

Children of the world

The educational kit Children of the World takes us on a trip around the world through the eyes and experiences of children in all four corners of the Earth.

An educational kit for pre-school and elementary school children



Centrale des syndicats
du Québec



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We know that this educational kit would have pleased the late Ms. Monique Fitz-Back, our sadly missed union staff representative at the CSQ and co-founder of the EVB movement, who remained committed to the cause of children and spent several years in Chad.

This document is dedicated to all of them.

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UNICEF/HQ97-0954/Jeremy Horner

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Jean Robitaille

Introduction

Children of the World

Our educational kit, Children of the World, takes us on a trip around the world through the eyes and experiences of children in all corners of the Earth. It is a tour of the world geographically, but also socially and culturally, as it gives an overview of eight major issues facing our contemporary world.

These young witnesses explain the world in their own way and the context in which they live. The entire project is carried out by and for children. And, for good measure, it challenges us to look together for the links between cause and effect, and in the process, demonstrates the creative strength of the young citizens of this world.

With UNICEF as one of the key contributors, it will be established through photos and concrete examples that today's utopia is tomorrow's reality. This material was made possible thanks to funding by the Canadian International Development Agency (CIDA).

For whom is Children of the World intended?

Children of the World is mainly designed for pre-school and elementary school children in Quebec, and for the educational staff who work with them. Specialists and generalists from all disciplines, staff and all members of the school team can participate by accompanying the children in their projects. Later on, this material will be adapted for daycare centres (CPEs) and environmental NGOs. It might also serve as an inspiration for high school and college staff.

What is Children of the World?

This is a kit that, through the lives of eight young witnesses, describes eight issues affecting our world today. In exploring the eight educational activities set out in this guide, each pupil will be able, in his or her own way, to better understand these issues, propose solutions, and ultimately take action!

Contents

Eight thematic case histories for pupils, each explaining an issue through a personal testimonial, and eight fact sheets for the facilitator:

1. Ending war
2. Health care
3. Ending the vicious cycle of poverty
4. Respecting rights
5. Eradicating HIV/AIDS
6. Access to a better education
7. Ending exploitation, abuse and violence
8. Protecting the environment

Eight educational activities

1. I'm going on a trip!
2. A carnival of colours
3. Moving right ahead...
4. On the menu today... the world!
5. Looking for the why of why
6. Prime Minister for a day...
7. A world in... art!
8. I care about my world... I'm taking action!

Educational approach

In exploring these eight activities, pupils discover the world and its realities. The activities employ a number of strategies to help pupils make their own discoveries, determine the causes and consequences of these problems and issues, and try to find solutions. This "pedagogy of hope" is designed to help pupils acquire knowledge and a variety of competencies through various activities involving co-operation.

Enabling pupils to be an integral part of the search for solutions helps them become proactive and move into action, changing the world one small step at a time – and all the while, learning!

General reminder

The proposed activities cover issues and problems encountered all over the world. We recommend that facilitators demonstrate how we experience these same problems (poverty, health issues, environmental problems, etc.) here, but on a different scale. The objective is to further pupils' understanding of the problem and efforts to find solutions. To put it another way, the idea is not to create a group of heroes who set off to save the world...

Duration of each activity

As each group is different and the kit is designed for all pre-school and elementary school children, no set time frame has been incorporated for the educational activities.

Level suggested

Most of the activities have been divided into two sections: pre-school and Elementary Cycle One pupils; and Elementary Cycle Two and Three pupils. The reference to cycles, however, is merely intended as a yardstick. The activity can be adapted to the participating group.

Additional activities

A few suggestions for additional activities have been included for each activity, and others will be available on the website created for the EVB movement, as soon as they are completed. Once you have tried the activities, you are invited to share your experiences on the EvbWiki website:

evbwiki.tuxcafe.org/index.php/Accueil

Knowledge and competency assessment form

Assessment of knowledge and competencies acquired

	I'm going on a trip!	A carnival of colours	Moving right ahead...	On the menu today... the world!	Looking for the why of why...	Prime Minister for a day...	A world in... art!	I care about my world... I'm taking action!
Subject Areas								
English Language Arts								
Mathematics, Science and Technology								
Social Sciences								
Arts Education (Visual Arts, Drama, Music)								
Personal Development								
Broader Areas of Learning								
Health and Well-being								
Personal and Career Planning (Entrepreneurship)								
Environmental Awareness and Consumer Rights and Responsibilities								
Media Literacy								
Citizenship and Community Life								
Cross-curricular Competencies								
Intellectual competencies								
Using information								
Problem-solving								
Exercising critical judgment								
Using creativity								
Personal and social competencies								
Constructing his/her identity								
Co-operating with others								
Methodological competencies								
Adopting effective work methods								
Using ICT								
Communication-related competency								
Communicating appropriately								

theme 1

Ending war

Excerpt from the children's declaration, "A World Fit for Us"¹:

In this world, [...] we see an end to war:

- world leaders resolving conflict through peaceful dialogue instead of by using force;
- child refugees and child victims of war protected in every way and having the same opportunities as all other children;
- disarmament, elimination of the arms trade and an end to the use of child soldiers.

Important facts

- > It is estimated that approximately 300,000 children – girls and boys under the age of 18 – are involved in more than 30 conflicts around the world. Child soldiers are used as combatants, lookouts, pack-carriers and cooks, or are forced to provide sexual services.
- > Any child who has been integrated into armed forces to perform any of those tasks is considered to be a child soldier. The definition is not restricted to a child who bears arms.
- > Worldwide, it is estimated that since 1990, 90% of the deaths linked to conflicts have been among civilians, including women and children in 80% of the cases.

Causes of the problem

- > Children are more at risk of becoming child soldiers if they are separated from their family, if they have left home, if they live in combat zones, or if they have not had much education.
- > Some child soldiers are kidnapped or enlisted by force. Others are induced to enlist because of poverty, abuse or discrimination or because they want to avenge acts of violence committed against them or their family.
- > The vast number of light arms in circulation has contributed to the use of children as soldiers and to the perpetuation of violence once conflicts have ended.
- > In some situations, children's participation as soldiers may even be accepted or encouraged. Children may engage in war voluntarily, without understanding the dangers or violence to which they are exposed. In most cases, the children are reacting to economic, cultural, social and political pressures.

Consequences

- > In periods of conflict, families and local communities are less able to look after their children and protect them.
- > Armed conflicts leave the population at the mercy of horrifying forms of violence: systematic rape, kidnapping, amputations, mutilations, forced displacement, sexual exploitation and genocide.
- > With the ensuing breakdown of social structures, girls become more vulnerable to unwanted pregnancies and there is heightened risk of children becoming separated from their families, becoming orphans, contracting sexually transmitted infections, being handicapped and suffering severe long-term psychosocial consequences.



UNICEF/HQ01-0222/Roger LeMayne

¹ Message from the Children's Forum, delivered to the UN General Assembly Special Session on Children by child delegates, Gabriela Azurduy Arrieta (from Bolivia) and Audrey Cheynut (from Monaco) on May 8, 2002.
www.unicef.org/specialsession/documentation/childrens-statement.htm



Solutions

- > It is essential to create a protective environment for children. In 2002, the Optional Protocol to the Convention on the Rights of the Child (CRC) on the involvement of children in armed conflict came into force, prohibiting the participation of children under the age of 18 in conflicts.
- > It is imperative that international treaties (CRC, Geneva Convention) be respected and enforced. International penal law must be revised so that grave violations of humanitarian and human rights can be the object of criminal proceedings.
- > High importance must be given to the reintegration of child soldiers in demobilization, disarmament and assistance programmes.
- > The media and civil society can greatly help influence public opinion and encourage various initiatives.

Hope

- > Children's participation is essential. By allowing children to express themselves and by listening to them, we enable children to have a say in their own protection and in the life of their community and country.
- > In the same vein, governments can see to it that crimes committed against children do not go unpunished and that procedures adapted to suit children be set up so children can participate in obtaining truth and justice.
- > Families' and communities' resources must also be reinforced. With adequate training and materials, the latter can prevent children's separation from their families, provide psychosocial support to children affected by war, and raise awareness of the dangers of landmines.
- > In Québec, a number of activities can be done in class to combat violence and promote peace, such as special theme days: International Day of Peace, International Disarmament Week and Québec International Solidarity days.

theme 2

Health care

Excerpt from the children's declaration, "A World Fit for Us"¹:

In this world, [...] we see the provision of health care:

- affordable and accessible life-saving drugs and treatment for all children;
- strong and accountable partnerships established among all to promote better health for children.

Important facts

- > Each day, 29,000 children die of causes that are readily avoidable.
- > The first month of life is the most dangerous period for the world's children. More than a third of all children less than five years of age die in this one-month period alone.
- > In 2003, the principal causes of death among children under five, excluding the neonatal period, were pneumonia, diarrhea, malaria, measles and AIDS.
- > Significant progress has been made in the last fifty years. Mortality rates among children under five dropped from 210 per 1,000 births to 79 per 1,000 births between 1955 and 2004.
- > However, preventing the death of these children is only the first phase of the work focusing on children's health. Survival must be accompanied by the necessary material conditions for children to optimally develop and flourish.
- > Currently 83% of the world's population – i.e., close to 5.2 billion people – has reliable access to safe water, and 1.1 billion people still do not.

