



UNICEF Canada: HELPING TO MAKE YOUR CLASSROOM A GLOBAL SCHOOLHOUSE!

For every child
Health, Education, Equality, Protection



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UNICEF Canada's Education Resources

Spice up your classroom!

Whether you're a new teacher looking for ways to infuse your lessons with global issues or a seasoned teacher seeking new ideas to spice up your classroom, UNICEF has the education resources that fit your needs.

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Education Resources and Videos

Give students the knowledge and skills they need to shape their own futures and help make the world a better place — with interesting and interactive materials that connect to your curriculum. Visit www.shopunicef.ca for our complete selection of easy-to-use education resources, videos and free posters.

We also have experienced UNICEF volunteer speakers available for school visits to speak on various topics at no cost and offer free workshops for teachers and teacher candidates.

On-line Resources

Log on to www.unicef.ca/globaleducation to view and download lesson plans, classroom activities, teacher's guides and Edunotes, and find links to other United Nations education sites.

In our For Kids and Teens section, young people can learn about global issues, find help with their homework and have fun through interactive games, cartoons and discussions with children around the world.



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THE EDUCATION FOR DEVELOPMENT PROGRAM

Education for Development is a multidisciplinary approach to learning which fosters global citizenship by empowering students to envision and work toward a world without poverty, disease, and injustice. UNICEF Canada's Education for Development programme is a teacher-staffed team of six regional, and one national manager, each supporting their provincial education sectors in issues of global education and social justice. We provide support for teachers through different programs including a speaker's bureau, professional development workshops and educational resources.

TEACHER'S WORKSHOPS

We offer free workshops for teachers and teacher candidates on the role of global education in the classroom. UNICEF speakers are available to present at workshops, conferences, professional development days and in pre-service classrooms. We also offer opportunities for curriculum partnerships and collaboration with teachers and school board representatives.

SPEAKER'S BUREAU

Our Speakers' Bureau is made up of an engaging and experienced group of volunteers. They are available to speak to schools and youth groups on various topics including: **child rights, HIV/AIDS, girls' education, child labour, child trafficking, children and war, early childhood development, emergencies, and malaria and other issues affecting children globally.**

RESOURCES

We offer a wide range of resources to provide students with the knowledge and skills necessary to help make the world a better place. Log on to www.unicef.ca/globaleducation to view and download curriculum-linked classroom-ready resources and lesson plans to engage students of all ages. Under our Kids and Teens section, young people can learn about UNICEF's work and global issues while having fun through interactive games and cartoons. Visit to see our complete selection of easy-to-use education resources, free posters, bilingual support materials and videos to make your classroom a truly global space.

J8

Each year, leaders of the world's eight wealthiest nations gather for the annual G8 Summit.

The J8 is the parallel youth event taking place the week prior to the G8 wherein youth delegates meet with G8 leaders to discuss the issues on the G8 agenda. UNICEF Canada hosts an annual competition to select the students who will represent Canada as youth ambassadors at the Summit. For more information on how you and your class can get involved go to www.unicef.ca or www.unicef.ca/junior8summit

**THE MOST POWERFUL PEOPLE
ON THE PLANET ARE LISTENING.**



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The members of the Canadian Junior 8 Summit team.

Back row, l-r: Laurent Bouchard, Julien Fortier, Marion Guay-Arcand, Andréa Lucchesi, Seqian Wang. Front row, l-r: Julien Tremblay, Marie-Eve Jean, Sophie Casgrain.

Tell **STEPHEN HARPER, GEORGE W. BUSH, VLADIMIR PUTIN, ANGELA MERKEL** and four more of the planet's most powerful people how you'd tackle our most urgent global issues at the **2008 G8 SUMMIT IN JAPAN.**

In July 2008, leaders of the world's eight wealthiest countries will meet in Japan for their annual G8 Summit. They'll discuss tough issues like climate change, the global economy, development, and infectious diseases – the kind of issues that have a real impact on your life.

If you've got ideas, maybe even solutions to these issues, put together a team of four students, and your group could have the chance to tell G8 leaders at the Summit how to change the world for the better. This is part of what's called the **UNICEF Junior 8 Summit Competition** and here's how it works:

- You must enter as a team of four students, between the ages of 13 and 17
- Your team has to show an understanding of and a commitment to global issues
- Judges will choose one team to represent Canada that will travel to

Chitose, Japan, from July 2 to 9, joining with other Junior 8 Summit youth to present a declaration to world leaders at the G8 Summit

- Find out more and download an entry form at www.unicef.ca/junior8summit
- **Deadline for entries is March 30, 2008!**

J8
JUNIOR 8 SUMMIT

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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, newspaper, 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 children are protected with their rights.

FREQUENTLY ASKED QUESTIONS ABOUT THE CONVENTION ON THE RIGHTS OF THE CHILD

Q: WHAT IS THE CONVENTION ON THE RIGHTS OF THE CHILD?

A: The Convention on the Rights of the Child is an international treaty that recognizes the human rights of children, defined as persons up to the age of 18 years. In 41 substantive articles, it establishes in international law that States Parties must ensure that all children – without discrimination in any form – benefit from special protection measures and assistance; have access to services such as education and health care; can develop their personalities, abilities and talents to the fullest potential; grow up in an environment of happiness, love and understanding; and are informed about and participate in, achieving their rights in an accessible and active manner.

Q: HOW WAS IT DECIDED WHAT SHOULD GO INTO THE CONVENTION ON THE RIGHTS OF THE CHILD?

A: The standards in the Convention on the Rights of the Child were negotiated by governments, non-governmental organizations, human rights advocates, lawyers, health specialists, social workers, educators, child development experts and religious leaders from all over the world, over a 10-year period. The result is a consensus document that takes into account the importance of tradition and cultural values for the protection and harmonious development of the child. It reflects the principal legal systems of the world and acknowledges the specific needs of developing countries.

Q: HOW DOES THE CONVENTION PROTECT THESE RIGHTS?

A: It constitutes a common reference against which progress in meeting human rights standards for children can be assessed and results compared. Having agreed to meet the standards in the Convention, governments are obliged to bring their legislation, policy and practice into accordance with the standards in the Convention; to transform the standards into reality for all children; and to abstain from any action that may preclude the enjoyment of those rights or violate them. Governments are required to report periodically to a committee of independent experts on their progress to achieve all the rights.

Q: HOW DOES THE INTERNATIONAL COMMUNITY MONITOR AND SUPPORT PROGRESS ON THE IMPLEMENTATION OF THE CONVENTION?

A: The Committee on the Rights of the Child, an internationally elected body of independent experts that sits in Geneva to monitor the Convention's implementation, requires governments that have ratified the Convention to submit regular reports on the status of children's rights in their countries. The Committee reviews and comments on these reports and encourages States to take special measures and to develop special institutions for the promotion and protection of children's rights. Where necessary, the Committee calls for international assistance from other governments and technical assistance from organizations like UNICEF.

Q: WHAT IS THE NEW VISION OF THE CHILD IN THE CONVENTION?

A: The Convention provides a universal set of standards to be adhered to by all countries. It reflects a new vision of the child. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights. The Convention offers a vision of the child as an individual *and* a member of a family and a community, with rights and responsibilities appropriate to his or her age and stage of development. Recognizing children's rights in this way firmly sets a focus on the whole child. Previously seen as negotiable, the child's needs have become legally binding rights. No longer the passive recipient of benefits, the child has become the subject or holder of rights.

Q: HOW IS THE CONVENTION SPECIAL?

A: The Convention:

- Is in force in virtually the entire community of nations, thus providing a common ethical and legal framework to develop an agenda for children. At the same time, it constitutes a common reference against which progress may be assessed.
- Was the first time a formal commitment was made to ensure the realization of human rights and monitor progress on the situation of children.
- Indicates that children's rights are human rights. Children's rights are not special rights, but rather the fundamental rights inherent to the human dignity of all people, including children. Children's rights can no longer be perceived as an option, as a question of favour or kindness to children or as an expression of charity. They generate obligations and responsibilities that we all must honour and respect.
- Was even accepted by non-state entities. The Sudan People's Liberation Army (SPLA), a rebel movement in Southern Sudan, is one such example.
- Is a reference for many organizations working with and for children – including NGOs and organizations within the UN system.
- Reaffirms that all rights are important and essential for the full development of the child and that addressing each and every child is important.
- Reaffirms the notion of State accountability for the realization of human rights and the values of transparency and public scrutiny that are associated with it.
- Promotes an international system of solidarity designed to achieve the realization of children's rights. Using the Convention's reporting process as a reference, donor countries are required to provide assistance in areas where particular needs have been identified; recipient countries are required to direct overseas development assistance (ODA) to that end too.
- Highlights and defends the family's role in children's lives.

Q: HOW DOES THE CONVENTION DEFINE A CHILD?

