomas Weeks

A sign reads "No Dumping" in a garbage-filled area, an ideal breeding ground for malaria-bearing mosquitos in Togba Camp.



UNICEF/HQ07-2169/David Wayah

A girl washes dishes outside her home in Buzzi Quarter, a slum area of Monrovia.



UNICEF/HQ07-21648/Linda Yeneken

Stagnant water is an ideal breeding ground for malaria-bearing mosquitos.



UNICEF/HQ07-2140/Archie Pah

An insecticide-treated bednet to prevent malaria.



UNICEF/HQ07-2156/Melville Harris

The wall is covered with shards of glass to prevent residents from crossing into the more affluent neighbourhood on the other side.



Metal sheets used to create a latrine, on a garbage-strewn beach in West Point, a slum area of Monrovia. Most residents do not have access to improved water and sanitation creating an environment for malaria-bearing mosquitos.

UNICEF/HQ07-2135/Maima Tucker



UNICEF/HQ07-2179/Konah Nagbe

Two sisters embrace and smile in Smythe Road, a slum area of Monrovia.

Lesson Nine: CULMINATING TASK STAGE II: THE COMMUNITY ASSET/NEEDS ASSESSMENT AND PHOTOGRID

Lesson Overview: Students use a checklist to observe and assess their community from a young person’s perspective. This exercise will have students gather information through a range of data collection techniques.

Students will complete the “Planner’s Toolkit for Assessing Sites.” The toolkit, in combination with a photogrid, will give the students an opportunity to identify community assets and needs and create a visual representation of their observations. Students extend this activity to become their final project; identifying assets and needs is a prelude to deciding on an action to address a need or build on an asset.

Background Information:

Taking photographs is an effective means for young people to present their perspectives about the state of their city. Students can use photographs to identify not only what is present in a city—positive and negative—but also what is absent. A visual survey/photogrid documents the physical and social character of a local area through photographs.

Resources and Materials:

- Project journals
- Handout 19 – “A Planner’s Toolkit for Assessing Sites” (one per group)
- Handout 20 – Community Investigator Worksheet
- Digital cameras/cameras and film (or disposables)
- Extra batteries suitable for cameras
- Slides, photos
- Computer
- Screen
- Copies of site map (one for each student)
- Pencil and tracing paper
- Coloured markers

Suggested Approaches:

1. Lead a class discussion, encouraging students to share their responses to the following:
 - *What are the strengths or assets of the community surrounding the school?*
 - *What are the weaknesses, gaps or needs of the community surrounding the school?*
 - *How would you describe the community to a person “moving into” the community?*
 - *Does the community surrounding the school have a perceived reputation?*

Record their ideas and revisit them **after** the community walk.

2. Divide the students into groups of four. Distribute the “Planner’s Toolkit” (Handout 19) and a map of the local area to each group. Before going on their community walk, ask students to draw a grid over the map. The scale may be decided by the teacher/facilitator depending on the map used.

- On a page measuring 8.5" x 11", each square on the grid should be approximately 1" x 1". The intersections of each grid on the map will represent the site where students are asked to take a photograph. For example, intersection A1 = open green space/park.
- Explain to students that photographs should be taken to help get a sense of the physical and social elements and quality of the whole area.
- Explain to students that the grid may need to be moved around to ensure it covers accessible locations.

Students walk the grid of their local area, and using their marked map, they take photographs in each grid to capture assets and needs.

Explain to students that they can take several photos for the same grid intersection from different points of view and photos beyond the grid (from the edges).

Students can take additional photographs to explain and represent the unique features of their site and to describe in detail the features important to youth. Advise students to record the exact location of each photograph on the map and reference each photo using a letter and number for the grid, by identifying each row of the grid with a letter and each column with a number i.e., the intersection A (or row A) and 1 being column 1, is photographed and referenced as A1 (see Table 1).

Table 1. Photogrid

	1	2	3	4
A		A2		
B				
C				
D				

With the observational tool “A Planner’s Toolkit for Assessing Sites” (Handout 19), explain to students they will take on the role of “Planner.” Planners are often called upon to identify the needs or areas for improvement of a site or location. They can identify these using a variety of tools, including surveys, maps and photographs.

Students will be provided with a checklist (See Handout 20) that will guide their observations and recordings. The Community Investigator Worksheet is only a guideline, and students should be encouraged to record **ALL** observations that cite either positive or negative reactions or feelings. Students are also welcome to take photographic documentation to illustrate the items on the list. Each frame or picture will represent their own view of the community.

Instruct students to seek a balanced perspective depicting:

- The **physical environment** (easy to observe)
- The **social/political/economic environment** (not as readily observable).

Discussion

Upon return to the classroom, have the students compare their findings to the introductory discussion. Students can be asked to reflect and record the following:

Our Neighbourhood
Things we like (assets):
What we would like to change (needs):

Additional discussion questions may include:

- *Did anything in the Community Asset/Needs Assessment surprise you?*
- *What has been done to solve the problems stemming from the issue? Why have they not been successful? What other alternatives exist to solve the problem? If the solutions have not been tried, why not?*
- *Which of these issues/concerns can you take action on?*

A PLANNER’S TOOLKIT FOR ASSESSING SITES

Student Name: _____ Class: _____ Date: _____

Site (street names, boundaries, etc.): _____

Criteria	Evidence (Jot notes only)
Geographic boundaries/area Size	What are the boundaries of the area being researched? Roads, train tracks or waterways?
Building types and conditions	What are the general sizes, types and uses of the area’s buildings? How tall are the buildings? What materials are the buildings made from, and in what design/architectural styles? Are the buildings in good condition/maintained?
Residences	What kinds of housing are in the area? Are the homes large? Are they well-maintained, in good condition? Do they have driveways?
Architecture and design	Can you identify the style/age of homes and buildings? Describe design details (Victorian, Mission Style, 50s bungalows, etc.)

Criteria	Evidence (Jot notes only)
Demographics/Population (perceived age group, social status, culture and ethnicity of population)	Is it a highly-populated area? Can you detect the predominant age, religion, ethnicity of the neighbourhood? What are the minorities within these? Are there many families with young children? Are services geared to a certain population or to all inhabitants?
Land use (residential, commercial, institutional, industrial)	What approximate percentage of the area is geared to residential? To commercial? To industrial? To streets/pedestrians? To cars? To public facilities?
Transportation (bus stops, bike lanes, subway)	How are people getting around? How frequent and accessible is the public transit service?
Public buildings, i.e. community centre, school, library, hospital, etc.	Are there any significant public facilities in the area or close to the site, such as a large plaza, school, library, church, government offices or community centre?
Public facilities, i.e. fountains, benches, parkettes, squares, etc.	How many people are using the space/facility? What types of activities take place there? Is there evidence of special events or festivals?