Causes of the problem

- > Under-nutrition is an underlying cause of 53% of the deaths among children less than 5 years old. The quality and quantity of food and proper breastfeeding practices play crucial roles in children's health.
- > Diarrhea is the second major cause of death among children under five. Dehydration and the other side effects of diarrhea may not actually kill children, but can clearly weaken their immune system and aggravate the effects of other infections. Difficult access to potable water is no doubt to blame in many cases of diarrhea.
- > With close to 50% of the world's population exposed to risks of contracting malaria, this disease continues to be a very serious problem. In Africa, a child dies of malaria every 30 seconds – 3,000 children a day. As for measles, it is directly responsible for the deaths of a half a million children annually. Even when it does not result in death, measles is often the cause of blindness, pneumonia and deafness.
- > Lastly, AIDS is spreading and is threatening the survival of the entire population of Africa. To give an example, sub-Saharan Africa has only 10% of the world's population but accounts for 77% of all AIDS-related deaths.

Consequences

- > Sub-Saharan Africa has more than 80% of the world's AIDS orphans. For the first time in history, the children of sub-Saharan Africa are not very likely to live as long as the preceding generations. Life expectancy is only 46 years of age.
- > If the trend holds, between now and 2010 there will be up to 25 million children orphaned in the world because of AIDS.
- > Health problems and poverty form a vicious circle. Health problems very often lead to poverty, which in turn accentuates health problems by preventing many families from getting the medications and mosquito nets that could save their children's lives.

¹ Message from the Children's Forum, delivered to the UN General Assembly Special Session on Children by child delegates, Gabriela Azurduy Arrieta (from Bolivia) and Audrey Cheynut (from Monaco) on May 8, 2002.

www.unicef.org/specialsession/documentation/childrens-statement.htm

Solutions

- > Neonatal fatalities could be greatly reduced through the development of obstetrics services and centres and community health services, including qualified midwives, and by promoting breastfeeding.
- > Vaccination is an economical method that has been proven to reduce morbidity, disability and mortality among children. In 2003 alone, vaccinations helped avert two million deaths. Vaccination also helps reinforce healthcare systems and is an excellent economic investment, given that it contributes to better health and less poverty.
- > Affordable access to drugs, particularly those used in treating AIDS, is essential.



Hope

- > For fifty years, it has been acknowledged that not only is it necessary to save the lives of millions of children, it is completely do-able, using not very costly resources that are readily accessible. For example, simply using mosquito nets greatly reduces the spread of malaria.
- > The official eradication of smallpox in 1979 is a shining example of success. Progress in eradicating polio is also very encouraging. In 1988, there were 350,000 cases of polio reported in 125 countries; in 2005, there were only 636 cases, and only 6 countries were affected.
- > One of the most significant recent developments in the struggle against child mortality has been the discovery that taking vitamins and zinc can minimize the impact of a number of infectious diseases.
- > Education and information enable children to better protect themselves against illness. They themselves can become agents of changes in behaviour. In countries of the North, children can continue to pressure governments and the pharmaceutical industry to lower the cost of medications and make them more accessible to countries in the South.

theme 3

Ending the vicious cycle of poverty

Excerpt from the children's declaration, "A World Fit for Us"¹:

In this world, [...] we see an end to the vicious cycle of poverty:

- anti-poverty committees that bring about transparency in expenditures and give attention to the needs of all children;
- cancellation of the debt that impedes progress for children.

Important facts

- > In 2006 in Canada, the low-income cut-off for a person without dependents, after taxes, ranged from \$11,500 in rural areas to \$17,500 in big cities. For a family of four, the cut-off was \$22,000 in rural areas and \$33,000 in big cities.
- > In 2002, there were more than a million poor children in Canada. Contrary to what many people believe, a majority of poor parents have jobs. The risk of a family being poor is twice as high if the parents have not finished high school than if they have earned their high school diploma.
- > Poverty worldwide is still just as extensive. Nearly half of humanity has to live on two dollars a day, and 1.5 billion people have no access to potable water, including 850 million children.
- > Inequalities are constantly growing. In 1960, according to the Human Development Report, the 20% of the world's population living in the richest countries had an income 30 times higher than that of the poorest 20%. In 1995, their income was 82 times higher. The concentration of wealth is such that the three wealthiest people in the world have a greater fortune than the revenue of the 48 poorest countries.

Causes of the problem

- > Poverty can be based on a number of factors. It stems from social causes: divorce and separation, gender (more women are poor), illness or personal problems, lack of solidarity among people, or discrimination against minorities. It also stems from inadequate policies: inadequate programmes to redistribute the wealth, insufficient aid programmes, etc.
- > Lastly, institutions and the organization of work also cause poverty: school systems with a high drop-out rate among young people, economic slowdowns, and very low wages.
- > The causes of international inequalities lie more in the economic disequilibrium between North and South than in insufficient resources. Wars, conquests and particularly colonization have helped divide the planet in two. On one hand, the victors monopolize the wealth of the defeated countries and today set the rules of the economic game. On the other, the vanquished are caught in a bind between a demographic explosion and reimbursement of colossal colonial debts contracted with the North.

Consequences

- > Poverty causes health problems that prevent individuals from earning their living. A vicious cycle is created: poverty gives rise to illness and illness gives rise to poverty. It is also gaining ground in countries in the North, particularly in urban areas.
- > In the past 50 years, the world population has doubled. Yet it is mainly the poorest regions of the planet that are witnessing the most rapid population increases. In the last ten years, 911 million new-borns have seen the day in countries in the South, compared to 57 million in countries in the North. Yet the latter 57 million children have engendered more consumption and pollution than the 911 million children born in poor countries. A vicious circle also exists between poverty and environmental degradation. To meet their needs, poor populations have no choice but to overexploit their countries' resources. This overexploitation impoverishes them further as it causes the disappearance or exhaustion of natural resources.

¹ Message from the Children's Forum, delivered to the UN General Assembly Special Session on Children by child delegates, Gabriela Azurduy Arrieta (from Bolivia) and Audrey Cheynut (from Monaco) on May 8, 2002.
www.unicef.org/specialsession/documentation/childrens-statement.htm



UNICEF/HQ97-0097/Donna De Cesare

Solutions

- > Policies to redistribute the wealth have a major impact on families' poverty. Countries with coherent social policies succeed in reducing poverty significantly.
- > International aid from the North to developing countries in the South must be improved. The Millennium Development Goals (MDG) recommend that countries from the North give 0.7% of their gross national product (GNP) in public development aid.
- > Education systems must be reinforced to reduce the drop-out rate in countries of the North, and to offer an education for all in the South.
- > A better organization of work must be encouraged to ensure a decent salary to men and women workers.
- > Community organizations that work to improve the living conditions of poor people must be encouraged and given more funding.

Hope

- > Young people can help reduce the impact of poverty suffered by too many children around the world. For example, Halloween is an important event in raising money for UNICEF.
- > Children can also question elected officials about steps they are taking to reduce poverty.
- > Locally, young people can organize projects to help those who are most in need and the organizations that come to their assistance.



theme 4

Respecting rights

Excerpt from the children's declaration, "A World Fit for Us"¹:

In this world, [...] we see respect for the rights of the child:

- governments and adults having a real and effective commitment to the principle of children's rights and applying the Convention on the Rights of the Child to all children;
- safe, secure and healthy environments for children in families, communities, and nations.

Important facts

- > The Convention on the Rights of the Child, which was adopted in 1989, is the first legally binding international instrument that sets out an entire panoply of human rights (cultural, economic, political and social).
- > The fundamental rights recognized by the Convention are as follows: that States Parties must ensure to the maximum extent possible the survival and development of the child; the right to be protected against harmful influences, abuse and exploitation; and the right to participate fully in family, cultural and social life.
- > The four basic principles of the Convention are: non-discrimination; the best interests of the child in priority; the right to live, to survive and to develop; and respect for the child's opinions. All rights recognized in the Convention are based on human dignity and the harmonious development of each child.
- > Concretely, all children in the world also have the right to be treated in the same way, regardless of their race, nationality or religion; the right to food; the right to an identity; the right to education; the right to protection against violence and aggression; the right to better health care, potable water and a clean and secure environment; the right to have their development ensured. Governments have the responsibility of ensuring that the rights of children are respected.
- > Children also have the right to be protected against all forms of exploitation, to live in an atmosphere of peace, and to receive legal assistance and fair treatment.

Why rights for children?

- > Children are individuals, not possessions of their parents or the State, or 'incomplete' persons.
- > Children begin their life in total dependence. When the people who look after them are not able to do so, society must take over.
- > Children are seldom heeded, and their viewpoints are rarely taken into account in the political process.
- > Children's healthy development is decisive for the future prosperity of societies. The price to pay for neglecting children's needs is enormous.

Consequences

- > In agreeing to honour the obligations stipulated in the Convention, i.e., by ratifying or adhering to the Convention, governments pledge to defend and guarantee the rights of children and honour their commitments before the international community.
- > Human rights are the standards for recognizing and safeguarding the dignity of all human beings. They govern the way we live in society and the relationship that binds individuals to governments and establishes governments' obligations towards them.