A: The Convention defines a “child” as a person below the age of 18, unless the relevant laws recognize an earlier age of majority. In some cases, States are obliged to be consistent in defining benchmark ages – such as the age for admission into employment and completion of compulsory education; but in other cases the Convention is unequivocal in setting an upper limit – such as prohibiting life imprisonment or capital punishment for those under 18 years of age.

Q: HOW MANY COUNTRIES HAVE RATIFIED THE CONVENTION?

A: More countries have ratified the Convention than any other human rights treaty in history – 192 countries had become State Parties to the Convention as of November 2003.

Q: WHO HAS NOT RATIFIED AND WHY NOT?

A: The Convention on the Rights of the Child is the most widely and rapidly ratified human rights treaty in history. Only two countries, Somalia and the United States, have not ratified this celebrated agreement. Somalia is currently unable to proceed to ratification as it has no recognized government. By signing the Convention, the United States has signalled its intention to ratify – but has yet to do so.

As in many other nations, the United States undertakes an extensive examination and scrutiny of treaties before proceeding to ratify. This examination, which includes an evaluation of the degree of compliance with existing law and practice in the country at state and federal levels, can take several years – or even longer if the treaty is portrayed as being controversial or if the process is politicized. For example, the Convention on the Prevention and Punishment of the Crime of Genocide took more than 30 years to be ratified in the United States and the Convention on the Elimination of All Forms of Discrimination against Women, which was signed by the United States 17 years ago, still has not been ratified. Moreover, the US Government typically will consider only one human rights treaty at a time. Currently, the Convention on the Elimination of All Forms of Discrimination against Women is cited as the nation’s top priority among human rights treaties.

Q: HOW DOES UNICEF USE THE CONVENTION?

A: The Secretary-General of the United Nations has called for the mainstreaming of human rights in all areas of UN operations – for example, the Office of the United Nations High Commissioner for Refugees (UNHCR) in its mandate for refugee children, or the International Labour Organization (ILO) in its commitment to eliminate child labour. In the case of UNICEF, the Convention has become more than just a reference, but a systematic guide to the work of the organization. As expressed in its Mission Statement, UNICEF is mandated to “advocate for the protection of children’s rights” and it “strives to establish children’s rights as enduring ethical principles and international standards of behaviour towards children.” UNICEF promotes the principles and provisions of the Convention and the mainstreaming of children’s rights in a systematic manner, in its advocacy, programming, monitoring and evaluation activities.

The Convention on the Rights of the Child provides UNICEF with guidance as to the areas to be assessed and addressed, and it is a tool against which UNICEF measures the progress achieved in those areas. Integrating a human rights approach in all UNICEF's work is an ongoing learning process that includes broadening the framework for UNICEF's development agenda. In addition to maintaining a focus on child survival and development, UNICEF must consider the situation of all children, better analyse the economic and social environment, develop partnerships to strengthen the response (including the participation of children themselves), support interventions on the basis of non-discrimination and act in the best interests of the child.

Important Note:

The teaching strategies, learning activities and curriculum materials included in this package can be directly linked to curriculum expectations in each of the provinces. For more information on how this resource package can meet specific curriculum expectations in your province, please contact your local Education for Development Manager.

It should be noted that teaching and learning strategies relating to children's rights are multi-disciplinary and encompass general learning outcomes from a range of subjects, including: Math, Science, Technology Education, Physical Education, Health and Life Skills, Fine Arts, Language Arts and Career Management. Multiple learning outcomes from these subjects can be met simultaneously while employing the teaching strategies from this resource package.

TEACHING TOOLS AND RESOURCES

WALK AROUND

Objective: Introductory activity/Ice breaker

Time: 10 minutes

Materials

- 1 coloured marker for each person.
- 1 scrap paper for each person

ACTIVITY

- Ask the group: What is the most important issue facing the world today?
- Each person will write their answer down on paper, in very large writing, using only one or two words for their answer. (1 or 2 minutes)
- Ask everyone to stand up, walk around and read what everyone else has written. This is the *SILENT* portion of the activity. (1 minute)
- Ask everyone to pair up and discuss their respective issues. (30 seconds each)
- Stop everyone, and ask them to choose only *one issue* to go forward with and be prepared to talk about with a larger group. Ask everyone to hold the one piece of paper between them and walk around the room. They will then join into a larger, like-minded group (1 or 2 minutes)
- Once they are in groups ask them to discuss the commonalities in their group. They will also choose a name for their group (ie. if their topic is poverty, they might call themselves "The Have and Have nots". (2-3 minutes)
- Then have each group present to the rest of the class.

Possible discussion points: What are the connections between the various groups?

FINDING YOUR PLACE ON THE “LINE”: IDENTIFYING THE GLOBAL ISSUES YOUR STUDENTS CARE ABOUT

Age Level: 11-18 yrs.

Previous Knowledge

Students need to have an awareness of global/social issues like climate change, the environment, the Kyoto Protocol, global poverty, HIV/AIDS, the rights of children and human rights violations in general. They should also appreciate the interconnectedness of these issues.

Materials

- scrap paper
- open space
- masking tape
- markers
- shoeboxes or small containers
- chairs

Preparation

- Distribute small scraps of paper to students (approximately 5 pieces each).
- Place a shoebox or bin near each group of students
- Create a space where there is an imaginary line (or use masking tape to create a line)
- Place a sign on one end of the line that reads “Not Interested” and one on the opposite side that reads “Passionate About”.

INDIVIDUAL ACTIVITY

Ask students to think about what they feel are the most important issues today in our world. You might brainstorm together what world leaders seem to be concerned about or what is often heard and seen on news stations and in the newspaper in terms of issues of concern.

It is important that students generate their own issues of concern. You might ask a question like, “*If you were a world leader, what kinds of problems would you want to handle right away?*” Once students have begun to think about these ideas, ask them to very quickly write down at least 2-3 of these ideas on separate pieces of scrap paper. This should be done independently.

Ensure that students place all “global concerns” in the bin/shoebox close to them or come around and collect the scraps of paper. If students are having difficulty generating ideas, you might prompt them with questions like, *“What do you think are global problems that the general public isn’t very aware of?”* OR *“What really bugs you about the world that nobody seems to pay attention to?”*

GROUP ACTIVITY

Introduce students to the “value line” and explain that you are going to read out each scrap of paper with an identified “global issue”. Students should all stand up and be ready to move.

Explain to students that as you read each issue aloud, they should choose a place on the “value line” that reflect either how “not interested” OR how “passionate” they are about that particular issue (you could also use language like “Don’t Care” and “Really Care” or “Interested”/“Not Interested”). *It may be helpful to explain that where they stand is not an exact science and they should not respond based on what others in the class are choosing or rank or compare themselves to their peers.* Instead, they are responding based on their own feelings about an issue (If appropriate, the teacher may wish to record where the group situates themselves after each issue is read for a later purpose in this activity by taking a photo or sketching).

Read through each of the issues and allow students to move back and forth on the “value line” spectrum. This activity should be done relatively silently with little discussion or comment.

EXTENSION GROUP ACTIVITY

Gather at least 4-5 global issues that seemed to resonate most with the class as a whole. (To determine this, the teacher might consult the photo documentation or sketches to see where the majority of students were most closely aligned to the “passionate” end of the value line). Write these issues on larger pieces of paper and tape them to various “centers” or chairs in the classroom.

Ask students to stand up and take a look at the issues posted. When you give a signal like “Go...” students should move to the issue they are least interested in. Repeat this three times, the second time ask students to stand by the issue they are somewhat interested in and then the final time, ask students to stand by the issue they are most interested in.

Once students have identified the issue they are most interested in, have them sit down in these groups and discuss the issue more specifically.

Research Extension

Students could then pursue more specific research in the issue. For example, if the students chose an issue like climate change, they could go and research the green party's website and submit a visual and written report on the party platform and the issues or they might choose to engage in an action project like helping out in a local community garden for one day.

Evaluation/Assessment

The teacher might choose to assess students' ability to work in groups through a checklist and evaluate their written and visual research projects through an appropriate rubric.

This activity has been adapted from Teri Burgess and MJ Barrett's *"Engaging Students in Sustainable Action Projects Workshop Participant Guide"*. More information on Learning for a Sustainable Future (LSF) programs can be found at www.lsf-lst.ca

A JOURNEY TO A NEW PLANET: LEARNING ABOUT WANTS, NEEDS & RIGHTS

Subjects: Math, English, Social Studies, Health & Life Skills, Art

Age Level: 7-11 years

Objective: To help students differentiate between things that they want, and things that they need; to introduce the idea that people's basic needs are considered rights.

Outcome

- Students will be able to make a distinction between wants and needs.
- Students will become familiar with the Convention on the Rights of the Child.

Materials

- A set of 20 Wants and Needs Cards for each pair of students.
- Pencils and paper.

ACTIVITY

STEP 1 Have students form pairs, and distribute each pair a set of Wants and Needs cards.