Criteria	Evidence (Jot notes only)
<p>Cultural facilities, i.e. theatres, concert halls, opera houses, museums, galleries, etc.</p>	<p>Are there any cultural facilities within the area or close by?</p>
<p>Open space and green/natural features</p>	<p>What kind of open space is in the area? Is it accessible? What are the significant natural features in the area, such as rivers, lakes, trees, fields, etc.?</p>
<p>History of area and historical landmarks or famous tourist attractions (check for plaques, street signs, etc.)</p>	<p>Are there any landmarks? Dates and descriptions?</p>
<p>Relationship to downtown</p>	<p>How easy is it to get to other areas of the city? How close is the city centre? Is it hard to get there? How do most people get there from this area?</p>

Criteria	Evidence (Jot notes only)
Pedestrian traffic/vehicular traffic	Is it mostly pedestrian or vehicular traffic? What streets have the most traffic? How much of the traffic is coming into the area? How much of it is travelling <i>through</i> the area? How much of it is leaving?
Retail and commercial establishment	What are the main business activities and employment in the area? Where do most people in the area shop?
Sense of safety	Is the area believed to have a high or low crime rate? Do young people feel safe in the area? What is the relationship of the young people in the area with the local police? Are some parts of the area more dangerous and unsafe than others? Are things believed to be getting worse or better?
Recreation and leisure (soccer fields, playgrounds, baseball diamonds, etc.)	Are there recreation and leisure facilities in the area or nearby?
Conditions of sidewalks and streets	Are there sidewalks? Are there cracks in the sidewalks? What is the condition of the pavement? Are there bike and walking paths?

Criteria	Evidence (Jot notes only)
Natural environment	Are there industrial activities, transport facilities or other activities in the local area that are major sources of pollution, or are there other threats to children and youth? Are there signs of environmental activism, such as a community garden or recycling programmes?
Media and promotions	Are there posters? Flyers? What are they advertising? Is there a community newspaper? How accessible are newspaper boxes? Are ads appropriate for children in areas they would be expected to be in?
Other notes	

Comments:

COMMUNITY INVESTIGATOR WORKSHEET

Student name: _____ Date: _____

Location of the photo: _____

Choose one word to describe the photo: _____

What do you like or dislike about this particular part of the local area?

What are the strengths or weaknesses of this part of the local area?

Was this place welcoming or not welcoming? Was this place safe and comfortable feeling?

COMMUNITY INVESTIGATOR WORKSHEET

Student name: _____ Date: _____

Location of the photo: _____

Choose one word to describe the photo: _____

What do you like or dislike about this particular part of the local area?

What are the strengths or weaknesses of this part of the local area?

Was this place welcoming or not welcoming? Was this place safe and comfortable feeling?

Lesson Ten: CULMINATING TASK STAGE III: TAKING ACTION AND PRESENTING YOUR PERSPECTIVE

Lesson Overview: Students can work in groups based on their common interests and concerns on a particular issue. It is important that the students have a vested interest in their issue to foster engagement. Students are encouraged to focus on a particular issue pertaining to their community investigations and select an issue to base a community action project on. Students approach relevant stakeholders and/or other community members, with their proposed recommendations for change and to gain support for their project.

An important aspect of the culminating task is ensuring student efforts are recognized and creating opportunities for the students to share their projects with others such as relevant community organizations, local city councillors, Residents' associations or parent council meetings. Students share what they have learned about their local communities through their action projects and present their findings to fellow classmates.

Resources:

- Handout 21 – Culminating Task Rubric
- Handout 22 – Action Planner

Suggested Activities:

1. Students consider the issues or concerns that they would like to focus on in their culminating task.

Ask students to record their issue on an index card, and post them on the wall. Group cards that are similar. Students can work together based on similar issues, or independently, to devise and implement an action plan in response to their issue.

Ask them to think about:

- *Where do want to go from here?*
- *What are some possible solutions or approaches to improve the issue?*
- *What can we do to help?*

Choose one issue as an example (not one of those identified on the wall) and lead a class discussion about “actions” that can be taken, such as increasing awareness on an issue, training, providing a service, changing a law, etc. Consider the following:

- **Building awareness:** Write letters to the editor or a public service announcement to present views, research and suggestions on a particular issue.
- **Promoting action:** Make a presentation to decision makers, recommending action backed by research.
- **Working with others:** Create a committee to hold an event to accomplish something or raise awareness.

Bringing It All Together and Taking Action

2. Students are asked to begin planning the process for their projects. Steps to guide the students through their projects include:

- **Identifying the issue:** Write a research question and define the problem.
For example, why does our school not have a community garden? The problem is the absence of a school community garden.
- **Doing the research:** Students will begin to ask questions about their issue and divide tasks up to research their issue further. For example: Who is involved in the issue? Who can help? Who does it affect? Students gather information and consider different points of views on the issue, trying to better understand the problem and ways to change it.
Students may choose to interview teachers and school administration and students to determine interest, potential resources, opportunities and obstacles to creating a school community garden.
- **Making a plan of action:** Students brainstorm ways to resolve the issue or alternative solutions and think about the way it affects them as young people, how they can help and how they can make their voices heard. Students will map out how they will achieve this.
Students use their Action Planner (Handout 22) to brainstorm the steps necessary to start the garden.
- **Taking action:** Students take action, involving relevant stakeholders or community groups to educate the public and see change on their local issue. Students should ensure that they record their actions either through photographs, videotape or other kinds of documentation in order to share their actions later with the class.
Students make an appointment with school administrators and seek teacher and fellow student support by beginning a school garden group. The group chooses a site for the garden and assigns responsibility for its care, maintenance and plans for future use of plants, vegetables or fruits grown.

Other forms of action:

- Photographic essays displayed in school or community
- Video/film/documentary
- Dramatic presentations (i.e., role-play, songs, play scripts)
- PowerPoint presentation/slides
- Flyers/brochures/Websites
- Art work/graphic design/models
- Organized debate or speech with a school or community audience
- Community events
- Fundraising/awareness campaigns
- Letter writing (i.e., letters to the editor or letters to government)
- Interviews with city councillors to resolve a community problem.

3. Provide each student with the Culminating Task Rubric (Handout 21). Review with the class the expectations for assessment and evaluation of their culminating task.

4. Ask each group to submit their Action Planner (Handout 22) before they proceed. Ensure that the plan and ideas are manageable and practical.

Adapted, by permission, from Cultivating Peace, Taking Action, 52.

Adapted, by permission, from Christchurch City Council, Kids' Tool Box: Encouraging Children to Participate, <<http://www.ccc.govt.nz/ChildrensStrategy/ToolBox/ChildrensInitiatives.asp#EngagingInThePoliticalProcess>>.

Sharing our Success

1. Ask students to present their action projects to the class. Students should share their visual and written documentation of their action project.
2. Presentations should cover:
 - A review of how the student or group came to recognize the issue/problem
 - A full description of the issue/problem
 - An explanation of why the issue was important to them
 - The steps they took to address the problem
 - Solutions that were found and the obstacles encountered during the process
 - Lessons learned
 - What students plan to do next.

Students may also invite community stakeholders or school administration, other teachers and/or students into the class to assist with the presentation. Presentations should be well-organized, involve all members (if students are in a group) and be engaging for the audience.