UNICEF/HQ07-0945/Jeremy Horner

¹ Message from the Children's Forum, delivered to the UN General Assembly Special Session on Children by child delegates, Gabriela Azurduy Arrieta (from Bolivia) and Audrey Cheynut (from Monaco) on May 8, 2002.
www.unicef.org/specialsession/documentation/childrens-statement.htm



Solutions

- > Governments must fulfill their obligations and put these principles into practice. Creating an independent agency to oversee and monitor the situation of children is essential. Such an agency, as it exists in England, New Zealand and Sweden, would notably be mandated to ensure that the Convention on the Rights of the Child is respected.
- > The Convention specifically describes the family as the fundamental group of society and the natural environment for the growth and well-being of all its members, particularly children. As parents are responsible for the care and counsel to be given to children, governments must help parents by offering them material assistance and support programmes.
- > Governments must also prevent children from being separated from their families, unless such a separation is necessary for the best interests of the child.

Hope

- > The Convention on the Rights of the Child is primarily directed at governments, but it commits all members of society to be responsible. Generally speaking, children's rights are only enforced if everyone agrees to do so: parents, educators, professionals, administrations, etc.
- > Children have the right to express their opinions and have their views taken seriously. But they also have the responsibility of respecting the rights of others, particularly those of their parents.
- > The Convention specifies that children not only have rights, they are also entitled to know and exercise these rights. It is therefore up to the school, as the main public educational institution, to ensure that all persons, and particularly children, are informed of their rights and can exercise those rights.

theme 5

Eradicating HIV/AIDS

Excerpt from the children's declaration, "A World Fit for Us"¹:

In this world, [...] we see the eradication of HIV/AIDS:

- educational systems that include HIV prevention programmes;
- free testing and counselling centres;
- information about HIV/AIDS freely available to the public;
- orphans of AIDS and children living with HIV/AIDS cared for and enjoying the same opportunities as all other children.

Important facts

- > In 2005, the number of children under 15 years of age who were living with HIV was estimated at 2.3 million. In 2005 alone, about 380,000 children died of AIDS and 540,000 were infected with the virus.
- > Approximately 62% of all children in the world living with HIV/AIDS and 80% of children orphaned by AIDS live in sub-Saharan Africa. Every day, 6,000 young people and close to 2,000 children become infected with HIV.
- > Since the end of the 1970s, 23 million people have succumbed to this disease. The number of deaths resulting from this epidemic will reach 45 million by 2010.
- > Women and girls represent almost half of all those infected with HIV/AIDS.

Causes of the problem

- > Violence, armed conflicts, sexual discrimination, sexual abuse and unequal power relations (e.g., marrying girls to much older men) are all factors that increase children's risk of contracting HIV.
- > Stigmatization and discrimination are the main obstacles to screening, treatment and AIDS prevention. This explains in part why in some countries, up to 90% of those infected with HIV/AIDS are not aware of their condition and spread the disease without knowing.
- > Studies conducted with young people from 60 countries on HIV-related behaviour and knowledge have revealed that the vast majority of respondents were unable to accurately explain how HIV/AIDS is transmitted. For example, one fifth of the students in a high school in Botswana were convinced that they could unmask at-risk partners just by looking at them.

Consequences

- > In some countries, the epidemic is destroying several decades of advances in development. For one thing, the rate of infant/child mortality is expected to double in the countries most severely affected.
- > Young people and women represent the new face of HIV/AIDS. Girls run a very high risk of contracting the virus.
- > So far, more than 15 million children have lost one or both parents as a result of AIDS.



UNICEF/HQ97-1031/JGiacomo Pirozzi

¹ Message from the Children's Forum, delivered to the UN General Assembly Special Session on Children by child delegates, Gabriela Azurduy Arrieta (from Bolivia) and Audrey Cheynut (from Monaco) on May 8, 2002.
www.unicef.org/specialsession/documentation/childrens-statement.htm

Solutions

- > Legislation must guarantee the inheritance rights of women and children who, as a result of HIV/AIDS, have lost someone who provided for their needs or looked after them. The rights of young people with HIV must also be protected, and anti-discrimination legislation must be passed to ensure equal opportunities and access to educational and healthcare services.
- > It is imperative to guarantee access to education to children infected with HIV/AIDS. Education reduces their vulnerability to exploitation. Resources and expertise must be invested to monitor the situation of vulnerable households, help families that are willing to take in or adopt orphaned children, and reinforce community services.
- > Help must be offered to mothers with HIV/AIDS so that they don't transmit the virus to their children, by providing them with basic anti-retroviral drug therapy and advice on the available options for feeding their infants. The drugs must be accessible to countries in the South.
- > Finally, it is important to overcome prejudices, the sense of shame and exclusion often experienced by children infected with, orphaned or made vulnerable by HIV/AIDS.



Hope

- > The media can help raise public awareness, dispel false ideas and shatter taboos surrounding HIV/AIDS, to make it an acceptable topic of discussion and provide reliable information on the illness and means of prevention. Children speaking out and participating can help break the silence and exclusion.
- > The proof is out there: young people are the ones who make it possible to overcome HIV/AIDS. No matter where in the world, the prevalence of HIV/AIDS drops among young people who have been given the necessary means and motivation to adopt behaviour that doesn't place their health at risk and that curbs the spread of AIDS.
- > Children's awareness, knowledge and involvement are particularly important with regard to the risks and impact of HIV/AIDS. All evidence points to the fact that investing in young people and children and ensuring that they have the information, expertise, services and protection they need to make decisions that do not endanger their health is the best strategy to combat this disease.

theme 6

Access to better education

Excerpt from the children's declaration, "A World Fit for Us"¹:

In this world, [...] we see the provision of education:

- equal opportunities and access to quality education that is free and compulsory;
- school environments in which children feel happy about learning;
- education for life that goes beyond the academic and includes lessons in understanding human rights, peace, acceptance and active citizenship.

Important facts

- > In 2006, 115 million elementary school age children were not attending school: that is, 12% of all the children on the planet, a majority of whom were girls (62 million). This is nonetheless an improvement over what prevailed in 1999, when 15% of all elementary school age children were not in school.
- > Millions of children drop out of school before acquiring an elementary level of knowledge, competencies and aptitudes.
- > Girls more often find themselves out of the school circuit than boys, and run a greater risk of being obliged to work. The most vulnerable categories also include minority ethnic groups and those with handicaps.
- > Countries in Africa and South Asia are the ones most affected. For example, only half of all boys and even a smaller percentage of girls finish elementary school in sub-Saharan Africa. A 16-year-old girl has, on average, three years of schooling. In comparison, in Québec in 2005-2006, the overall level of schooling was 15.6 years on average per person.

Causes of the problem

- > Poverty and malnutrition are major causes that prevent many children from going to school or learning under decent conditions.
- > For minorities, one cause of exclusion from the school system is the fact that the programmes and culture prevailing in the classroom are often ill-adapted to them.
- > There is a glaring need for resources. Many schools don't have enough books or teachers to attend to children in class.
- > Lastly, far too many countries are still obliged to impose school fees, even for elementary school and high school. Fees are charged to cover the cost of books or uniforms. Enrolment, examination or membership fees may also be charged. As a result, for many, school remains inaccessible.

Consequences

- > Our level of schooling influences our capacity to manage our life well, particularly when it comes to health. Lack of education keeps populations in precarious and poorly-paid jobs. In contrast, education makes it possible to have a better life. It puts an end to the generational cycles of poverty and illness.
- > No significant or enduring societal transformation or lessening of poverty will be possible in the world as long as girls have no access to the basic education they deserve.
- > Educated women marry later, have fewer children and are more apt to know how to protect themselves and protect their families against the vicissitudes of life.

¹ Message from the Children's Forum, delivered to the UN General Assembly Special Session on Children by child delegates, Gabriela Azurduy Arrieta (from Bolivia) and Audrey Cheynut (from Monaco) on May 8, 2002.

www.unicef.org/specialsession/documentation/childrens-statement.htm



UNICEF/HQ05-0863/Shehzad Noorani

Solutions

- > Abolish school fees for elementary school age children: “We are living in a world where children whose parents don’t have the means to pay for tuition fees, uniforms, desks, pencils, books, etc., are expelled from the classroom.” (UNICEF)
- > Adults must demand quality public services that are accessible to everyone, and get involved in citizens’ movements that pressure governments to work in concert with the various players in society. They must also show solidarity and critical thinking.
- > Governments in developing countries must invest in a sustainable way in the education system, improve the working conditions of staff, and take action to combat corruption.
- > The countries in the North and international institutions must lift the conditions for receiving aid that are imposed on developing countries and that impair the development of their public services. Forgiving the debt of countries of the South would also help the latter attain more suitable public services. In countries where these services are offered free of charge, residents’ living conditions improve.

Hope

- > Young people have an important role to play in making changes in the world. Actions taken for a more just world have an influence. Each small gesture linked with others counts. Young people are agents of change.
- > Here, young people can get involved in a number of ways: taking part in the Halloween campaign that makes it possible to build schools, signing petitions in favour of education for all, preparing a plea to be submitted to your MP or MNA, participating in the *Marche 2/3*, etc.
- > Teachers are close to children and their parents in their community. They can point out children who are engaged in child labour. This kind of monitoring is a first step. They can create committees, inform parents and the local and national authorities to raise their awareness of the value of education and the social costs of child labour.