STEP 2 Explain to students that they have been chosen to go and live on a new planet. Since they will be setting up a new society there, Mission Control wants them to have all the things they need and want in order to live and grow. Mission Control has made a list of 16 things they think the students should take with them. Explain to students that they are allowed to bring four more that they choose. They should draw these four items onto the four blank Wants and Needs cards.

STEP 3 Announce to the group that because space is limited on the spaceship, students can only take 14 items, instead of all 20. They must work as a team to decide on six items to eliminate. They can draw an X through these, place them in an envelope, or give them back to the teacher.

STEP 4 Inform the students that Mission Control has found that there is still less available space than they had realized. Students will only be able to take eight items with them, instead of 14. Have students eliminate six more items, leaving only the eight that they consider most essential for survival.

STEP 5 Discuss the following questions either in small jigsaw groups, or with the entire class:

- Which items were most commonly eliminated in the first round? Why?
- Was the second round of eliminations more difficult than the first? Why?
- Did you and your partner have any disagreements over the items to eliminate? Which ones, and why?
- What is the difference between wants and needs? Which items on the list were wants, and which were needs?
- What are some of the things you want in real life? What are some of the things you need?
- Do wants and needs differ for different people? Why?
- Do all people in Canada have everything they need? What about people in other countries?

Explain to students that people's most basic needs — to survive, develop, be safe, and participate in their communities — are often referred to as rights. Rights can be thought of as those things that it is fair and just for all people to have, or to be able to do.

Modifications

The number of cards can be reduced. Students can work in small groups instead of pairs.

EXTENSION ACTIVITY

Ask students to come up with their own definition of rights.

Have students make a list of rights that they think are basic for people of their age, using the Wants and Needs cards as a starting point. Encourage students to consider non-material needs — such as the right to express their opinions — as well as material needs. How would these lists differ in different parts of the city? In different parts of the province? Country? World?

Have students review a copy of the *Convention on the Rights of the Child* and compare it with their own lists.

TEACHING-LEARNING ACTIVITIES

RIGHTS, WANTS & NEEDS CARDS

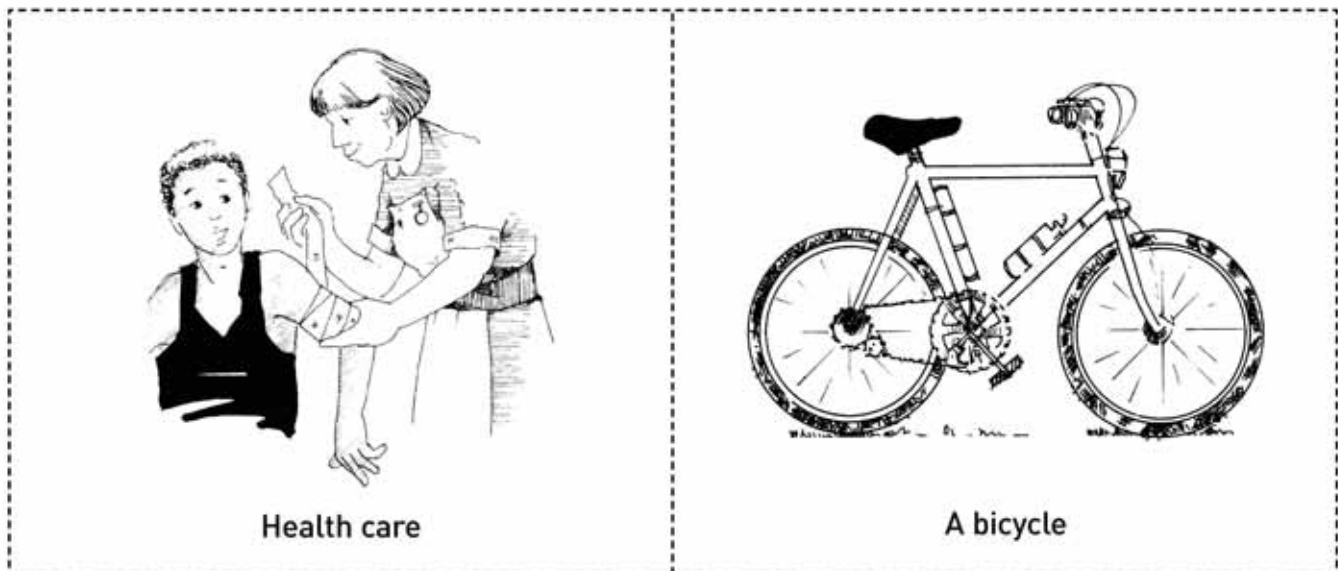
Each of the 20 cards can be classified in one of two categories:

NEEDS (protected as RIGHTS in the Convention on the Rights of the Child, indicated by the corresponding article number in the chart below)

WANTS (not protected as rights since they *generally* are not necessary for a child's survival, growth and development)*

NEEDS/RIGHTS	WANTS
<p>Decent shelter [article 27]</p> <p>Nutritious food [article 24]</p> <p>Protection from abuse and neglect [article 19]</p> <p>Education [articles 28, 29]</p> <p>Health care [article 24]</p> <p>Fair treatment and non-discrimination [article 2]</p> <p>Clean air [article 24]</p> <p>Opportunities to share opinions [article 12]</p> <p>Playgrounds and recreation [article 30]</p> <p>Clean water [article 24]</p> <p>Opportunities to practise your own culture, language and religion [article 31]</p>	<p>Clothes in the latest style</p> <p>A bicycle</p> <p>Holiday trips</p> <p>Your own bedroom</p> <p>A personal computer</p> <p>A television set</p> <p>A personal stereo</p> <p>Money to spend as you like</p> <p>Fast food</p>

* Some items classified as "wants" may be needs in certain circumstances. For example, access to television or a computer may be an important source of information gathering or sharing conducive to the protection of rights to healthy development and protection from violence and abuse.



Health care

A bicycle



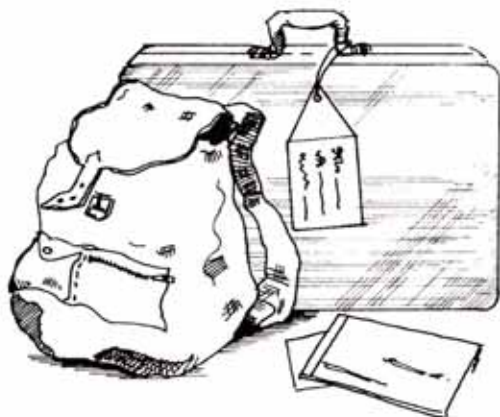
Rights, Wants & Needs cards



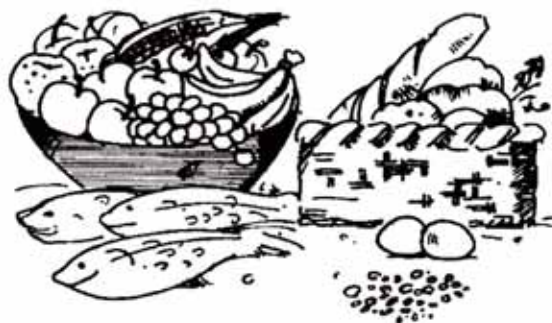
Decent shelter



Clothes in the latest style



Holiday trips



Nutritious food



Protection from abuse and neglect



Education



Rights, Wants & Needs cards



Clean air



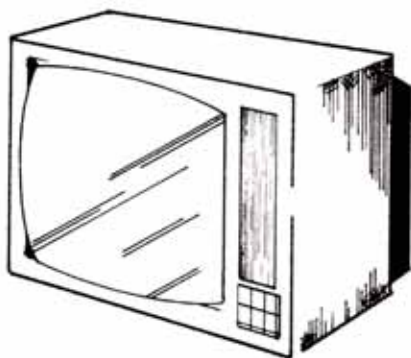
A personal stereo



Fast food



Playgrounds and recreation



A television set



Opportunities to practise your own culture,
language and religion



Rights, Wants & Needs cards



Opportunities to share opinions



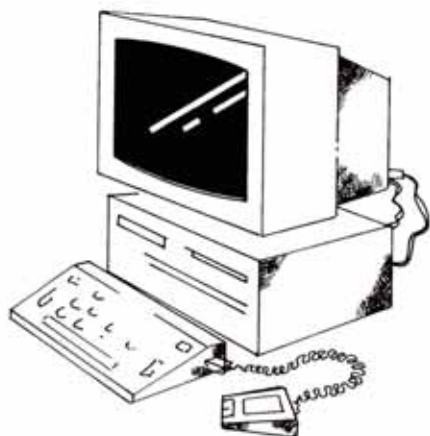
Money to spend as you like



Clean water



Your own bedroom



A personal computer



Fair treatment and non-discrimination



POLLUTING RIGHTS: MAKING THE LINK BETWEEN GLOBAL POLLUTION & CHILDREN'S RIGHTS

Subjects: Social Studies, Science, Geography, Health & Life Skills

Age Level: 11-18 years

Objective: To appreciate how pollution affects children's rights and child health through real life examples.