3. Provide time for classmates to ask questions and for follow-up discussion.

CULMINATING TASK RUBRIC

Name: _____ Date: _____

Expectations	Level 4	Level 3	Level 2	Level 1
KNOWLEDGE/ UNDERSTANDING				
Demonstrates a thorough understanding of the local issue and provides an explanation of why it is a concern	Demonstrates a high degree of understanding of the local issue and provides a thorough explanation of why it is a concern	Demonstrates considerable understanding of the local issue and provides considerable explanation of why it is a concern	Demonstrates some understanding of the local issue and provides some explanation of why it is a concern	Demonstrates limited understanding of the local issue and provides a limited explanation of why it is a concern
THINKING/ INQUIRY				
Uses planning skills to generate ideas and gather information on local issue	Uses planning skills with high degree of effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with some effectiveness	Uses planning skills with limited effectiveness
COMMUNICATION				
Expresses ideas, perspective, and recommendations on local issue in oral, visual, and written forms	Expresses ideas, perspective, and recommendations with a high degree of effectiveness	Expresses ideas, perspective, and recommendations with considerable effectiveness	Expresses ideas, perspective, and recommendations with some effectiveness	Expresses ideas, perspective, and recommendations with limited effectiveness
Uses clear language and presents their point of view effectively, using an appropriate style and tone for their specific audience	Uses clear language, point of view, style and tone with high degree of effectiveness	Uses clear language, point of view, style and tone with considerable effectiveness	Uses clear language, point of view, style and tone with some effectiveness	Uses clear language, point of view, style and tone with limited effectiveness
APPLICATION				
Makes connections between personal concerns and local community assets and needs	Makes connections between personal concerns and local community with high degree of effectiveness	Makes connections between personal concerns and local community with considerable effectiveness	Makes connections between personal concerns and local community with some effectiveness	Makes connections between personal concerns and local community with limited effectiveness

Adapted from, Ontario Ministry of Education, *The Ontario Curriculum*.

ACTION PLANNER

Student(s): _____

Issue/Problem (attach photos, maps or other documentation):

Proposed Solution:

Steps to Get There:

- 1.
- 2.
- 3.
- 4.
- 5.

ACTION PLANNER

Action Plan Task Chart

Student Name	Task(s)	Timeline/Date Completed	Resources Needed

ENVIRONMENTAL SUSTAINABILITY, UNICEF CASE STUDY



Voices of Youth, UNICEF

Stuti working at the H2O Water Sports Complex.

“The UN has aimed to [improve the lives of slum dwellers] by the year 2020 and I think Mumbai is a good place to start. I think young people should join forces to combat this problem all over the world. How can we sit back and watch young children wade through garbage and drink water which is contaminated, without trying to at least help out?”

— Stuti, 17 years old

On the evening of July 26, 2005, Mumbai, India was struck with the heaviest rains recorded in Indian history. Within four hours, the downfall left millions homeless, but the real damage would be the spread of epidemics in the wake of the flood. Leptospirosis, cholera, Dengue fever, diarrhea and “unknown fevers” sprang up all over the city, and thousands of people were infected.

For 17-year-old Stuti, the greatest worry is the general lack of concern in Mumbai following this tragedy. Garbage still covers the slum areas and people continue to eat and drink from roadside vendors.

Millennium Development Goal 7 aims to reduce by half the proportion of people without sustainable access to safe drinking water and to achieve significant improvement in the lives of at least 100 million slum dwellers by 2020. Mumbai alone has at least 10.8 million slum dwellers, says Stuti.

A year ago, Stuti founded Windz of Change, an international Website about global problems, created by young people, for young people. And in the wake of the flooding, she decided to use the Website to raise money for the children of Mumbai’s slums.

She has since found support from the H2O Water Sports Complex in Mumbai, where she once worked as an intern. They have provided her with equipment and a team of 30 volunteers to help in the relief effort.

“Today we can provide temporary relief to these people,” says Stuti, “but what happens in the next monsoon? We need a more permanent solution to the problems that slums pose. We need to make sure that there is proper sanitation, clean drinking water and hygiene.”

More information is available at <http://www.unicef.org/voy/takeaction/takeaction_2367.html>

THE UN CONVENTION ON THE RIGHTS OF THE CHILD IN CHILD FRIENDLY LANGUAGE

- Article 1** Everyone under 18 has these rights.
- Article 2** All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.
- Article 3** All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
- Article 4** The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.
- Article 5** Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.
- Article 6** You have the right to be alive.
- Article 7** You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).
- Article 8** You have the right to an identity—an official record of who you are. No one should take this away from you.
- Article 9** You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.
- Article 10** If you live in a different country than your parents do, you have the right to be together in the same place.
- Article 11** You have the right to be protected from kidnapping.
- Article 12** You have the right to give your opinion, and for adults to listen and take it seriously.
- Article 13** You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.
- Article 14** You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

- Article 15** You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.
- Article 16** You have the right to privacy.
- Article 17** You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.
- Article 18** You have the right to be raised by your parent(s) if possible.
- Article 19** You have the right to be protected from being hurt and mistreated, in body or mind.
- Article 20** You have the right to special care and help if you cannot live with your parents.
- Article 21** You have the right to care and protection if you are adopted or in foster care.
- Article 22** You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.
- Article 23** You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.
- Article 24** You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.
- Article 25** If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.
- Article 26** You have the right to help from the government if you are poor or in need.
- Article 27** You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.
- Article 28** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
- Article 29** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.
- Article 30** You have the right to practice your own culture, language and religion—or any you choose. Minority and indigenous groups need special protection of this right.
- Article 31** You have the right to play and rest.

- Article 32** You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.
- Article 33** You have the right to protection from harmful drugs and from the drug trade.
- Article 34** You have the right to be free from sexual abuse.
- Article 35** No one is allowed to kidnap or sell you.
- Article 36** You have the right to protection from any kind of exploitation (being taken advantage of).
- Article 37** No one is allowed to punish you in a cruel or harmful way.
- Article 38** You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.
- Article 39** You have the right to help if you've been hurt, neglected or badly treated.
- Article 40** You have the right to legal help and fair treatment in the justice system that respects your rights.
- Article 41** If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.
- Article 42** You have the right to know your rights! Adults should know about these rights and help you learn about them, too.
- Articles 43 to 54** These articles explain how governments and international organizations like UNICEF will work to ensure that the rights of children are protected.

**SAMPLE QUESTIONNAIRE FOR YOUNG PEOPLE
IN THE NEIGHBOURHOOD**

Is there a park in your neighbourhood?

Yes _____ No _____

If yes, how do you use it?

What are the benefits and attractive features of the park?

How could your neighbourhood park be improved? If there is no park in your neighbourhood, how do you think your neighbourhood could be improved if it had one?

Describe sounds you hear in your neighbourhood:

1. _____
2. _____
3. _____
4. _____

Which sounds if any, bother you? Are there pleasant sounds?

Are there areas in your neighbourhood where you feel frightened or nervous? Where you feel safe?

Yes _____ No _____

If yes, please describe them. If you feel safe, describe why:

What do you think are the three most important issues that need to be dealt with in your area? Please write “1” beside the issue that you think is most important, “2” beside the second most important, and “3” beside the third most important.

_____ clean the streets	_____ improve safety of the area
_____ create a small garden or park	_____ reduce traffic on our streets
_____ improve waste disposal	_____ other : _____
	_____ other: _____

Do you feel the streets in your area are safe at night?

Yes _____ No _____

What are your three most favourite things about your neighbourhood?

1. _____

2. _____

3. _____

What are your three least favourite things about your neighbourhood?

1. _____

2. _____

3. _____

Adapted from, Canadian Institute of Planners, *A Kid's Guide to Building Great Communities: A Manual for Planners and Educators*, 63; and from Driskell, *Creating Better Cities with Children and Youth: Manual for Participation*, 145-146.