UNICEF/ HQ07-0329/Christine Nesbitt



theme 1

Ending exploitation, abuse and violence

Excerpt from the children's declaration, "A World Fit for Us"¹:

In this world, [...] we see an end to exploitation, abuse and violence:

- laws that protect children from exploitation and abuse being implemented and respected by all;
- centres, and programmes that help to rebuild the lives of victimized children.

Important facts

- > Approximately 20% of all women and 10% to 15% of all men have been subjected to sexual abuse when children.
- > In Asia, it is estimated that there is a «shortage» of at least 60 million girls because of prenatal gender selection, infanticide or lack of care.
- > Of all the world's young people aged 5 to 17 years, 218 million are working. Of them, 132 million are between the ages of 5 and 14 years and 125 million are subjected to the worst forms of exploitation.
- > Relatively speaking, sub-Saharan Africa has the highest rate of child labourers. The most frequent and traditional form of child labour is domestic labour.
- > More than 8 million children are subjected to forced labour, participation in armed conflicts, or prostitution and pornography.
- > Lastly, 1.2 million children are victims of human trafficking.

Causes of the problem

- > Poverty is the most obvious reason why children work.
- > Tradition, lack of access to education and the demand for cheap labour are other major reasons for child labour.
- > Families in urban regions often recruit children from extremely poor families in rural villages. In many cases, these children are either orphans, abandoned or from single-parent families. Most of the time, the child depends completely on the family employing him or her, and this often turns into a situation that resembles slavery.
- > Many impoverished parents simply turn their children over to strangers in exchange for subsidizing them, in the hope that the children will be better off as unpaid domestics in a rich family than in their own family.
- > Children are also more docile because they are less aware of their rights, less difficult to manage, more servile and less likely to take time off.

Consequences

- > Violence can damage a child's physical and mental health, inhibit the child's faculties for learning and socialization, and jeopardize the child's future as an adult and parent. In the most extreme cases, it can cause the child's death.
- > When children are forced to work long hours, this interferes with their capacity to attend school. Girls are particularly disadvantaged, as they often look after household duties after working in the fields.
- > In agriculture, young people work from sunrise to sunset to sow and harvest the crops, spray pesticides and tend the livestock. It is important to distinguish between children who work in their family and those who depend on unscrupulous exploiters.

¹ Message from the Children's Forum, delivered to the UN General Assembly Special Session on Children by child delegates, Gabriela Azurduy Arrieta (from Bolivia) and Audrey Cheynut (from Monaco) on May 8, 2002.
www.unicef.org/specialsession/documentation/childrens-statement.htm



UNICEF/HQ96-0427/José Hernández-Claire



Solutions

- > Adults, particularly medical staff, social workers and teaching personnel, must receive training in prevention and protection. They must be able to recognize signs of abuse.
- > Education is the ideal alternative to children's work. Furthermore, schools must be safe environments for children.
- > Governments must promulgate laws that prohibit violence and enforce them. This can mean prohibiting corporal punishment, imposing heavy fines in cases of sexual abuse, requiring compulsory reporting of cases of violence, and adopting codes of conduct for adults working with children.
- > Practices must also be changed through information/education campaigns. The media can also play a role in changing mentalities, by promoting practices and behaviour that protect young people.
- > A country does not have to be rich to eliminate child labour. Legislation must be put in place to eliminate it.
- > Informal education can be envisaged for children who are obliged to work. Experiments with informal training are currently under way in Burkina Faso and Bangladesh.

Hope

- > It is possible to help children detect and avoid violent situations. Children must be informed of their rights and know how to safely report problematic situations to an adult.
- > In the Caribbean, UNICEF helped initiate an Xchange movement aimed at fostering positive changes in the lives of young people and adults. Participants in the programme make a commitment to adopt a positive lifestyle and conduct, and serve as a role model for others like them.
- > In South Asia, all forms of abuse and violence in the schools are prohibited by new legislation backed up by awareness programmes.
- > Abuse surveillance networks must also be set up to track maltreatment, particularly for child domestics.
- > Information and awareness efforts must also be on-going, on the fate of child soldiers.

thème 8

protecting the environment

Excerpt from the children's declaration, "A World Fit for Us"¹:

In this world, [...] we see the protection of the environment:

- conservation and rescue of natural resources;
- awareness of the need to live in environments that are healthy and favourable to our development;
- accessible surroundings for children with special needs.

Important facts

- > Nearly half the world's population is under 25 years old – i.e., nearly three billion human beings.
- > Up to one third of the world's diseases are caused by environmental problems like air or water pollution.
- > More than a billion people still do not have access to safe water. The situation has nonetheless improved since 1990, as the total percentage of people with access to safe water has risen from 77% to 83%.

Causes of the problem

- > Atmospheric pollution and indoor air pollution in the home, water contamination, lack of purification systems, toxic substances, disease vectors, ultraviolet rays and degradation of our ecosystems are all environmental risk factors for children and often for their mothers as well.
- > Poverty and the environment form a major vicious circle. Poverty puts enormous pressure on ecosystems (deforestation, wastewater, overfishing, etc.), while the degradation of the environment often goes hand in hand with heightened poverty and poorer health among the people affected.
- > Overconsumption in countries in the North plays a role in depleting our resources. Environmentalists estimate that if all the inhabitants of the planet adopted that type of lifestyle, it would take three to six more planet Earths to sustain!

Consequences

- > More than three million children aged five die each year due to environmentally-related causes and ailments.
- > Nearly 300,000 children die each year of physical accidental trauma that can be linked to domestic or community environmental dangers.
- > Climate change and global warming caused by human activities represent the greatest environmental challenge for the coming years. Global warming has major effects on health (smog, water quality, diseases transmitted by insects, etc.).



UNICEF/HQ05-1987/Georgina Cranston

¹ Message from the Children's Forum, delivered to the UN General Assembly Special Session on Children by child delegates, Gabriela Azurduy Arrieta (from Bolivia) and Audrey Cheynut (from Monaco) on May 8, 2002.

www.unicef.org/specialsession/documentation/childrens-statement.htm



Solutions

- > Very often, there are inexpensive solutions to environmental health problems. For example, all it takes is to filter and disinfect water in houses to considerably improve water quality and reduce the risk of diarrhea, at little cost.
- > Protection against malaria using mosquito nets treated with insecticide has proven its merits.
- > The World Health Organization (WHO) provides two partnership initiatives with institutions, governments and non-governmental organizations (NGOs). Launched in 2002, the one entitled a Global Initiative on Children's Environmental Health Indicators should make it possible, by monitoring and recording key indicators, to better gauge the problems that particularly affect children.
- > Education is crucial: mothers who are well enough informed to be aware of the risks posed by the environment in the home and the community are better equipped to limit or avoid the dangers.
- > There are more than 600 million children under the age of five in the world today. Only mothers who themselves are in good health and able to offer a healthy environment that is clean and hazard-free can protect their children's right to live. For them to succeed, all decision-makers, NGOs, communities and families must join forces to map out the main environmental hazards and eliminate them.

Hope

- > Children have the right to participate in decisions that affect their lives, be involved in their family's and their community's affairs and freely express their opinions. We have to foster greater community involvement in improving their environment, by being attentive to their needs and their solutions.
- > Through a series of small gestures, children and youth can help save the planet – by reducing their consumption of water, recycling paper and other items, composting garbage, etc. Children are often the ones who influence their parents to take action.
- > In the last few years, much progress has been made in encouraging children's participation. Young people's contributions at home, at school and in the community through municipal councils, youth associations, the media and international conferences can inspire and catalyze longstanding changes. They can transform the world.
- > On this subject, a growing number of national and regional forums are serving as platforms for children to define and express their opinions on the issues that concern them. Youth parliaments such as the one in Ivory Coast, Morocco and Senegal give them the opportunity to participate as partners in planning strategies that will produce enduring changes.

I'm going on a trip!

Description



Summary

- On the world map, locate the country to which each witness belongs.
- Suggest to the pupils that they become hot-shot reporters and go off to find first-hand witnesses of how children live in all parts of the planet.



Required materials

- World map (from the kit or elsewhere – see additional resources);
- Atlas or books on the countries (see additional resources);
- Globe (if possible);
- Photos or images of the witnesses (Appendix 1).



Preparation

- Prior reading suggested:
- Case histories of the eight witnesses.



Objectives

- Get the pupil to:
- locate the countries on a globe or map;
- gauge the distances;
- be open to the realities of other children in the world.



Notes for facilitators

- This activity is done:
- prior to each case history, so pupils can clearly see where the action takes place;
- following each case history, so they can work on all the case histories and tackle prejudices, misconceptions and perceptions, while acquiring and sharing knowledge.

An activity on prejudices is also suggested, to clearly show that children around the world are alike in many ways, particularly in terms of their essential needs (see additional resources).