Outcome

- Students will be able to understand that environmental problems affect children around the world.
- Students will be able to appreciate the importance of a healthy environment to the realization of rights
- Students will explore the rights of all children to grow and develop in a healthy environment.

ACTIVITY

STEP 1 Have students divide into small groups (4-5 students per group) and review the Convention on the Rights of the Child poster provided.

STEP 2 Ask students to read their green "pollution" case study card(s) as a group. (You can choose to have students look at one or more than one case study depending on the size of your groups.)

STEP 3 Identify on a scrap of paper which rights have been violated by the example of the effects of global pollution on children.

STEP 4 Use jigsaw groupings or another small group sharing method and ask students to share their case studies and the articles they have identified as being violated.

Discuss the following questions as a whole group:

- How do these situations interfere with the rights of all children globally?
- Why do such rights violations continue?
- How might we approach global cooperation to correct the existing problems (and prevent similar ones) in the future?

How would you use this exercise in your classroom? Would it work? What would make it better? What else could you do with it?

CASE STUDIES:

- Children in some Australian schools must wear special “Legionaires” hats (these are hats that cover the back of the neck as well as the head) if they are to go out at recess, because of the depletion of the ozone layer.
- In some cities in South America, children must wear surgical masks if they are to be outside for extended periods of time due to the extent of air pollution. Similarly in some Canadian cities, there are days when the air pollution is so bad, it is advised that children do not go outside.
- In many parts of the world, the oceans are so full of toxins that indigenous peoples are losing their food sources or eating fish that are contaminated with toxins such as PCBs — these seriously affect the breast milk of nursing mothers.
- In Canada, there are some lakes where swimming is allowed only on days when the concentration of sewage is deemed acceptable — children must check water pollution ratings before going in the water.
- Children living near old military sites (e.g., Clark Air Force Base in the Philippines) are exposed to toxins that have been associated with high rates of childhood cancers.

This activity has been adapted from *Children's Rights and Global Citizenship* from the UCCB Children's Rights Centre, University College of Cape Breton, 2003. The lesson plan is attached in the UNICEF Alberta's “Engaging Students in Global Issues: A Teacher Resource Guide”.

WHAT DO CHILDREN NEED TO GO TO SCHOOL?

Objective: To deepen students' understanding of wants and needs, and to increase their sense of empathy to young people around the world.

Subjects: Social Studies, Language Arts, Drama and Visual Arts.

Age Level: 7-14 years

Time: 20 minutes

Look through the book, *A Life Like Mine: How children live around the world*.

What are all the things a child *needs* in order to go to school? Present this information in one the following ways:

Draw the child at the centre of the page, with bubbles or boxes around them, each describing or illustrating one aspect of life that is essential for success at school.

Or

Prepare and present a dramatic representation of the child's needs.

OR

Draw the child in the middle of her/his world, with these aspects of life drawn as symbols or as literal representations of one criterion for success e.g. a nearby well!

Or

Write a short outline, of a paragraph or so, describing a morning in the life of your young student, incorporating all the needs that you have described in #2. This could be compared to a morning in the life of each student in your class.

For Discussion:

- What would you have your students do next with this activity?
- How could you teach this differently in different grades or in different subject areas?

TEACHING INTERDEPENDENCE: CONNECTING THE LOCAL TO THE GLOBAL

Objectives and Outcomes

- To help students “to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future”

Level 1 Activity: **The story of the two donkeys** (suggested age level – 7 to 11 years)

Level 2 Activity: **The housing project** (suggested age level – 12 to 15 years)

Level 3 Activity: **Population growth** (suggested age level – 16 to 18 years)

LEVEL 1 ACTIVITY: THE STORY OF THE TWO DONKEYS

Materials and Preparation

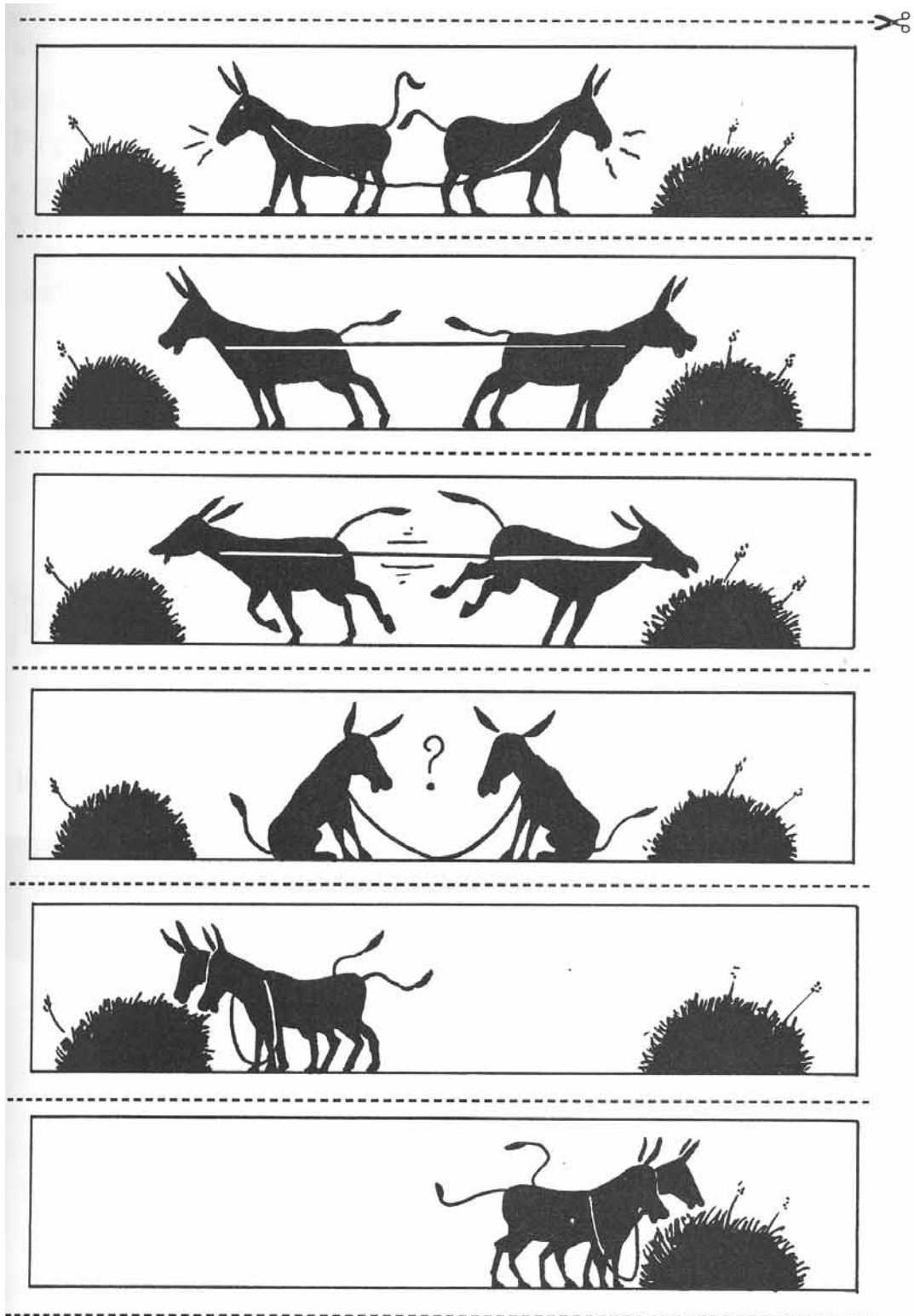
- A copy of the Two Donkeys cartoon (see page 26) for each pair of students; the six sections of the cartoon should be cut out before starting the activity.
- A large sheet of paper and a glue stick (or small stapler) for each pair of students.

(Option: teacher may opt to copy the discussion questions in step 3 on the board or on a sheet of paper for students to consider before class discussion.)

Procedure

- STEP 1 In pairs, students are given the six sections of the Two Donkeys cartoon. They are to place the pieces in order so that they tell a complete story. When this is done, they glue (or staple) them down on a sheet of paper.
- STEP 2 Each pair then joins with another pair and tells the story of the two donkeys as they see it.
- STEP 3 Bring the class back together for a class discussion. The following questions are a suggested guideline:
- What was the donkeys’ problem at the beginning of the story?
 - What did they try to do about their problem at first? Did this work? Why or why not?
 - What did they do to solve their problem?

TWO DONKEYS



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- Did both donkeys get what they wanted?
- Have you ever solved a problem with another person by cooperating?

Variations

Teachers could opt to hand out only the first four pieces of the cartoon and have students devise their own ending.

Students write a story to demonstrate what is happening in the cartoon and/or act it out.

Extension

Students create their own cartoons about conflicts, real or hypothetical, which can be solved through cooperation. These could be compiled into a class cartoon book.