UNICEF Handouts

What does UNICEF do?

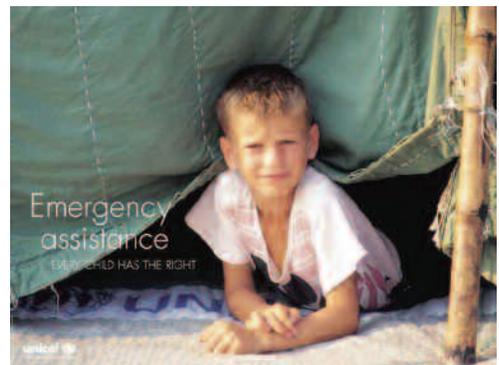
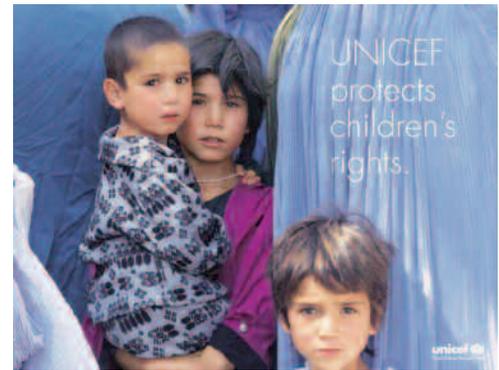
UNICEF was created in 1946 to help children in Europe after the Second World War. The name UNICEF first stood for United Nations International Children’s Emergency Fund. After the Second World War emergency was over, UNICEF found that there was still a great need to help children all over the world. So, in 1953, it became the United Nations Children’s Fund—still known as UNICEF today. UNICEF is funded entirely by voluntary contributions from individuals, businesses, foundations, schools, associations and governments. The world’s largest provider of vaccines for developing countries and bed nets for malaria prevention, UNICEF supports child health and nutrition, safe water and sanitation, quality basic education for all boys and girls, and the protection of children from violence, exploitation and HIV and AIDS.

UNICEF is authorized by the member states of the United Nations to promote the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential.

UNICEF is committed to ensuring special protection for the most disadvantaged children—victims of war, disasters, extreme poverty, all forms of violence and exploitation and those with disabilities.

UNICEF responds in emergencies to protect the rights of children. In coordination with United Nations partners and humanitarian agencies, UNICEF responds rapidly to relieve the suffering of children and those who provide their care.

UNICEF leads the world in promoting children’s well-being. UNICEF’s work in more than 190 countries through country programmes and National Committees leads change that improves child survival, protection and development. UNICEF draws on experience and results to share knowledge and identify actions that will result in happier, healthier lives for children. UNICEF influences perspectives, ideas, policies and decisions to advance the rights of children in Canada and globally so that they may thrive and develop to their full potential as adults.



What is the Convention on the Rights of the Child?

The Convention on the Rights of the Child is the most universally ratified human rights treaty in history: that means more countries have agreed to it than to any other set of human rights.

Canada ratified it in 1991, with both the federal and provincial levels of government being party to the Convention.

The Convention spells out children’s rights and asks countries to protect these rights. These rights include education, protection, health care and survival. By 2002, almost every country in the world had ratified the Convention.

Ratifying the Convention means that each country’s government has a duty and responsibility to provide for and protect the rights of children. This means ensuring that children’s survival, development and participation rights are protected. Local governments are those that are closest to children—to their homes, families and communities.

This means that it is the responsibility of each local government to provide services that are vital to the quality of children’s lives: recreation, health facilities, water supply, transportation, law enforcement, housing and support for families. They can provide for and protect the rights of children at the level of governance that has the greatest direct impact on children’s lives. Children have a right to know about their rights, not only are governments responsible, schools and families also have a responsibility to teach children about their rights.



What is a Child Friendly City?

UNICEF’s Child Friendly Cities Initiative defines a child friendly city as “... a city, or any local system of governance, committed to fulfilling children’s rights. It is a city where the voices, needs, priorities and rights of children are an integral part of public policies, programmes and decisions. It is, as a result, a city that is fit for all.”

A Child Friendly City is a local system of governance committed to fulfilling children’s rights. A Child Friendly City ensures that the voices and rights of children are part of public policies, programmes and decisions. These policies and decisions are better for it, and children are healthier, safer and better protected. The result is a city fit for children, and fit for all. Furthermore, UNICEF has developed a broad range of criteria of a Child Friendly City. A city is deemed to be “child friendly” if children and youth are:



- Included in decisions about their city
- Able to express their opinions about the city they want in a meaningful way
- Participate in family, community and social life
- Receive basic services such as health care and education
- Drink safe water and have access to proper sanitation
- Are protected from exploitation, violence and abuse
- Walk safely in the streets on their own
- Meet friends and play
- Have green spaces for plants and animals
- Live in an unpolluted environment
- Participate in cultural and social events
- Be an equal citizen of their city with access to every service, regardless of ethnic origin, religion, income, gender or disability.



ONTARIO CURRICULUM EXPECTATIONS

Lesson One: What We Think about Our City

Curriculum Expectations:

Grade 8, Language Arts

Writing

- Generate ideas about more challenging topics and identify those most appropriate to the purpose.

Grade 8, Geography

Patterns in Human Geography

- Formulate questions to guide and synthesize research on the study of population characteristics and patterns (e.g., what conditions are needed to maintain a high quality of life? What is the relationship between literacy rate and GNP? What action can students take to aid a developing nation?).

Grade 10, Civics

Informed Citizenship

- Demonstrate an understanding of the need for democratic decision making.

Purposeful Citizenship

- Describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation (e.g., membership in political parties; participation in protest movements; financial or volunteer support for education or community service programs; support for religious or ethnic charitable organizations).

Active Citizenship

- Demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes (e.g., by communicating with the appropriate elected officials or bureaucratic department; by writing letters or emails to the media; by organizing petitions; by voting).
- Demonstrate an understanding of their responsibility as local, national and global citizens by applying their knowledge of civics, and skills relations to purposeful and active citizenship, to a project of personal interest and civic importance (e.g., participating in food and clothing drives; visiting seniors; participating in community festivals, celebrations, and events; becoming involved in human rights, anti-discrimination, or anti-racism activities).

Lesson Two: A Day in the Life of....

Curriculum Expectations:

Grade 8, Language Arts

- Reading 1.1: Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts and informational texts;
- Reading 1.6: Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them;
- Writing 1.4: Sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data;
- Writing 1.5: Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies.

Grade 8, Geography

Patterns in Human Geography

- Compare key characteristics (e.g., quality of life, level of industrialization and urbanization) of a number of developed and developing countries.

Grade 9, Geography

Human-Environment Interactions

- Compare Canada's quality of life with that of other countries (e.g., by constructing a rating scale, by studying the UN Human Development Index).

Lesson Three: *The Streets Are Free*

Curriculum Expectations:

Grade 8, Language Arts

- Reading 1.1: Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts, and informational texts;
- Reading 1.2: Identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes;
- Reading 1.3: Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts;
- Reading 1.6: Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them;
- Writing 1.2: Generate ideas about more challenging topics and identify those most appropriate to the purpose.

Grade 9, Geography

Human-Environment Interactions

- Assess the effects of urban growth (e.g., development on former farm lands, destruction of wildlife habitats, draining of marshes, altering the natural environment).