Sequence



Setting the scene and initial perceptions

Tell the children we're going on a big trip to write articles about children's situation around the world. Ask them if they know children from other parts of the world. Find out if they have ever visited other countries and if so, did they meet any children there? Encourage them to discuss and share experiences, or get them to make drawings to see what information or prejudices might already be "imprinted" on their minds.



Observation

When determining our first destination, it would be interesting to ask the children what they know about this country and whether they know where it is, to help facilitate and focus their research. After that, the concepts of continents and North/South can be explored, as well as research tools. Why not start everything off by getting equipped with some essential tools: a globe, a map, an atlas, the Internet, etc.? With the pupils, find the country that has been selected and point it out on the map (with a pointer or the 'airplane' available on the EVB website: evb.csq.qc.net).

To clearly demonstrate the group's progress and development, we suggest that notes be taken of the students' basic knowledge and any misconceptions or prejudices. This can be done by the facilitator for pre-school or Elementary Cycle One pupils, or by one of the students in the groups of Cycle Two or Cycle Three pupils.





Pre-school and Elementary Cycles One, two and three

Other suggestions

- ☀️ The older children can work on one country per team for the entire project (see Activities 2 to 8) and share their knowledge through presentations or an exhibit as part of multicultural week.
- ☀️ The younger children can focus on one country per day for the duration of the project (or one country per week if the project runs over a longer period). We can do an immersion in the selected country.
- ☀️ Have the children read or listen to the song *Ton Christ est juif* by Julos Beaucarne, to show that we are imbued with an international culture on a daily basis (combating prejudices).

Analysis Pre-school and Elementary Cycle One

1. Reading a case history to the group, by the facilitator.
2. Researching the country, based on the information contained in the case history (the country's shape, geographic features, etc.).
3. Repeating this for the seven other case histories.

Elementary Cycles Two and Three

1. Reading a case history in sub-groups.
2. Researching the country, adjusting the level of difficulty according to the group, and starting off with Appendix 1.
3. Having a sub-group make a presentation to the larger group while gauging the distances separating the countries in question, using a marker cord and the scale placed at the bottom of the blank outline map.



Transformation

At the end of the project, compare the group's initial perceptions with what we have learned. Have there been any changes? What has everyone learned?



Websites

- 🖨️ Canadian International Development Agency (CIDA): www.acdi-cida.gc.ca/index.htm
- 🖨️ World maps by theme: www.unicef.org/sowc04/sowc04_maps.html:
 - › Eradicate extreme poverty and hunger: see Map 1. www.unicef.org/sowc04/sowc04_poverty_hunger.html
 - › Achieve universal primary education: see Map 2. www.unicef.org/sowc04/sowc04_primary_education_map.html
 - › Reduce child mortality: see Map 3. www.unicef.org/sowc04/sowc04_child_mortality.html
 - › Improve maternal health: see Map 4. www.unicef.org/sowc04/sowc04_maternal_health.html
 - › Combat HIV/AIDS, malaria and other diseases: see Map 5. www.unicef.org/sowc04/sowc04_hiv_malaria.html
 - › Ensure environmental stability: see Map 6. www.unicef.org/sowc04/sowc04_environmental_sustainability.html
- 🖨️ World atlas: www.worldatlas.com/
- 🖨️ Wikipedia, the free encyclopedia: www.wikipedia.org/
- 🖨️ Blank outline maps: digital-vector-maps.com/WORLD/WM-1979-Free-Vector-World-Maps.htm
- 🖨️ Ministère des Affaires étrangères et européennes – France: www.diplomatie.gouv.fr/fr/pays-zones-geo_833/index.html
- 🖨️ Lyrics for the song, *Ton Christ est juif* (Julos Beaucarne): legrenierdebibiane.com/trouvailles/textes/etranger.html
Activity available only in French: Monde en tête et Mond'Ami sur la chanson: www.mondeentete.net/pdf/chemise_chine.pdf



List of additional resources

Print sources

- 🖨️ Copsey, Susan Elizabeth, Kindersley, Barnabas and Kindersley, Anabel, UNICEF. Children Just Like Me, Dorling Kindersley, 1995, 79 p.: ill.; 32 cm (See p. 5 of the Preface to the French edition, Des enfants comme moi, Paris : Gallimard, 1996, Préface : N'ayez pas peur des autres, Daniel Pennac: for the preliminary activity on prejudices) - see Omar – Mexico (p. 16), Esta – Tanzania (p. 42), Guo Shuang – China (p. 48).
- 🖨️ PEMF, Enfants du monde – photimages, Éditions PEMF, 2005.
- 🖨️ Parr, Todd.: in French, Tous différents !, Bayard Jeunesse, 2006, 36 p.; in English: It's Okay to be Different.
- 🖨️ Spier, Peter. People, L'École des loisirs, 1987; in French: 6 milliards de visages, L'École des loisirs, Collection Pastel, 1980, 43 p.
- 🖨️ Arthus-Bertrand, Yann (photographs), Burleigh, Robert (text). The Earth from the Air for Children, Thames & Hudson, 2002, 77 p.



A carnival of colours

Description



Summary

Cultures to discover – With the pre-school and Cycle One pupils in one large group, and the Cycles Two and Three pupils in teams, the children build up a bank of information to present to their friends. For each of our witnesses' countries, we will find out: where they live, whether they go to school, what they eat, what games they play, whether they dance, and what stories their families tell them at bedtime.



Required materials

- ✎ Case histories with map.
- ✎ One cultural file per witness/country: flag, geographic data, folktale, recipe, toy (Appendix 2).



Preparation

Prior reading suggested:

- ✎ Case histories of the eight witnesses (the one related to the issue);
- ✎ Appendix 1.



Objectives

Get the pupil to:

- 🎯 be open to cultural differences;
- 🎯 look for information in the various types of media;
- 🎯 make connections through a process of deduction based on the various cultural and geographical elements;
- 🎯 co-operate with friends.



Notes for facilitators

- 🏰 The important thing here is not to reiterate the geographical aspects of Activity 1, but to make the related cultural links. This activity completes the preceding one, in some ways.
- 🏰 For the Cycle Two and Three pupils, each team should be able to find a number of pieces of information about the country their team has chosen, both for the case history and the personal description of the witness from that country (Appendix 1), and continue to do research at the library and on the Internet (see supplementary reading and list of websites).
- 🏰 For preschool and Cycle One pupils, the facilitator can proceed with an overview of one country at a time (e.g., one country a day) or play a guessing game to find out to whom a given folktale or toy belongs, etc., and place the name of the country on the poster-board (e.g., Mexico).

Sequence



Setting the scene and initial perceptions

To clearly define the context for the research, ask the pupils a few questions: Do you think our witnesses live the same way we do? Do you think they eat the same things as we do? Do they dress the same way? Do their homes look like ours? What kind of games do you think they play? What is their school like? Do their parents tell them the same stories as ours tell us? Jot down the answers so that you can discuss them later with the whole group.



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Observation

- 🔍 Through their research, the pupils will have the possibility of reading folktales and showing photos of the school, the toy, the family, etc., that best depict the country concerned.
- 🔍 After that, have them read the cultural file on the country, without mentioning its name.
- 🔍 Allow the pupils to use the library to do more in-depth research.
- 🔍 Provide a list of websites for the Cycle Two and Three pupils to visit, and allow Cycle Three pupils to search for new elements on the Internet.

Analysis

- In teams, for the Cycle Two and Three pupils; in one group, for the preschool and Cycle One pupils.
- Discussions in the whole group to determine where to place each cultural item so that it is associated with the right country, to encourage pupils to make certain links between geography and culture, and to exchange ideas for research methods.



Transformation

Do you recognize aspects of these countries in your culture? For example, Chinese or Mexican dishes at home, similar clothing, stories or folktales that make you think of your own culture? Make a list of aspects of culture that are present everywhere, and any differences that strike pupils. Start to discuss the reasons for these differences: climate, poverty, etc.



Other suggestions

- ♥ Find and listen to music or show types of dance that well depict the country in question.
- ♥ For the older pupils: each team presents its country in an original way (by preparing a meal, organizing a fashion show, reading a folktale, etc.).
- ♥ The younger pupils can do China Week, Mexico Week, etc., and highlight one element a day. For example, Monday, the folktale; Tuesday, the recipe; Wednesday, clothing; Thursday, a song; etc., or have workshops focusing on countries to discover (taste, listen, etc.).
- ♥ Take the opportunity to study Aboriginal cultures in Northern Québec and Canada, and point out links with our witnesses' cultures.



List of additional resources

Music

- 📀 *Dodo la planète* do 1 et 2, La Montagne secrète, 2003, 32 p. and 1 cd (49 min 25 s), ISBN: 2-923163-06-0.
- 📀 Pilon, Pierre et Loïselle, Mario. *J'habite une planète*, multicultural songs for children, produced by the Regroupement des garderies du Montréal-métropolitain, 1986, Montreal, 22 p., cassette.
- 📀 Putumayo Kids CD, (15 cds with educational guides – in English): www.putumayo.com/en/putumayo_kids.htm.
- 📀 Corpataux, Francis. *Chants des enfants du monde*, Arion (about 15 albums covering different countries, available at most cd stores).