Students search through the cartoon section of newspapers to find examples of similar conflicts, identifying whether the conflict was solved through cooperation and rewriting the ending to reflect a better resolution (Note: this is a great opportunity to discuss humour).

As actual conflicts arise in the classroom, school, community or around the world, students could brainstorm cooperative solutions, in which both parties have their needs met.

LEVEL 2 ACTIVITY: THE HOUSING PROJECT

Note to Teacher:

Although it is recommended that this activity be extended to two classes, it is possible to complete it in one class.

At step 3, the teacher can announce that the council meeting will begin in ten minutes.

Materials

- A copy of the Housing project description (attached) for each pair of students.
- A set of Housing project role cards (also attached).

Preparation

Obtain protocol for town meetings or city council from your area (or determine your own version of how the town meeting will proceed).

Procedure

STEP 1 Students form pairs; each pair is given a copy of the Housing project description and one of the Housing project role cards. They read these over together.

STEP 2 The pairs then take approximately ten minutes to list all the benefits and problems they can think of relating to the proposed new housing project. They must do this from the point of view of a person in their role only. The pair then determines based on the list whether they would favour or oppose this project.

STEP 3 Teacher brings the class together to announce that the students will be taking part in a city council meeting. Teacher explains how a town/city council meeting works; hands out a rubric for evaluation; and explains that students will be evaluated on how well they represent the role they have been assigned (and not how they feel personally about the issue).

DAY 2

STEP 4 Teacher (dressed as mayor) announces that they are now taking part in a city council meeting. Each pair in turn presents to the group its position on the proposed new housing project. If they oppose it, they must explain their reasons. If they favour it, they must list what actions, if any, should be taken in and around the neighbourhood to ensure that potential problems are addressed.

STEP 5 The students vote on whether or not to carry out the project

STEP 6 Teacher leads a class discussion. The following questions are a suggested guideline:

- Are there any groups in the community whose opinions should have been consulted that were not present at the meeting?
- How was your opinion on the project affected by the opinion of the other groups?
- If a second meeting were held, how would concerns raised by other groups affect other groups?

(For example, would inadequate transportation between Riverbank and the

rest of New City affect factory owners who might provide jobs for residents? Would inadequate sanitation services cause illnesses, leading to increased pressure on workers at the health clinic? Would lack of recreation facilities lead to an increase in crime?)

- Are there some groups whose opinions deserve to be given more weight in this planning decision than others?
- In real planning decisions, do you think the opinions of all groups are given equal weight? Are there groups whose opinions are seldom or never heard?

Variation

Students look for newspaper accounts of local development projects being considered. They collect newspaper articles which describe the reactions of various segments of the community. In their research, students could also research how other similar projects were handled in different parts of the world and evaluate whether these could apply and how such projects were best handled. (Note: Development projects relating to youth (such as skateboard parks) are very successful in engaging the students.)

Students research one or several actual development project(s) being considered in their city or town, following variation 1. Students develop an interview questionnaire and then attend a council meeting relating to the development projects where they will interview the various organizations presenting different perspectives.

Extension

The students invite a person (or a panel) who is responsible for making planning decisions in their community (planners, council members, mayor, etc.). The students should draft a list of points that they would like the person or panel to talk about including such aspects as the points of view taken into consideration prior to any new development project.

HOUSING PROJECT DESCRIPTION

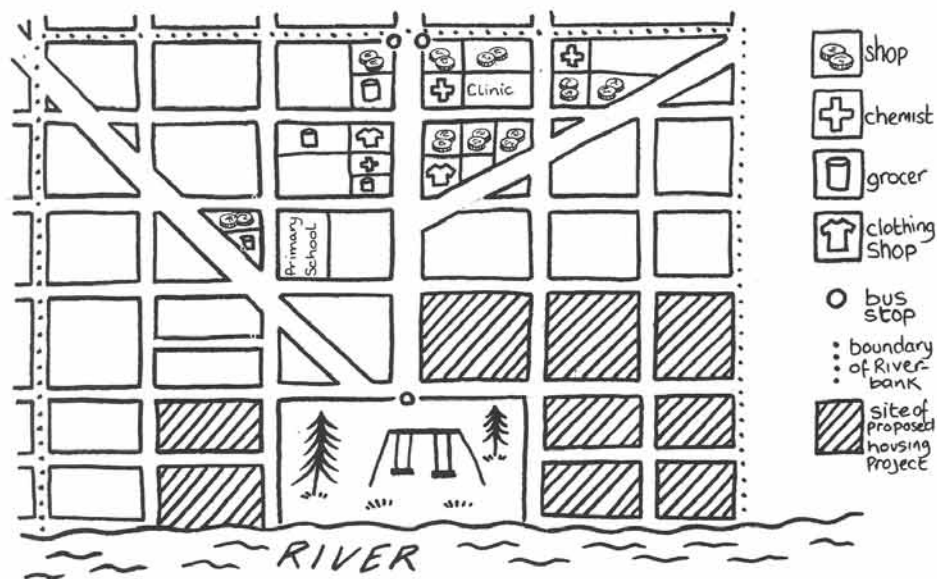
A housing project is being considered for the Riverbank neighbourhood of New City. Five thousand people live in Riverbank. It is a poor part of the city and few people have jobs. Those who have jobs work in shops and factories in other parts of New City. Few people have cars. There is only one bus line from Riverbank into the centre of New City.

Riverbank has several streets with a few grocers, clothing shops, and chemists. There is one primary school, one health clinic, and one small park.

Most of the houses in Riverbank have three floors. They were once owned by single families. Now they have been turned into flats, with three to five families in each house. The people who live there complain that the houses need repairs, and that there is not enough heat.

The new housing project would replace the old houses in Riverbank with high-rise blocks that are safer and healthier places to live.

When the project is completed, there will be housing for approximately 12,000 people in Riverbank. Unemployed and homeless people in other parts of New City will be able to move there. So will many of the 3,000 people from a nearby country who have recently come to New City to find jobs. They do not speak the local language and have had difficulties finding places to live.



*A map of
Riverbank*

HOUSING PROJECT ROLE CARDS (1)



You are teachers in the Riverbank school. Your classes are very crowded, much more so than in schools in the rest of New City. You have read about the plan for the new housing project. Can you think of reasons why it is a good idea? Can you think of any problems it will cause?



You have recently moved to New City from another country. You are learning to speak the language, and are looking for a job and a place to live. You have read about the plan for the new housing project. Can you think of reasons why it is a good idea? Can you think of any problems it will cause?



You are the owners of small shops in Riverbank. You barely make enough money to keep your business going. You are worried that there is more crime in Riverbank. You have read about the plan for the new housing project. Can you think of reasons why it is a good idea? Can you think of any problems it will cause?



You work at removing rubbish in New City. Your department does not have enough workers. People in neighbourhoods like Riverbank complain that rubbish is not removed frequently enough. You have read about the plan for the new housing project. Can you think of reasons why it is a good idea? Can you think of any problems it will cause?



HOUSING PROJECT ROLE CARDS (2)

You work for the only health clinic in Riverbank. It is difficult for your clinic to take care of all 5,000 people in Riverbank. You have read about the plan for the new housing project. Can you think of reasons why it is a good idea? Can you think of any problems it will cause?



You work for the New City bus company. You are a driver on the only bus line that goes to Riverbank. The bus is always very crowded because people from Riverbank go to other parts of New City to work. You have read about the plan for the new housing project. Can you think of reasons why it is a good idea? Can you think of any problems it will cause?



You are the owners of a large clothing factory in New City. You want to build a bigger factory. You will need more workers, and more people to buy the clothes you make. You have read about the plan for the new housing project. Can you think of reasons why it is a good idea? Can you think of any problems it will cause?



You are young people who live in the Riverbank neighbourhood. You go to the local school. The only place you have to play is in a small park. There is rubbish and broken glass everywhere, and some of the equipment is broken. You have read about the plan for the new housing project. Can you think of reasons why it is a good idea? Can you think of any problems it will cause?



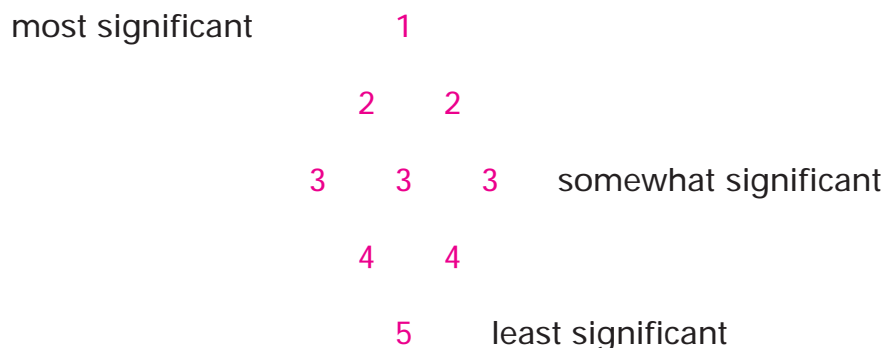
LEVEL 3 ACTIVITY: POPULATION GROWTH

Materials and Preparation

- A set of the Population growth cards (attached) for each pair of students. Copy as many sheets as necessary for class size and cut out individual sections.