Understanding and Managing Change

- Analyze different perspectives on a geographic issue (e.g., clear-cutting, waste disposal, urban sprawl) and present arguments supporting a point of view.

Grade 10, Civics

Informed Citizenship

- Demonstrate an understanding of the need for democratic decision making.

Purposeful Citizenship

- Analyze responses, at the local, national, and international levels, to civic issues that involve multiple perspectives and differing local purposes;
- Describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation (e.g., membership in political parties; participation in protest movements; financial or volunteer support for education or community service programs; support for religious or ethnic charitable organizations).

Active Citizenship

- Demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes (e.g., by communicating with the appropriate elected officials or bureaucratic department; by writing letters or emails to the media; by organizing petitions; by voting).

Grade 12, World Geography

Urban Patterns and Interactions

- Analyze various proposed solutions to typical problems of large urban areas.

Lesson Four: Expressing Your Voice and Listening to Others

Curriculum Expectations:

Grade 8, Language Arts

Oral Communication

- Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate for specific listening tasks;
- Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups;
- Use appropriate words, phrases and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their

meaning effectively and engage the interest of their intended audience;

- Identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills.

Grade 9, Geography

Human-Environment Interactions

- Assess the effects of urban growth (e.g., development on former farm lands, destruction of wildlife habitats, draining of marshes, altering the natural environment);
- Explain how human activities (e.g., agricultural and urban development, waste management, parks development, forest harvesting, land reclamation) affect, or are affected by the environment;
- Analyze different perspectives on a geographic issue (e.g., clear-cutting, waste disposal, urban sprawl) and present arguments supporting a point of view.

Understanding and Managing Change

- Analyze different perspectives on a geographic issue (e.g., clear-cutting, waste disposal, urban sprawl) and present arguments supporting a point of view.

Lesson Five A: Stakeholder Role-Play

Curriculum Expectations:

Grade 8, Drama/Dance

- Demonstrate understanding of the appropriate use of the voice, gestures and the level of language in different dramatic situations;
- Write in role in various forms (e.g., monologues, speeches, radio or television broadcasts), showing understanding of the complexity of a dramatic situation and using appropriate vocabulary, tone and voice for the character portrayed;
- Write in role, analyzing the subtext of a script and the attitudes and points of view of the characters portrayed;
- Write, memorize and present, through drama and dance, short documentary scenes based on their improvisational work and on source material drawn from diverse cultures.

Grade 9, Geography

Geographic Foundations: Space and Systems

- Describe the role of key stakeholders (e.g., governments, non-governmental organizations, the private sector, cultural and community groups, individuals) in protecting the environment;
- Describe the views of key stakeholders on a local environmental issue (e.g., urban sprawl, highway expansion, waste management, resource extraction, recreational development, changing land use, residential infilling).

Human-Environment Interactions

- Analyze different perspectives on a geographic issue (e.g., clear-cutting, waste disposal, urban sprawl) and present arguments supporting a point of view.

Understanding and Managing Change

- Analyze different perspectives on a geographic issue (e.g., clear-cutting, waste disposal, urban sprawl) and present arguments supporting a point of view.

Lesson Five B: Case Studies: Child Friendly Initiatives in Action

Curriculum Expectations:

Grade 10, Civics

Informed Citizenship

- Demonstrate an understanding of the need for democratic decision making.

Purposeful Citizenship

- Analyze responses, at the local, national and international levels, to civic issues that involve multiple perspectives and differing local purposes;
- Describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation (e.g., membership in political parties; participation in protest movements; financial or volunteer support for education or community service programs; support for religious or ethnic charitable organizations).

Active Citizenship

- Demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes (e.g., by communicating with the appropriate elected officials or bureaucratic department; by writing letters or emails to the media; by organizing petitions; by voting).
- Demonstrate an understanding of the ways in which individual citizens can obtain information and explanation or voice opinions about important civic matters.
- Demonstrate an understanding of their responsibilities as local, national and global citizens by applying their knowledge of civics, and skills relations to purposeful and active citizenship, to a project of personal interest and civic importance.

Lesson Six: Activity: “If I Were Mayor...”

Curriculum Expectations:

Grade 8, Geography

Oral Communication

- Use appropriate words, phrases and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience.

Grade 10, Civics

Purposeful Citizenship

- Compare the varied beliefs, values and points of view of Canadian citizens on issues of public interest (e.g., freedom of information, censorship, health care funding, pollution, water quality, nuclear power, taxation, casinos).
- Describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation (e.g., membership in political parties, participation in protest movements, financial or volunteer support for education or community service programs, support for religious or ethnic charitable organizations).

Active Citizenship

- Demonstrate an understanding of the ways in which individual citizens can obtain information and explanation or voice opinions about important civic matters.
- Demonstrate an understanding of their responsibilities as local, national and global citizens by applying their knowledge of civics, and skills relations to purposeful and active citizenship, to a project of personal interest and civic importance.

Lesson Seven: 100-Year Plan

(Two sessions)

Curriculum Expectations:

Grade 8, Language Arts

Writing

- Writing 1.1.: Identify the topic, purpose and audience for more complex writing forms;
- Writing 1.2: Generate ideas about more challenging topics and identify those most appropriate to the purpose;
- Writing 1.4: Sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data;
- Writing 1.5: Identify and order main ideas and supporting details and group them into units to develop a summary, a debate, or a report of several paragraphs, using a variety of statements and organizational patterns;
- Writing 2.2: Establish a distinctive voice in their writing appropriate to the subject and audience.

Oral Communication

- Use appropriate words, phrases and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience.

Grade 8, Geography

Migration

- Use a decision-making model to select an ideal place to live, and present this decision to other members of the class.

Grade 10, Civics

Purposeful Citizenship

- Compare the varied beliefs, values and points of view of Canadian citizens on issues of public interest (e.g., freedom of information, censorship, health care funding, pollution, water quality, nuclear power, taxation, casinos);
- Describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation (e.g., membership in political parties; participation in protest movements; financial or volunteer support for education or community service programs; support for religious or ethnic charitable organizations).

Active Citizenship

- Demonstrate an understanding of their responsibilities as local, national and global citizens by applying their knowledge of civics, and skills relations to purposeful and active citizenship, to a project of personal interest and civic importance.

Grade 12, World Geography

Urban Patterns and Interactions

- Explain what a city is and how different types of criteria can be used to define urban regions.

Grade 11, Business Studies: Entrepreneurship: The Venture

Enterprising People and Entrepreneurs

- Identify opportunities for students to engage in enterprising activities in school and in the community (e.g., editing the school newspaper or yearbook, fundraising);
- Analyze the personal benefits of being an enterprising person;
- Explain how they can use and develop their skills in enterprising ways (e.g., giving art or music lessons, coaching sports);
- Apply creative-thinking strategies (e.g., mind mapping, brainstorming) to determine possible solutions to unsatisfied needs and wants in the school or the community.

Grade 11, Business Studies: Entrepreneurship: The Enterprising Person

Identifying Opportunities for Developing Enterprising Skills

- Identify opportunities to participate in volunteer community service program that requires enterprising skills.

The Enterprising Experience: Planning and Organizing an Event

- Generate and evaluate ideas for an event in the school or the community and identify a realistic event to plan and organize;
- Analyze the resources required to plan the event;
- Create an appropriate advertising and promotional plan for the event;
- Demonstrate enterprising skills by participating in the planning and execution of the event.