Video

- 📺 Excerpts from the NFB film *Des marelles et des petites filles* – short version: promotions-videos.csq.qc.net/. (NB: in the short version in French, with the NFB's permission, several sequences were cut that were too violent for young children. The unabridged version in English, *Of Hopscotch and Little Girls*, is not recommended for use with a class or group of elementary school children, particularly because of the violence related to female genital mutilation.).

Print sources

- 📖 Au rendez-vous des cultures, *Sagesse du soir I et II – L'heure du conte avec les aînés de multiples horizons*, Montreal, 2004 (available in French at the secretariat of the Association Au rendez-vous des cultures, 514 383-6019).

Appendices

- Appendix 1 – Case histories and fact sheets
- Appendix 2 – Cultural files for each country



Moving right ahead...

Description






Summary

Meeting basic needs – One morning you wake up and you are a cartoon figure, naked and alone on a blank page. What do you need to survive? Guide the person drawing the picture. Compare your reality with that of the eight witnesses from other parts of the world, and with the Convention on the Rights of the Child.





Required materials

-  Convention on the Rights of the Child (included in the kit).
-  An outline drawing of a child (available on the EVB website in the section on “matériel supplémentaire”: evb.csq.qc.net).
-  Flashcards covering the various basic necessities (e.g., water, food, clothing, furniture, books, music, family, school, home, love) (Appendix 3).



Preparation




Prior reading suggested:

-  Case histories of the eight witnesses;
-  Convention on the Rights of the Child (included in the kit).



Objectives

Get the pupil to:

-  determine his or her basic needs (water, food, shelter, health and health care, education);
-  compare his or her situation with that of the eight witnesses;
-  understand the differences between the various realities in the world.



Notes for facilitators

To use this activity effectively, we suggest letting pupils present their choices freely, without interpretation or judgment. In sub-groups or together in one group, pupils will then be able to debate and argue in favour of their choice. It would nonetheless be interesting to jot down the statements made in the initial period to compare them with the results later on.

Sequence



Setting the scene and initial perceptions

What do we need in order to live? The facilitator asks the pupils to imagine themselves as a cartoon character: one morning, you wake up and you are naked and alone on a blank page. You have to tell the person doing the drawing (the facilitator, for the younger pupils; or a member of the co-operative team, for the older ones), after discussion with your friends, what you absolutely need to survive.



Observation

First possibility

The team has to discuss the basic-needs flashcards, in order to select five cards indicating the essential needs they choose, and rank the remaining cards in order of importance.

Second possibility

The person doing the drawing does not have the right to erase anything. The pupils have to carefully choose seven elements that are essential to life.



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Analysis

- Go over the items listed by the children and compare the essential items (water, food, protection, love) to the secondary items (bed, toy).
- Compare our eight witnesses to find out whether their essential needs are met in their countries.



Transformation

Compare our needs with the articles in the Convention on the Rights of the Child. Discuss the Convention.



List of additional resources

Print sources

- Bernard, Lorraine. *Un poème, un pays, un enfant*, Éditions du Cherche-Midi, UNESCO, 2002.
- Bonnet, Michel. *Des enfants et des lucioles : il était une fois une convention des droits de l'enfant*, Rue du monde (Contre-allées), 1999.
- Canadian Children's Project. *Cher monde/ Dear World*, Agincourt (Ontario), Methuen Publications, 1986.
- Crinon, Jacques. *Lire les droits de l'homme à l'école*, Paris, Magnard, 1989, 160 p.
- Dimey, Dominique. *C'est le droit des enfants !*, Arles, France : Actes Sud Junior, 1999.
- Ducamp, Jean Louis. *Les droits de l'homme racontés aux enfants*, Éditions de l'Atelier : Enfance heureuse, 1999.
- Gilliquet, R. *La convention des droits de l'enfant*, Bruxelles : Le Lombard, 2001.
- Jacob, André. *Mamadou et le secret du fer*, Éditions Pierre Tisseyre, 2006, 248 p.
- Lanchon, Anne. *Les droits des enfants*, Éditions Flammarion, 2004, 127 p.
- Serres, Alain. *Le Grand Livre des droits de l'enfant*, illustrations de Pef, Rue du monde, 1998.
- Serres, Alain. *Le premier livre de mes droits d'enfant*, Paris : Rue du monde, 1999.
- Tesson, Laure. *Respecte-moi !*, Yaël Hassan, Natali, Paris, Autrement Junior, collection Série Société, 2003, 48 p.



Sites

- Convention relative aux droits de l'enfant : www.unhchr.ch/french/html/menu3/b/k2crc_fr.htm.
- Les droits partagés : des droits de l'homme aux droits de l'enfant : www.droitspartages.org. Ligue des droits et libertés – Québec : www.liguedesdroitsqc.org.
- Connais tes droits (UNICEF) : www.unicef.org/voy/french/explore/rights/explore_215.html.
- Le Centre de conseils et d'appui pour les jeunes en matière de droits de l'homme : www.codap.org/.

Non-print sources

- CIDA. *Droits au cœur/Rights From the Heart*, Hull (Québec), Canadian International Development Agency and the National Film Board, NFB no. 0092093 (33 min).
- Back, Frédéric. *Tout-Rien*, Silent animation film; duration: 11 min, 30 s (1980), with educational activity: www.fredericback.com/ateliers/index.toutrien.fr.shtml.
- Boulanger, Marie-Sophie et De Palmaert, Agnès. *Les droits de l'enfant racontés aux enfants*, Libra jeunesse, 2005.
- Le Moutard. *Mes droits, mes responsabilités*, Éditions du Moutard no 19, Lyon, 1999, 80 p. www.lemoutard.fr.
- Muscat, Bruno et Boisteau, Manu. *Tous les enfants ont des droits*, Bayard Jeunesse avec le Défenseur des Enfants, 2004.
- Royal, Ségolène. *Les droits des enfants*, Dalloz, Paris, 2006, 182 p.
- UNICEF, Reader's Digest and the National Film Board. *Children First!*, video no. 96702; (55 min; Grade 3+), 1996.
- UNICEF-Canada. *Degrassi Kids Rap on Rights* (7 min; Grade 3+), 1989.

Other resources

- ERE-Éducation. *Rights First: an educational kit on human rights*, Quebec, Productions Via Le Monde, 1998.
- ERE-Éducation. *Bridges: an educational kit on intercultural relations*, Quebec, Productions, Via Le Monde, 1998.
- Right on! and Right on! Adolescents*: a game based on the theme of the International Convention for Children's Rights, prepared with UNICEF's support. Version for younger children (6-12 yr.) and version for adolescents (11 yr.+). Website: www.paris-hyeres.com/droits/index.php.

Appendix

- Appendix 3 – Flashcards

On the menu today... the world!

Description



Summary

Understanding the problem and its consequences – Our witnesses tell us their story. They have to report on the situation that upsets them the most, to raise their friends' awareness. The aim is to present the issue or problem and summarize the information gathered. The work can be done individually or in a team.



Required materials

- ✎ Case histories of the eight witnesses.
- ✎ Camcorder, DVD recorder, audio cassette recorder, computer or paper and pencil for the news article, or cardboard to build a mock camera or TV monitor.
- ✎ End products: newspaper article, television news brief, radio news brief recorded, and poster.



Preparation

- Prior reading suggested:
- ✎ Case histories of the eight witnesses.



Objectives

- Get the pupil to:
- ✎ highlight the main issue of a story;
- ✎ use one means of communication;
- ✎ be able to transmit a clear message;
- ✎ work co-operatively as a team.



Notes for facilitators

Ensure that the eight stories are covered by our reporters. No child deserves to have his or her story overlooked. In addition, the technical issue should not become a problem. If you don't have video or audio captation material, simply remind the pupils that the presentation will be done in front of the group (in front of another class, an entire grade, etc.).

Sequence



Setting the scene and initial perceptions

- ✎ In teams for the older pupils, and together in one group for the younger ones, the witnesses' stories are all read. The children say what touches them the most.
- ✎ Teams are again formed, each focusing on one witness/case history.
- ✎ The facilitator presents the task at hand: to raise the awareness of other students in the school, using journalistic methods – a 2-minute TV media-line, a 2-minute radio media-line, an Internet or newspaper article (x number of words), an 11" x 14" poster presentation.