Procedure

- STEP 1 Teacher begins by asking each student to brainstorm factors that have impacted the world population to grow. Students must write down their ideas on paper. This step can be shortened or extended depending on how long the class is.
- STEP 2 Teacher hands out the sets of population growth cards, cut into individual sections. Ask students to read all the cards. This should take no more than several minutes.
- STEP 3 Students are then asked to arrange the cards into a diamond, ranking according to their significance to the issue of population growth. The most significant card should be placed at the top level of the diamond, followed by the two cards of high significance, and so on, until the bottom of the diamond has the card the group judges to have the least significance.



It should be made clear to the students that there is no one right answer to this activity.

- STEP 4 Pairs of students are asked to join up with another pair to compare their ranking and discuss the reasons for various arrangements.
- STEP 5 While students are engaged in the activity, the teacher could either write down the following questions on the board or choose to circulate and feed certain groups with the following questions:

- Which of the factors affecting population growth surprised you the most?
- Were there any other factors which your group felt should have been included?
- Was there general agreement on which factors were most and least significant? Why or why not?
- Which factors seemed the most strongly inter-related? Why?
- Does your group think that the manner in which the factors were ranked is impacted by where the students grew up?
- Does the fact that 50% of the world's population live in China and India affect your last answer?
- How do you think the diamond reflecting the factors significant to population growth in your local area are different than the factors representing the entire world population? Does the global one impact the local one? If so, how?

STEP 6 Lead a class discussion about population growth, perceptions and interdependence using the questions in step 5 as a springboard.

Variation

Instead of making a diamond ranking, small groups could use the cards to form a flow chart or other graphic representation that the teacher wishes to introduce at this time.

Extension

Groups research countries that are attempting to control population such as Taiwan, South Korea, India and China and analyze how much factors such as land reform, debt reduction and so on have impacted their program.

Further research could be done on the relationships between infant mortality, life expectancy, standard of living index, and population growth rates. Useful sources of statistics are annual publications such as the State of the World's Children Report (UNICEF), the World Population Data Sheet (Population Reference Bureau), and the World Development Report (World Bank). Please note that supplemental lesson plans are available to accompany the State of the World's Children Report.

This activity has been adapted from Susan Fountain's *Education for Development: A Teacher's Resource for Global Learning*. UNICEF, Hodder & Stoughten, 1995.

HOUSING PROJECT ROLE CARDS (1)

LAND REFORM

When land is redistributed so that the people who farm it own it (rather than wealthy landlords or multinational companies), the living conditions of the low-income farmers are improved. As poverty is reduced, people can have better health care and education: this leads to more babies surviving, so couples can have fewer children. The birth rate goes down in countries where the standard of living improves; so measures such as land reform, which reduce poverty, can contribute to population control.



DEBT REDUCTION

A major cause of poverty in developing countries is debt owed to industrialised countries; poverty in turn is linked to the conditions which encourage higher birth rates. If industrialised countries are serious in their concern over population growth, they should take the initiative by easing or eliminating debt. They should also encourage developing countries to produce the food they need to feed their people, rather than produce crops like cocoa and coffee for export.



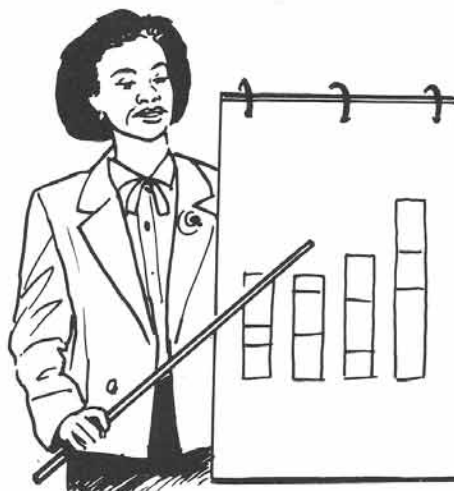
HEALTH CARE

Because of poor health care, parents in developing countries are afraid their children won't live to be adults. So they have many children, hoping that some will survive. Research shows that when deaths of infants and children are reduced, the birth rate drops as well. Providing good health care and sanitation to all is, therefore, the best way to control population growth.



EQUAL OPPORTUNITIES FOR WOMEN

Providing equal employment opportunities for women is the key to slowing population growth. When women feel they have a choice of roles in their lives, beyond bearing children, they often decide to have fewer children.



HOUSING PROJECT ROLE CARDS (2)



APPROPRIATE TECHNOLOGY

In developing countries, rural families need to have many children who can help out with farm work. If appropriate technology could be developed to reduce the amount of labour required, parents could choose to have smaller families.



EDUCATION

In countries where people are better educated, the birth rate drops. People who receive education know more about health practices and family planning, and have more employment options. To reduce population growth, we should focus on education.



CARE OF THE SICK AND ELDERLY

People in developing countries have many children because they need someone to take care of them when they are elderly or ill. Countries should be encouraged to develop social security systems, whereby the elderly can be assured of pensions and health care. This alone would enable parents to have smaller families.



FOOD DISTRIBUTION

The world has enough food to support a population far greater than the one which presently exists. The real issue is not reducing the birth rate; it is ensuring that food resources are distributed to those who need them most.



FAMILY PLANNING

In order to reduce overpopulation, family planning information and services must be made available to all couples in developing countries.



WHERE DOES IT COME FROM? LINKING LOCAL CONSUMPTION TO GLOBAL IMPACT

Subjects: Social Studies, Geography, Language Arts, History, Math

Age Level: 7-18 years

Objective: To heighten students' awareness of the links between their community and the wider world.

Materials

- A large world map, push pins, string or wool.
- Old toys, electronic devices, old CDs, food products (orange, rice, cookies, etc.), clothing.

Previous Knowledge

When conducting this activity in the classroom, students should have some previous exposure to the links between travel and air and water pollution.

Outcome

- Students will understand that goods come from a variety of places.
- Students will practice mapping skills and begin to uncover the relationship between consumption and impact on environment and economy.

ACTIVITY

- Step 1** Ask students to keep a diary of the foods they eat at home during the course of the day, and note down the country each one comes from. Explain that most packaged foods list the country of origin on the label and that they must read carefully to find the country name.
- Step 2** Ask students to bring in goods from home (and have an extra supply of imported goods on hand). Have students examine the collection of objects they have been provided with in small groups of 3-4.
- Step 3** Ask students to locate on the map the countries which produce foods they commonly eat. Students should place pins on those countries, or use string to show a link between the exporting country and the students' country.

Step 4 Discuss the following questions in as a class or in small groups:

- Are most of the goods you buy (food, clothing, electronics, for example) produced in this country or is it exported?
- If most of the goods you buy are exported, how do they get to where you are?
- Can you think about the impacts traveling goods have on the environment? (air travel, truck travel, train travel, etc.)? What are the environmental costs?
- What are the benefits of acquiring these goods? What are the disadvantages? Do those that produce these goods also receive goods from Canada?
- What part of the world do most of your goods come from?
- How would you use this exercise in your classroom? Would it work? What would make it better? What else could you do with it?

Variation

The activity can be carried out by asking the students to examine and plot on separate maps the following:

- Sources of their clothing
- Sources of toys, cell phones, MP3 players, cameras, etc.

They can then be asked to compare the different maps they have created. Students can identify and discuss the potential patterns that arise and use that information as a jumping off point for further research.

Extension

Students research an item which has more than one country of origin, such as a car or cell phone. Students can identify which countries provided raw materials, parts, or labour to produce the item and conduct further research into labour conditions in the particular country.

Students can visit local supermarkets to enquire about why they purchase foods from particular countries.

This activity has been adapted from Susan Fountain's *Education for Development: A Teacher's Resource for Global Learning*. UNICEF, Hodder & Stoughton, 1995. The lesson plan is attached in the UNICEF Alberta's "Engaging Students in Global Issues: A Teacher Resource Guide".

STEPPING OUT

Objectives

- To promote empathy with those who are different.
- To raise awareness about the inequalities of opportunity in society.
- To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.

Materials

- One role card per participant (adapted, if required, to your situation)
- Question sheet
- An open space (a corridor, large room or outdoors)

Time:: 45 minutes to an hour

ACTIVITY

Explain to the participants that they are going to be asked to 'step into someone else's shoes'. They will be told who they are going to be and they will need to use their imagination to respond to questions as that person.

Hand out the role cards at random, one to each participant. At least three participants should be handed cards that tell them to be themselves. Tell all the participants to keep their roles secret.

Line the participants up and ask them to begin to get into their role. To help them, read out some of the following questions, pausing after each one, to give the participants time to think and build up a picture of themselves and their lives:

- What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
- What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
- What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time/ in your holidays?
- What excites you and what are you afraid of?