Lesson Eight: Culminating Task Stage I: Eye See III

Curriculum Expectations:

Grade 8, Language Arts

Oral Communication

- Use appropriate words, phrases and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience;
- Use a variety of appropriate visual aids (e.g., photographs, multimedia, diagrams, graphs, charts, costumes, props, artefacts) to support and enhance oral presentations (e.g., use a chart to clarify the order of events in a report about a scientific breakthrough; use a video clip from an animated cartoon to show how sound is used to complement the image).

Writing

- Writing 1.2: Generate ideas about more challenging topics and identify those most appropriate to the purpose;
- Writing 1.3: Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources (e.g., produce a plan and timeline for carrying out research tasks; interview people with knowledge of the topic; identify and use graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve);
- Writing 1.4: Sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data;
- Writing 2.2: Establish a distinctive voice in their writing appropriate to the subject and audience.

Lessons Nine and Ten: The Community Asset/Needs Assessment and Photogrid

Curriculum Expectations:

Grade 8, Geography

Patterns in Human Geography

- Create and use a variety of maps for specific purposes (e.g., to show land use, transportation routes, population distribution, popular tourist destinations);
- Identify and describe the types of land use (e.g., residential, recreational, institutional, commercial, industrial, agricultural; for transportation, communication, utilities; public space);
- Summarize the factors that affect patterns of urbanization, industrialization and transportation.

Grade 8, Language Arts

Media Literacy

- Explain how a variety of media texts address their intended purpose and audience;
- Demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view;

- Explain why they have chosen the topic for a media text they plan to create;
- Identify an appropriate form to suit the purpose and audience for a media text they plan to create.

Grade 8, Visual Arts

- Produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings and experiences for specific purposes and to specific audiences (e.g., create an illustration for a children's book).

Grade 10, Civics

Active Citizenship

- Apply appropriate inquiry skills to the research of questions and issues of civic importance;
- Demonstrate an understanding of their responsibilities as local, national and global citizens by applying their knowledge of civics, and skills relation, to purposeful and active citizenship, to a project of personal interest and civic importance;
- Demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters (e.g., by communicating with the appropriate elected officials or bureaucratic departments; by writing letters or e-mails to the media; by organizing petitions; by voting).

Media Literacy

- Explain why they have chosen the topic for a media text they plan to create;
- Identify an appropriate form to suit the purpose and audience for a media text they plan to create;
- Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions and techniques.

Grade 8, Geography

Patterns in Human Geography

- Summarize the factors that affect patterns of urbanization, industrialization and transportation;
- Formulate questions to guide and synthesize research on the study of population characteristics and patterns (e.g., What conditions are needed to maintain a high quality of life? What is the relationship between literacy rate and GNP? What action can students take to aid a developing nation?);
- Locate relevant information from a variety of primary and secondary sources (e.g.: *primary sources*: interviews, field studies, surveys; *secondary sources*: statistics, maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet sites);
- Communicate the results of inquiries for specific purposes and audiences using computer slide shows, videos, Websites, oral presentations, written notes and reports, illustrations, tables, charts, maps, models and graphs (e.g., create graphs to compare factors affecting quality of life; create an illustrated brochure outlining positive features of a developing nation; map the ten highest and lowest countries on the Human Development Index; interpret population pyramids to predict population trends in other countries);
- Use appropriate vocabulary (e.g., *site, situation, rural, developed, developing, urbanization, population density, population distribution, gross domestic product [GDP], gross national product [GNP], correlation, birth and death rates, literacy rate, life expectancy*) to describe their inquiries and observations.

Grade 10, Civics

Purposeful Citizenship

- Describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation;
- Organize information, using a variety of methods and tools (e.g., summaries, notes, timelines, visual organizers, maps, comparison organizers);
- Communicate the results of inquiries into important civic issues, using a variety of forms (e.g., discussions and debates, posters, letters to elected officials, Web pages, visual organizers, dramatizations).

Active Citizenship

- Formulate appropriate questions for inquiry and research; locate relevant information in a variety of sources (e.g., texts, reference materials, news media, maps, community resources, the Internet) and identify main ideas, supporting evidence, points of view and biases in these materials;
- Analyze important contemporary cases and issues that have been decided or resolved through the public process of policy formation and decision making (taking into account the democratic principles that underlie that process);
- Demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters (e.g., by communicating with the appropriate elected officials or bureaucratic departments; by writing letters or e-mails to the media; by organizing petitions; by voting);
- Demonstrate an understanding of their responsibilities as local citizens by applying their knowledge of civics, and skills related to purposeful and active citizenship, to a project of personal interest and civic importance.

Grade 11, Business Studies: Entrepreneurship: The Venture

Enterprising People and Entrepreneurs

- Identify opportunities for students to engage in enterprising activities in school and in the community (e.g., editing the school newspaper or yearbook, fundraising);
- Analyze the personal benefits of being an enterprising person;
- Explain how they can use and develop their skills in enterprising ways (e.g., giving art or music lessons, coaching sports).
- Apply creative-thinking strategies (e.g., mind mapping, brainstorming) to determine possible solutions to unsatisfied needs and wants in the school or the community.

Grade 11, Business Studies: Entrepreneurship: The Enterprising Person

Identifying Opportunities for Developing Enterprising Skills

- Identify opportunities to participate in volunteer community service program that requires enterprising skills.

The Enterprising Experience: Planning and Organizing an Event

- Generate and evaluate ideas for an event in the school or the community and identify a realistic event to plan and organize;
- Analyze the resources required to plan the event;
- Create an appropriate advertising and promotional plan for the event;
- Demonstrate enterprising skills by participating in the planning and execution of the event.

Additional Curriculum Connections:

Lesson Number	The Arts, Grade 8	World Geography, Grade 12
Lesson One		<p><i>Urban Patterns and Interactions</i></p> <ul style="list-style-type: none"> Analyze various proposed solutions to typical problems of large urban areas.
Lesson Three	<p><i>Drama/Dance</i></p> <ul style="list-style-type: none"> Demonstrate understanding of the appropriate use of the voice, gestures and the level of language in different dramatic situations; Write in role in various forms (e.g., monologues, speeches, radio or television broadcasts), showing understanding of the complexity of a dramatic situation and using appropriate vocabulary, tone and voice for the character portrayed; Write in role, analyzing the subtext of a script and the attitudes and points of view of the characters portrayed; Write, memorize, and present, through drama and dance, short documentary scenes based on their improvisational work and on source material drawn from diverse cultures. 	
Lesson Seven		<p><i>Urban Patterns and Interactions</i></p> <ul style="list-style-type: none"> Explain what a city is and how different types of criteria can be used to define urban regions.
Lessons Eight, Nine and Ten	<p><i>Visual Arts</i></p> <ul style="list-style-type: none"> Produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings and experiences for specific purposes and to specific audiences (e.g., create an illustration for a children’s book). 	

CRITERIA FOR A RESOURCE UNIT ON FOSTERING CHILDREN AND YOUTH PARTICIPATION

Following is a practical checklist that educators can use to evaluate the effectiveness of any resource unit, with the goal of fostering child and youth participation in local and global issues. Teachers and administrators who are interested in creating this type of programming and/or learning materials that reflect a children's rights approach can use this checklist as a guide.