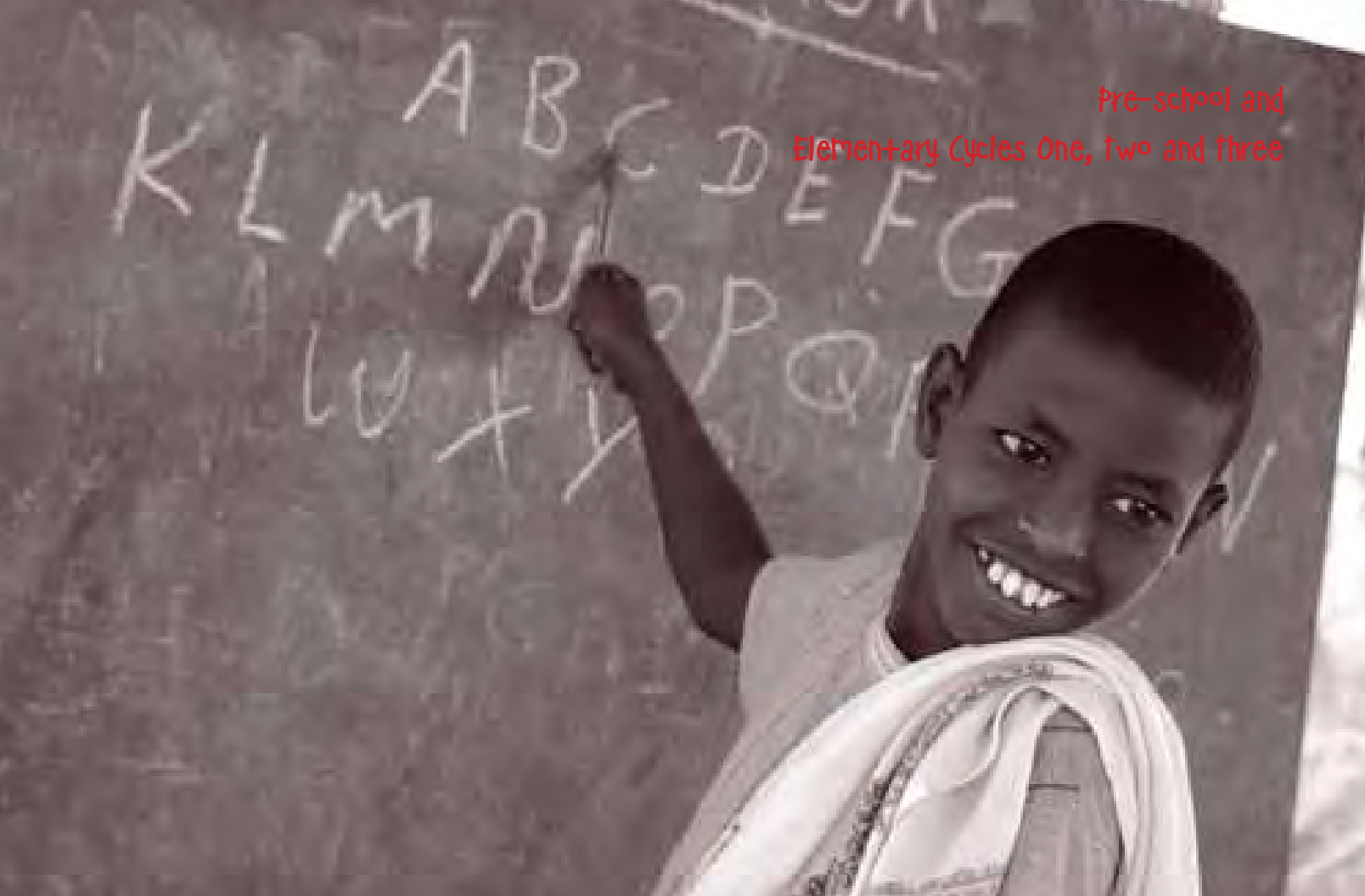


Observation

For the older pupils, the team discusses the child-witness's main problem, the ideal medium to communicate it to other students in the school, and the roles to be played by each person. For the preschool children, use one piece of cardboard for two children: one child does the drawing and the other recopies the phrase already provided by the facilitator.



UNICEF/ HQ05-1407/Christine Nesbitt



Analysis

The older pupils can read a newspaper article, listen to the news on the radio and television, and look at a poster presentation to see how the same news can be transmitted.

The younger pupils can observe a school poster with a message and an illustration.
E.g., “Recto verso RECYC-QUÉBEC”.



Transformation

The aim of the activity is to enable participants to summarize the information received and disregard certain preconceived ideas, giving a factual overview. See the other students’ reactions to the pupils’ presentations. See if these presentations are tinged with subjectivity and invite the students who are spectators to react in light of what they know.



Other suggestions

- ☀ Our witnesses’ “news” can be broadcast on the student radio station, presented to other classes, sent out in the form of a newsletter for parents, etc.
- ☀ Display the poster presentations in the school.
- ☀ We can follow up on our news.
E.g., What do you think is happening to a given witness?
- ☀ A press conference for the older pupils



List of additional resources

- 📖 UNICEF: video on child labour (UNICEF Halloween campaign, 1999 or 2000).
- 📖 *Des marelles et des petites filles* – short version in French (promotions-videos.csq.qc.net) (Read note included in activity 2 concerning this resource).

Looking for the why of why...

Description



Summary

The pupils establish a chain of causality for the main problems observed in their reporting (Activity 4). They seek to present possible ways of preventing these problems.



Required materials

- ✎ News reports from the Activity 4
- ✎ Texts:
 - › Ending wars
 - › Health care
 - › Respecting rights
 - › Ending exploitation, abuse and violence



Preparation

Prior reading suggested:
 ✎ Texts



Objectives

- Get the pupil to:
- ✎ think about the causes of the problems;
 - ✎ begin a process of deductive reasoning that leads to a prevention-based approach.



Notes for facilitators

The aim of this activity is not to pass judgment on people or their way of thinking or behaving. It is to create a causal chain that makes it possible to return to the possible source of the problem. It will then be easier to explore solutions in a subsequent activity, as at this stage we don't plan to focus on possible ways of resolving the problem (see Activity 6).

Sequence



Setting the scene and initial perceptions

Start with an initial brainstorming session in which you can note the pupils' initial perceptions and vision before we go back over the geographical and cultural files (Appendices 1 and 2). In light of their research and their initial viewpoint, try to answer the question "Why?".

Example:

- ✎ Why is the baby sick? Because the water is unsafe.
- ✎ Why is the water unsafe? Because no one purifies it.
- ✎ Why doesn't anyone purify it? Because there is no money to do so, etc.
- ✎ Each team then tackles ways of addressing the primary causes of the problem, and outlines possible solutions.



Observation

Get pupils to notice that a number of problems originate in poverty, lack of education, intolerance, power struggles (over territory, money). A number of activities can be used to review the subject again. (See additional resources.)



Analysis

Propose the following questions to pupils to give them guidelines framing their focus of activity:

- Why is there more violence in some countries? (Ending exploitation, abuse and violence)
- Why are there more diseases in some countries? (Health care)
- Why are there wars in some countries? (Ending wars)
- Why are there fewer rights in some countries? (Respecting rights)

Transformation

See the extent to which their initial perceptions are founded or unfounded, while assessing their techniques for research and analysis and attempting to prevent early on the potential root causes of the issue.

Other suggestions

- ☀ Do the whole exercise in the form of a quiz in which each contestant in turn must try to identify a cause, which will be accepted or rejected by the judges (the other students in the class). The point goes to the team that finds a coherent link with the preceding element or with the issue.
- ☀ Use the example of drawing a stick figure, with each person taking a turn: someone draws the head on a piece of paper and folds the paper so that the next person can't see it; the following person has to draw the body, and so on down the line. In a similar way, create a story with each pupil creating part of it in turn, orally or in writing – in a small circle, by row, in a little isolated group, or by team – with each person adding to the last person's part of the story.

List of additional resources

- 🏠 Centrale des syndicats du Québec, *Pulling the devil by the tail / Tirer le diable par la queue !*, 1999, 98 p; English version distributed by the Child Welfare League of Canada www.cwlc.ca
Educational activities:
In French: www.evb.csq.qc.net/sites/1666/documents/Activitys/diable-02-2007.pdf
In English, see: www.evb.csq.qc.net/index.cfm/2,0,1666,9560,0,0,html
- 🏠 Centre Maribourg, *The Pacific Path*, 1998
www.institutpacifique.com/en/pacific_path.php
- 🏠 Mond'Ami, *L'ABC d'un monde ami*, Montreal, 2003, 250 p: www.mondami.ca

Prime Minister for a day...

Description



Summary

You are federal MPs in Canada and you have to vote on measures to help our eight witnesses and all children in the world.



Required materials

Convention on the Rights of the Child (back flap, in the right-hand pocket of the kit)



Preparation

Prior reading suggested:

Convention on the Rights of the Child (back flap, in the right-hand pocket of the kit)



Objectives

Get the pupil to:

- find actual possible solutions;
- understand what is a priority;
- debate his or her ideas;
- understand how decisions are made.



Notes for facilitators

This stage is intended to set the scene as realistically as possible for finding solutions and making decisions. The young people have to put themselves in the various roles assigned to them (see list of federal departments that might be used for this exercise).

- Agriculture and Agri-Food
- Atlantic Canada Opportunities Agency
- Canada Revenue Agency
- Canadian International Development Agency
- Canadian Heritage
- Citizenship and Immigration
- Economic Development Agency of Canada for the Regions of Quebec
- Environment Canada
- Finance Canada
- Fisheries and Oceans Canada
- Foreign Affairs and International Trade Canada
- Health Canada
- Human Resources and Social Development Canada
- Indian and Northern Affairs Canada
- Industry Canada
- Intergovernmental Affairs
- Justice Canada

Sequence



Setting the scene and initial perceptions

For the older pupils, divide the class into two teams: the government and the Opposition.

For the younger pupils, place the chairs in a circle. We are the Canadian Parliament and we have to take measures to resolve the problems of children around the world. Each MP has one minute to present his or her solution. Give an example and note the ideas. Ten measures will be voted on.

The facilitator acts as Speaker of the House.