Tell the participants that you are going to read out a list of situations or events. Every time they can answer 'yes' to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

Read out the situations one at a time. Pause for a while between statements to allow people time to step forward and to look around to take note of their positions relative to each other.

At the end invite everyone to take note of his or her final position. Then give them a couple of minutes to come out of their role before debriefing.

Debriefing and evaluation

Start by asking the participants about what happened and how they felt about the activity.

- Talk about the issues raised and what they have learnt:
- How did the participants feel when they stepped forward?
- How did they feel when they were not stepping forward?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Can the participants guess who was who? (Read out some of the more extreme roles).
- How easy or difficult was it to play their role? How did they imagine what the person they were playing was like?
- Are they sure the information and the images they have of the characters are reliable? Or are they based on stereotypes and prejudice?
- Does the exercise mirror society in some way? How?
- What are the rights some people are denied?
- What first steps could be taken to address the inequalities in society?

Tips for the facilitator

Make sure the participants can all hear you, especially if you are working outdoors or with a large group. You may need to use co-facilitators to relay the statements.

In the imagining phase at the beginning, it is possible that some of the participants may say that they know little about the life of the character they have to act. Tell them that this does not matter and that they should use their imagination as much as possible.

The power of this activity lies in the impact of actually seeing the distance increase between the participants, especially at the end when there should be

a big distance between those who stepped forward often and those who did not. To enhance the impact you should adjust the roles to reflect the reality of the children's own lives. As you do so, be sure you adapt the roles so that only a few people can take a step forward (i.e. answer yes). This also applies if you have a large group and have to devise more roles.

Follow-up

Read the story from 'Reality check': 'On the streets'

ON THE STREETS

Lee, 16

"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."

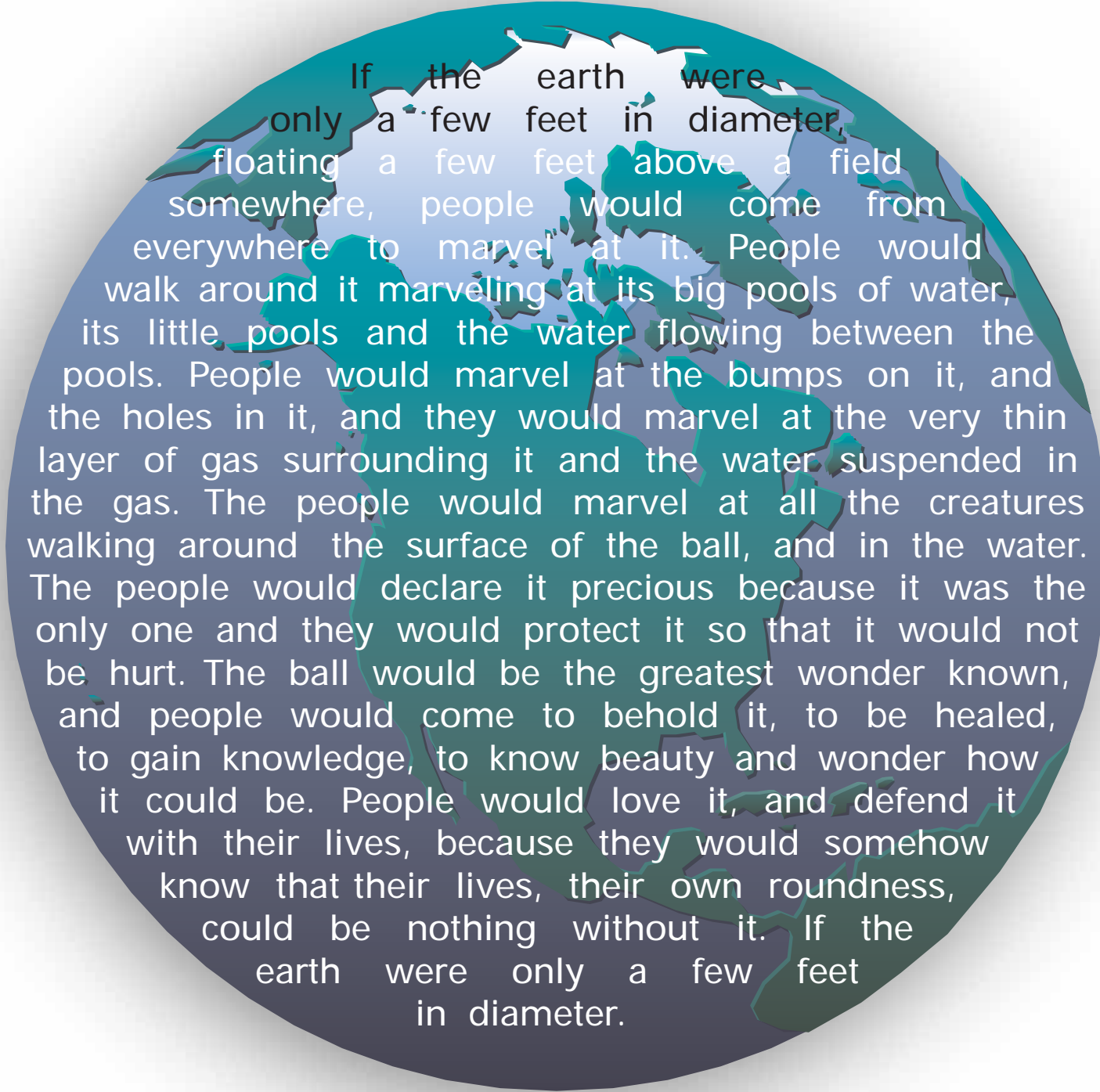
This is what happened.

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 organisation who work with street kids. 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."

1	You have always had enough money to do as you wanted.
2	You have a nice home with a telephone and a television.
3	You feel that you are respected by everyone around you.
4	You feel that your opinions count and people listen to you.
5	You have completed or will complete your secondary schooling.
6	You are not afraid of being stopped by the police.
7	You know where to turn for advice and help if you need it.
8	You have never felt discriminated against.
9	You can see a doctor and get medicines when you need it.
10	You can go away on holiday once a year.
11	You can invite friends round any time.
12	You have an interesting life and are positive about the future.
13	You feel you can study and follow the profession of your choice.
14	You are not afraid of being harassed or attacked in the street.
15	You can go to the cinema or the theatre at least once a week.
16	You can fall in love with the person of your choice.
17	You eat healthily and what you want.
18	You can use and benefit from the Internet.
19	You can easily go out with your friends.
20	You can work for money.

ROLE CARDS

You are a 16-year-old pregnant school girl.	You are the daughter of a wealthy businessman. You are 18 and studying at University.
You are 15 and you suffer from dyslexia.	You are a 15-year-old boy who lives in the street; you left home because of your abusive father.
You are the daughter of an ambassador to the country where you are now living.	You are a disabled university student, you use a wheel chair to get about.
You are an illegal immigrant from a war-torn country, you don't have your family with you.	You are a fashion model of African origin.
You are a 17-year-old exchange student from the Middle East.	You are a 13-year-old boy who has been bullied at school.
You are a famous children's television presenter. You are Muslim.	You are an 11-year-old orphan, living in an orphanage in Eastern Europe.
You are a 16-year-old girl soon to be married to a man you have never met.	You are a 13-year-old student with learning difficulties.
You are a 17-year-old political refugee; looking for asylum.	You are the son of an Asian you are immigrant who runs a successful business.
You are a brilliant footballer playing for a top European team. You are black.	You are 14, and your father is an unemployed alcoholic.
You are a teenage pop star.	You are yourself.
You are yourself.	You are yourself.



If the earth were only a few feet in diameter, floating a few feet above a field somewhere, people would come from everywhere to marvel at it. People would walk around it marveling at its big pools of water, its little pools and the water flowing between the pools. People would marvel at the bumps on it, and the holes in it, and they would marvel at the very thin layer of gas surrounding it and the water suspended in the gas. The people would marvel at all the creatures walking around the surface of the ball, and in the water. The people would declare it precious because it was the only one and they would protect it so that it would not be hurt. The ball would be the greatest wonder known, and people would come to behold it, to be healed, to gain knowledge, to know beauty and wonder how it could be. People would love it, and defend it with their lives, because they would somehow know that their lives, their own roundness, could be nothing without it. If the earth were only a few feet in diameter.

DICTIONARY

Produced by SAVE THE CHILDREN

There may be a few words in the Child Friendly Version of the Outcome Document that are hard to understand. So we are giving you a small dictionary to help you out with some of the more difficult words.

Access: to be able to use or benefit from something (e.g. education or health care services).

Adapted: the way something changes - or is changed - to make it fit or suitable for doing something.

Adolescent: Young people between the ages of approximately 10 and 18

Affordable: something that someone with an average or low income can pay for.

Anaemia: the poor condition of someone's blood as a result of something being missing.