- Does the resource connect students to their community or to the local environment? Young people's participation can be fostered at the local level, where students can more readily get involved and have an influence on their community.
- Do the activities encourage cooperation? Civic engagement is about helping students understand their role in local democracy, and the need to work with others to improve their shared community.
- Does the resource help students learn-by-doing? For example, students learn to manage conflict, present points of view and arguments and consider the views of others by participating in the activities.
- Does it provide opportunities for students to apply the knowledge and skills that they learned to a real, authentic project? Making connections between what they have learned and how to use their skills and knowledge in reality is important in motivating students to get involved beyond the classroom.
- Does the resource provide opportunities for students to take action? Taking action in the classroom or in the community provides young people with the opportunity to practice their skills of responsibility and citizenship.
- Does it encourage young people to express their ideas and perspectives? Youth being empowered and having their voices heard are both important to promoting civic participation.
- Does the resource allow students to critically analyze issues? Critical analysis of an issue permits students to understand power relations and causes of issues, who is included and who is excluded, who is harmed and who benefits, who is ignored, whose voices are the loudest, etc. Critical thinking skills can be practiced in civic activities outside of school.
- Is the resource participatory and experiential, and does it address diverse learning styles? Using a variety of teaching and learning approaches allows a range of students to learn and contribute.
- Is the resource future-oriented, and does it help students articulate and work towards a preferred future for their community? Participating in decision making in the present requires students to be aware that they are planning for future generations; the resource should help students take a sustainable approach to addressing today's problems and issues.

CHILD FRIENDLY CITIES IMAGE BANK



Photo by Megan McEwen from *Cookie Weekly*, <http://www.cookieomag.com/travel/cityguide/2007/03/chicagoguide>>



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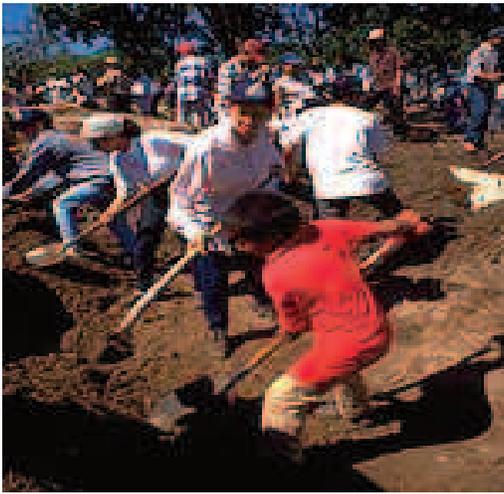
"The Forbidden Fruits of Urban Exploration" by Hans Karssenberg. Photo from <http://www.erasmuspc.com/index.php?id=17884&type=article>>



Photo by Megan McEwen from *Cookie Weekly*, <http://www.cookieomag.com/travel/cityguide/2007/03/chicagoguide>>



Venezuela, UNICEF Children's Rights Images



UNICEF/HQ98-0626/Balaguer
University students shovel mud to clear a park after a hurricane in Honduras.



Photo from The Sydney Morning Herald,
<www.smh.com.au/.../2007/12/02/1196530483621.html>



Photo from International Centre for Sustainable Cities, <<http://icsc.ca/board-executive.html>>



Photo from Education Development Center, Inc.,
<main.edc.org/Newsroom/features/IDEJEN.asp>



EQUIP3/Haitian Out-of-School Youth Livelihood Initiative (IDEJEN) provides basic education and vocational training to prepare young people for work and life



Photo from International Centre for Sustainable Cities <<http://icsc.ca/youth-internship-program.html>>

Matamoros Youth participants tour the local landfill.



UNICEF Sierra Leone/2004/Savage

Robert and Regina, both 12, speak on behalf of Sierra Leone's children at the launch of the report in Freetown, Capital of Sierra Leone.

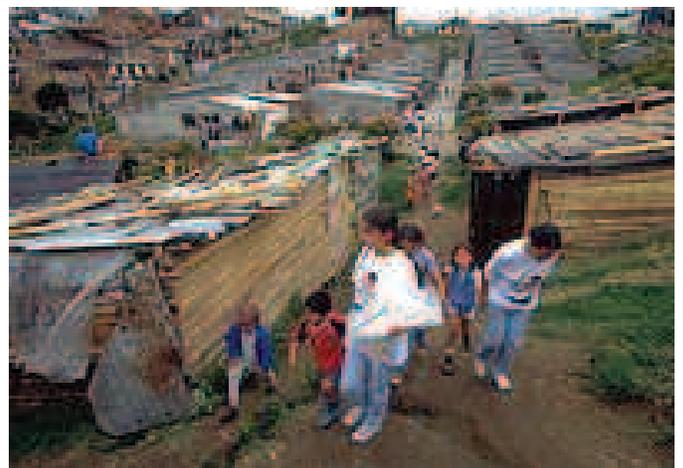


UNICEF/HQ07-2131/Maima Tucker

Photo taken by children in Liberia as part of Eye See II exhibit.



Photo from Youth CAN: The Youth Community Action Network, <<http://nys4h.cce.cornell.edu/program/YouthCAN.htm>>

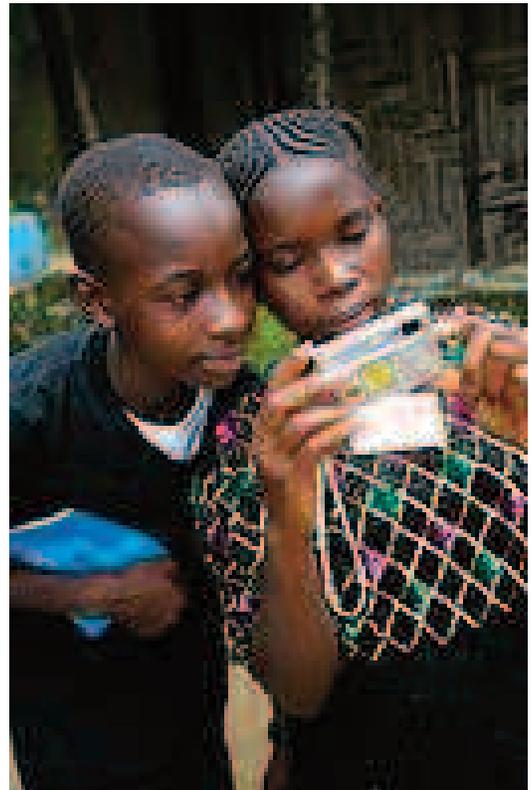


UNICEF/HQ99-0324/Horner

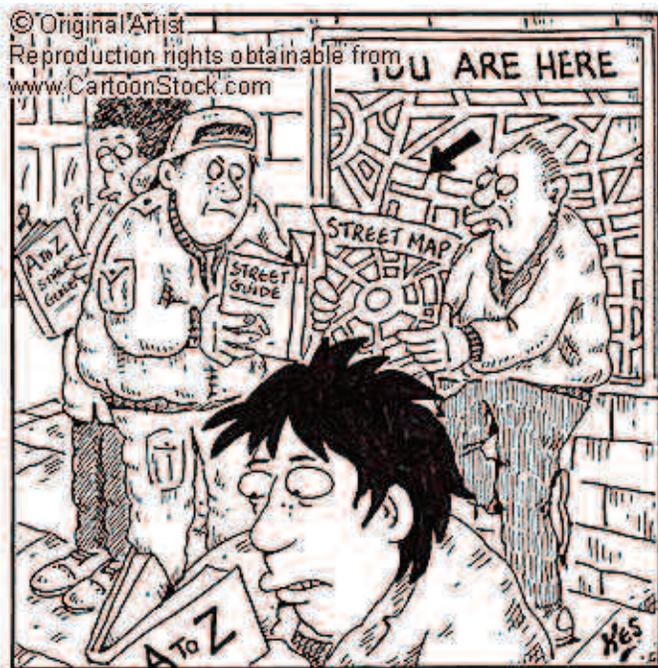
Members of the Children's Movement for Peace in Colombia walk past shelters housing people.



Photo from, http://www.dosomething.org/files/project_photos/lindsay%20csd.jpg



UNICEF/HQ07-2203/Giacomo Pirozzi



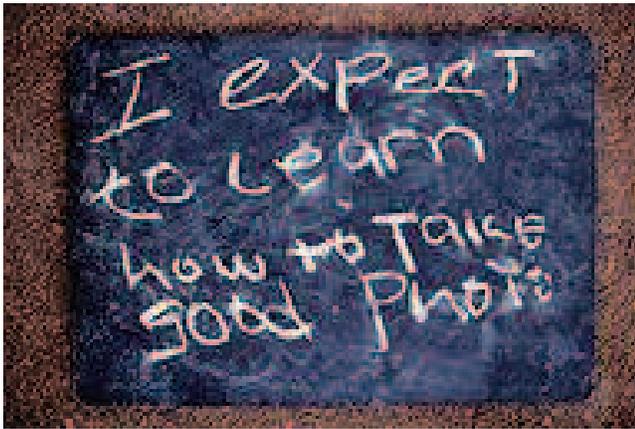
Kids who hang out in rough neighbourhoods have to be street wise.

Catalogue reference ksmn528. Taken from, <http://www.cartoonstock.com/newscartoons/cartoonits/ksm/lwres/ksmn5281.jpg>



Iqaluit youth involved in Community Visioning and Asset Mapping.

Photo by J. Amagoali from, International Centre for Sustainable Cities <http://icsc.ca/youth-communityvisioning-and-asset-mapping.html>



UNICEF/HQ07-2206/Giacomo Pirozzi



UNICEF/HQ07-2204/Giacomo Pirozzi



<http://www.unicef.org/voy/takeaction/takeaction_2332.html>



C8 delegates discuss the global problem facing young people.

From <http://www.unicef.org/voy/explore/rights/2297_2174.html>

GLOSSARY

ableism. A term used to describe effective **discrimination** against people with disabilities in favour of people who are not **disabled**. An *ableist* society is said to be one that treats non-disabled individuals as the standard of ‘normal living’, which results in public and private places and services, education and social work that are built to serve ‘standard’ people, thereby inherently excluding those with various disabilities.

accessibility. The ability of people to move around an area and reach places and facilities, including elderly and disabled people, and those with young children.

asset. A useful quality; a person, or things such as community, having this. Assets may be persons, physical structures, natural resources, institutions, businesses, or informal organizations.

city. “A large urban settlement with a dense population, usually the centre of government, administration, culture, social networking, and economic enterprise.”³⁸

citizenship. The status of a citizen, with its attendant duties, rights and responsibilities.³⁹

civics. The study of the rights and duties of citizenship.⁴⁰

community. “In biological terms, a community is a group of interacting organisms sharing an environment. In human communities, intent, belief, resources, preferences, needs, risks, and a number of other conditions may be present and common, affecting the identity of the participants and their degree of cohesiveness.”⁴¹

diversity. In the political arena, the term diversity is used to describe political entities (neighbourhoods, cities, nations, student bodies, etc.) with members who have identifiable differences in their backgrounds or lifestyles. The use of the term diversity may encompass differences in racial or ethnic classifications, age, gender, religion, philosophy, physical abilities, socioeconomic background, sexual orientation, gender identity, intelligence, mental health, physical health, genetic attributes, behaviour, attractiveness, place of origin, cultural values, or political view as well as other identifying features.

need. A state of great difficulty or misfortune; requirement.

neighbourhood. “A neighbourhood is a geographically localised community within a larger city, town or suburb. Neighbourhoods are often social communities with considerable face-to-face interaction among members.”⁴²

³⁸ Michael Pacione, *Urban Geography: A Global Perspective*, 2d ed. (New York: Routledge, 2001), 14.

³⁹ Ontario Ministry of Education, *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8* (Toronto: Queen’s Printer for Ontario, 2004), 78.

⁴⁰ Ibid.

⁴¹ “Community,” in *Wikipedia, The Free Encyclopedia*. Retrieved from <<http://en.wikipedia.org/w/index.php?title=Community&oldid=290631936>>.

⁴² “Neighbourhood,” in Ibid. Retrieved from <<http://en.wikipedia.org/w/index.php?title=Neighbourhood&oldid=289198892>>.

opinion. A belief or conclusion held with confidence but not substantiated by positive knowledge or proof.⁴³

responsibilities. Along with rights come responsibilities to uphold the rights of others and to ensure everyone's rights are met.⁴⁴

rights. Rights are defined as those things which one is entitled to have or do; involve fairness and freedom, i.e. *freedom from* and *freedom to*.⁴⁵

role playing. A technique in drama that involves adopting the point of view of a character in an imaginary situation. The aim of the exercise is to try to understand through imagination what that character feels and how that character thinks. When someone is playing the role of a character, he or she is said to be speaking or writing "in role." Speaking in role is not confined to acting in a dramatic scene, but can be done out of the scene; that is, someone could still be playing the part of a character, for purposes of study, during a discussion of the motives or personality of that character.⁴⁶

stakeholders. "A stakeholder is a person, group, organization, or system who affects or can be affected by an organization's actions."⁴⁷

tableau. A silent group of people frozen in time to represent a scene, abstract idea (e.g., peace, joy), or theme.⁴⁸

urban. A term relating to towns and/or cities.

urbanization. A process in which there is an increase in the percentage of people living and/or working in urban places as compared to rural places.⁴⁹

writing in role. A term used to describe writing as a character from a drama in order to sharpen understanding of that character and develop further scenes on the basis of this understanding. Some examples of forms that may be used are diaries, letters and reports on specific events that indicate the character's responses to those events.⁵⁰

⁴⁴ Fountain, *Education for Development*, 149.

⁴⁵ Fountain, *Education for Development*, 149.

⁴⁶ Ontario Ministry of Education, *The Ontario Curriculum: The Arts, Grades 1 to 8* (Toronto: The Queen's Printer for Ontario, 1998), 68.

⁴⁷ "Stakeholder," in *Wikipedia, The Free Encyclopedia*. Retrieved from <<http://en.wikipedia.org/w/index.php?title=Stakeholder&oldid=285157408>>.

⁴⁸ Ontario Ministry of Education, *The Ontario Curriculum: The Arts, Grades 1 to 8*, 68.

⁴⁹ Ontario Ministry of Education, *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8*, 84.

⁵⁰ Ontario Ministry of Education, *The Ontario Curriculum: The Arts, Grades 1 to 8*, 68.

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