Civil Society: all those organisations (such as NGOs, trade unions, churches and faith groups, charities, women's groups, environmental movements, community groups and associations) which result from people getting together to help each other or help other people. Every kind of organisation that is not part of government or the private/business/commercial sector.

Committee on the Convention on the Rights of the Child [the CRC]: a group of experts on children from all over the world who meet in Geneva three times a year to hear what governments have been doing to protect and promote children's rights. They are elected by the governments of the world.

Compulsory: something you have to do, are required to do, something unavoidable

Deficiency: a lack of something which results in a problem.

Democracy: a system of government based on free elections involving all adults choosing their elected representatives; also includes respect for freedom of speech, religion and opinion and the respect for the rule of law.

Development: giving people more control over their lives and more choices about how they live. This requires them to have their basic needs satisfied (for example, for food, money and shelter). Also sometimes defined more narrowly as economic growth.

Disabilities: physical (such as lacking part of an arm or leg or having a defective limb, organism or mechanism of the body) or mental problems. But disability also needs to be seen as the disadvantage which results from the way societies are organised which takes little or no account of people who have such difficulties and excludes them from ordinary social life.

Discrimination: the unequal treatment of people because of prejudices or preferences against someone's race, colour, sex, language, religion, political opinion, disability, etc.

Economic growth: an increase in the production of all kinds of goods (such as cars, clothes, food, cooking pots and petrol) and services (such as banks, hospitals, shops, bars, hotels and taxis).

Exploitation: mistreatment, taking advantage of someone, using someone selfishly. As in making a child work to pay off their parent's debts or making them do dangerous or illegal work in order to make someone else better off.

Fair Trade: Paying a 'fair' price for goods produced in developing countries that makes sure that the ordinary people making the product are given a good price for what they grow or make

Female Genital Mutilation (FGM): The removal of the sensitive part of a girl's or young woman's sexual organs for cultural reasons.

Gender: the way in which different cultures and societies understand the biological differences between men and women; what it means to be feminine and masculine in particular cultural and social settings and how this influences ideas about what women and men, girls and boys will do and how they will behave.

General Assembly: one of the 6 major bodies or parts of the United Nations and the one where most discussions between governments take place. Each government has one vote. A lot of the General Assembly's work goes on in 6 smaller committees. As well as its regular meetings the General Assembly can call Special Sessions to discuss important issues.

Generation: the group of people in a country's population who were all born about the same time or who were born between certain years e.g. 1990 - 2000.

Global community: all the people of the world or all their governments.

Globalisation: the way in which economic and social change is becoming more and more global as a result of the growth of international trade, political changes and developments in computer and communications technologies. Some people also see it as being the result of the growing power of large companies which operate in many different countries of the world. One of the results of globalisation has been the way

in which more and more developing countries have become part of the world economy.

HIV/AIDS: Human Immunodeficiency Virus [HIV] is what causes Acquired Immunodeficiency Syndrome [AIDS] by infecting cells of the body. By causing the breakdown of the body's own system of protection it results in various serious symptoms and diseases which can result in death. HIV infection is spread through unprotected sex (without a condom) or through exposure to blood from injecting drugs into the body (via contaminated needles or syringes). HIV can also be transmitted from mother to child through birth or by breastfeeding or through blood transfusions.

Hostage taking: when someone is taken away by force and is used as part of a negotiation or other bargaining process by threatening to hurt them (e.g. to get a government to do something).

Hygiene: way of keeping healthy.

Immunisation: protecting people from diseases by giving them a mild but not dangerous form of the disease.

Indigenous: the original or native inhabitants of a place; the people who first lived in a place. Often now in danger from other people who want control over their land or resources.

Instability: when a country is suffering from a bad economic, social, military or political situation which makes it difficult to carry on as normal.

Integration: bring together different groups (for example, children with and without disabilities; children from different races or ethnic groups) so that they are treated equally and enjoy the same use of services, etc.

Intellectual development: the growth of the mind; an increase in understanding, the ability to analyse a problem and other and mental skills

Investments: something you put money into in order to make something happen at a later date (such as investing in a factory to produce cars or investing in children in order to make healthier and well educated adults)

Iodine: a chemical element that is needed in very small amounts by people to stay healthy. Without iodine people can suffer from an ugly swelling in the neck and/or from problems in their mental development.

International Labour Organisation (ILO): was founded in 1919 to advance social justice and better living conditions throughout the world. In 1946 it became the first

specialised agency associated with the United Nations. Its work is agreed by representatives of three groups with equal status: workers' and employers' and governments. Child labour is a key focus of work for the ILO.

ILO Convention 138: States agree to work towards effectively ending child labour. It also says that States will raise the age at which children can start working to an age that is appropriate to the child's physical and mental development.

ILO Convention 182: The aim of this convention is to stop the worst forms of child labour. The convention clarifies what are the worst forms of child labour and says what governments should do to stop them from happening.

Justice system: all the people and procedures (such as courts, judges, lawyers and prisons) that societies create in order to deal with crime and people who have broken the law.

Law enforcement: people whose job it is to make sure that people obey the law (such as policemen).

Malnutrition: the result of not getting enough food to maintain a healthy body.

Millennium Development Goals: These are 8 goals that the governments agreed to reach by the year 2015. They are:

- reducing poverty and hunger
- making sure everyone goes to primary school
- making sure that boys and girls are treated equally and women are empowered
- reducing the number of children that die before their 5th birthday
- improving the health of mothers
- reducing the number of people who are affected by HIV/AIDS, malaria and other diseases
- making sure that the environment is around for future generations work together for development

Natural Resources: things that people can use which are provided by nature and which can be found around us (such as oil, coal, fish, diamonds, water and trees).

Negotiations: discussions to agree to or arrange something.

NGO (non-governmental organisation): any organisation which is not part of government (and which is also not a business or company aiming to make a profit)

which exists to help people who have some sort of problem (such as poverty or disability) or to protect something (such as animals or plants) which is in danger.

Orphaned: When one or both a child's parents have died

Participation: being involved in, playing a part in, something. Having your voice heard and being taken seriously — usually when decisions are being taken about something. However, participation can also be 'tokenistic' — meaning that you're not being taken seriously and it's only happening to keep you happy or because it looks nice.

Physical development: the growth of the human body and its various organs towards a fully developed state.

Poliomyelitis (Polio): a serious disease caused by a virus which often results in physical disability.

Pollution: something that damages or spoils the environment/the natural world (such as dangerous chemicals, gases or rubbish). Pollution is often dangerous to people's health and to the survival of animals and plants when it gets into the air, water or the ground.

Poverty: the state of having so little resources (such as money or land) that you are unable to get the basic necessities of life (such as food, clothes, and housing) and to join in the life of your local community or society.

Priority: the most important thing or one of the most important things.

Refugees: people who are forced to move from their homes into another country as a result of dangers and/or threats such as war, natural disaster, political persecution, etc.

Sanitation: effective and safe ways of getting rid of human waste that protect people's health.

Secretary General: the head of the United Nations, elected by all the governments of the world. Currently Kofi Annan, who was elected in 1997 and who is the UN's seventh Secretary General.

Sexual exploitation: mistreating, abusing and/or taking advantage of someone by involving them in sex work or sexual activity which is illegal or inappropriate.

Social development: the way in which societies evolve and become more complex in order to deal with social issues like health, education, poverty, crime and homelessness.

Standards: a measure of the performance expected in doing something; the level of achievement that needs to be reached in doing something.

Strategies: plans for achieving an agreed goal or objective.

Stunted growth: delays or blocks to the normal physical or mental development of a person.

Technology: industrial or other processes which involve using scientific or other knowledge to solve problems or produce things.

Terrorism: acts of violence (e.g. attacks, bombings, kidnapping) used by organised groups of people to try and achieve political goals such as a change of government.

Tobacco: a plant from which the leaves are dried and prepared before being used for smoking in cigarettes, pipes or cigars.

Trafficking: illegal trading (that is, buying and selling) in people, especially women and children. Often occurs across the borders of different countries, especially between richer and poorer countries.

UNICEF: the United Nations Children's Fund, originally set up in 1946 as the UN International Children's Emergency Fund. The main organisation in the United Nations which works for the protection, survival and development of children. It works closely with governments around the world to provide services to children such as medicines, vaccines, water, food and schooling.

United Nations: created after the Second World War to provide a place for all the countries of the world to discuss problems and deal with issues that affect them all. It has a key role in trying to maintain international peace and security. The United Nations is based in New York and Geneva, but also has offices in other countries.

United Nations Millennium Summit: This was a meeting that took place in September 2000, with many Heads of State of the member countries of the UN. At this meeting, the governments said that they would work together to make sure that the Millennium Development Goals would be reached by the year 2015.

Upholding: supporting something (such as a law or a traditional way of doing something) by actions or behaviour.

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¹ Adapted from Fountain, Susan. *Education for Development: A Teacher's Resource for Global Learning*. UNICEF, Hodder & Stoughton, 1995.



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