Observation

For the older pupils: a) the team in power discusses and presents ten pieces of draft legislation to help our eight witnesses; b) the Opposition team also discusses and prepares draft bills, listens to the government, consults internally, and must propose amendments and vote for or against a measure to vaccinate against HIV in Tanzania. The Opposition wants to amend the motion to extend the measure to all of Africa.



- National Defence
- Natural Resources
- Public Safety Canada
- Public Works and Government Services
- Transport, Infrastructure and Communities
- Treasury Board of Canada



Analysis

Compare our draft bills to the Convention on the Rights of the Child. Check whether our measures cover all cases. Check whether the Canadian government has similar measures.



Transformation

See how it's not that simple to be in a position of power... Explore the difficulties with the children.



Other suggestions

A parliamentary scenario can also be used to find out more about the country targeted by the exercise. Each young person has to put himself or herself in the shoes of the witness for whom the work is being done. The lists of the various government departments in that country have to be found.

An excellent website in French: France Diplomatie - ministère des Affaires étrangères et européennes (France) – www.diplomatie.gouv.fr/fr/pays-zones-geo_833 :

1. Choose the country for which you would like to find information ("Pays - Zone géo") and click on the arrow.
2. Under the country's flag, you will find a heading in the left-hand window, "Présentation de (name of the country)".
3. On the third item down, click on «COMPOSITION DU GOUVERNEMENT».

A simulation of a session at the United Nations is also available and can easily be replicated. To do so, visit the website SimONU (www.canimun.org/ModelUN/). For further details, visit the section "Resources and Sourcebook". This activity may require a bit more preparation time, but it can be an excellent inter-class activity, with presentations already worked on in class, where participants can highlight the importance of each issue and each possible solution. It can also be one of the closing activities of a multicultural week.

Pre-school and Elementary Cycles One, two and three



List of additional resources

Print sources

- ERE-Éducation. *Bridges: an educational kit on intercultural relations*, Quebec, Productions Via Le Monde, 1998.
- ERE-Éducation. *Rights First!: an educational kit on human rights*, Quebec, Productions Via Le Monde, 1998.
- Loslier, Sylvie et Pothier, Nicole. *Droits et libertés... à visage découvert au Québec et au Canada*, Montréal, Chenelière/McGraw-Hill, 176 p.
- Election simulation kit (Elementary Cycle 3+): www.elections.ca/content_youth.asp?section=yth&dir=res/tea/sim&document=index.



Websites

- Canadian International Development Agency (CIDA): www.acdi-cida.gc.ca/index.htm
- Foreign Affairs – List of projects for which Canada undertakes international activities with other countries, in a spirit of co-operation. www.international.gc.ca/cip-pic/act_prog.aspx
- Rights and Democracy – International centre on human rights and democratic development (documentation centre on international rights issues): www.dd-rd.ca/site/publications/
- Action Week Against Racism (QWAR): www.inforacisme.com/en/home.php
- Teacher kit on the Parliament of Canada: www.parl.gc.ca/information/about/education/teacherkit/index-e.asp?Language=E

Appendix

- > Convention on the Rights of the Child, in child-friendly language.



A world in... art !

Description



Summary

You are a magician and you can change the realities of each of our eight witnesses. They are entitled to three wishes. What will they choose? Write a text or a song, do an artistic creation (painting, drawing, dance, play, puppet theatre, shadow puppets, mime) that tells this amazing story.



Required materials

Depending on the medium chosen.



Preparation

Prior reading suggested:

Case histories of the eight witnesses.



Objectives

Get the pupil to:

- imagine original solutions;
- create an art piece;
- integrate knowledge acquired in the other activities.



Notes for facilitators

Don't try to filter the young people's creativity through any kind of psychosocial framework. This is an exercise that enables students to express themselves and find solutions to problems that can be solved in the near future, even if their solutions may seem utopian today.

Sequence



Setting the scene and initial perceptions

You are a magician and you can grant three wishes to each of the eight witnesses. In your adventure, using an artistic creation (painting, puppets, song, written text), tell us what they choose. Note that your work of art has to incorporate an aspect of the witness's culture that you discovered in the cultural file (music, folktale, clothing, recipe, etc.).



Observation

- Revisit the world of the selected child witness, so you can give him or her the right things and choose the cultural element to be incorporated: music, clothing, setting, folktale, etc.
- Make a plan or outline of your creation as the magician: the medium you choose, the three wishes granted, the cultural aspect selected.



UNICEF/ HQ04-0574/Mauricio Ramos

UNICEF/ HQ07-0629/Giacomo Pirozzi

Analysis

Compare the works of art with the news reports. Is an ideal world possible?



Transformation

Present the artistic creations in an exhibit or as a show performed before the other students (other classes, the entire school). Let everyone's playful and entertaining side be in the forefront when exhibiting or performing the artistic creations for the other students (other classes, entire school), and when proposing possible solutions. To stimulate the imagination, it's important not to filter or block creative expression in any way.



Other suggestions

- ♥ Multicultural week: a class presents an issue or a country, along with the country's cultural background
- ♥ Twinning: make an electronic presentation:
 - a. with a school from the country concerned (validation and exchange);
 - b. with another Quebec school (validation and exchange).



List of additional resources

- 📖 Teaching children's rights through art (Elementary Cycle 2+):
www.unicef.ca/portal/Secure/Community/508/WCM/EDUCATION/Art%20Curriculum--%20French.pdf (some information is also available in English at discovery.cbu.ca/psych/index.php?/children/index/)
- 📖 Animated drawings for the rights of children:
www.unicef.org/crcartoons/

I care about my world... I'm taking action!

Description



Summary

My action for the children of the world
– unfortunately, we are not Canadian government MPs, nor are we magicians. What can children like us do for other children in the world? Look for possible actions with organizations and agencies that help children.



Required materials

List of possible partners for projects (and materials corresponding to needs)



Preparation

Prior reading suggested:

- Page 22 to 35 of the Teacher's Guide for Activities 1 to 7
- case histories of the eight witnesses



Objectives

Get the pupil to:

- be involved in a real situation;
- develop a sense of civic interdependence with each participant;
- demonstrate that every action counts...



Notes for facilitators

Try not to do the pupils' work for them when attempting to stimulate their creativity, but make sure they have the necessary tools to not get discouraged or develop writer's block. Give them an example of activities already undertaken or a list of available projects (see additional resources). Once again, throughout the process, don't try to blame x, y or z. Try to imagine projects that will not necessarily include fundraising campaigns, but that will emphasize citizen involvement. In the process, make sure that participants are not acting out of pity but out of a desire to change the world in which we all live.

Sequence



Setting the scene and initial perceptions

Now that pupils have been able to grasp the problems and imagine and debate possible solutions, why not move into action with the help of a thorough analysis of the issues selected? We can be creative and take up the challenge in our own way, with our own style and imagination.



Observation

Throughout the process, enable pupils to develop their civic capacities through exchanges with their classmates and in preparing and carrying out their project.





Analysis

Working with pupils on the various steps to prepare the activity:

1. Choosing a topic (however broad or narrow)
2. Understanding the subject
3. Gathering information
4. Reading and selecting information
5. Devising a plan
6. Writing the text
7. Correcting the work

Subsequently, give feedback. What worked well, what didn't work so well, and why? What can we do to improve the process or the final outcome?



Transformation

See (and demonstrate) pupils' progress and development since the beginning of the activities presented in the kit. In the process, show pupils the importance of each stage. Enable them to become active players in this world by becoming conscious of their role and their strength as citizens.



List of additional resources

-  Amnesty International Canada (See Youth Section): www.amnesty.ca/index.php.
-  Street children: www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/8525711600526F0A8525711900621614?OpenDocument.
-  Fondation des parlementaires québécois – Book drive :
In French: www.culturesapartager.org/72.0.html
-  ONE DROP's Water, Culture and Agriculture in Nicaragua Project www.onedrop.org/en/projects/news/south-project-news/nicaragua-news01.aspx
-  Oxfam-Québec – Objectifs du Millénaire pour le développement:
In French: oxfam.qc.ca/fr/sommet_du_millenaire/diaporama_omd
-  Youth section of the United Nations: www.un.org/esa/socdev/unyin/index.html
-  EVB (Établissement vert Brundtland) – *Engaging in Our Communities... as Global Citizens* (List of projects and socially-engaged activities): www.evb.csq.qc.net/index.cfm/2,0,1666,9742,0,0,html
-  UNICEF: www.unicef.org/

Activity Evaluation Form

Age group: ☐ Preschool ☐ Cycle One ☐ Cycle Two ☐ Cycle Three

Put a checkmark beside the activities undertaken, and rank them on the following scale.

	1: Excellent	2: Very good	3: Good	4: Fair	Not applicable
I'm going on a trip!					
Sequence					
Specified objectives					
Additional resources and suggestions					
General satisfaction					
A carnival of colours					
Sequence					
Specified objectives					
Additional resources and suggestions					
General satisfaction					
Moving right ahead...					
Sequence					
Specified objectives					
Additional resources and suggestions					
General satisfaction					
Today on the menu... the world!					
Sequence					
Specified objectives					
Additional resources and suggestions					
General satisfaction					
Looking for the why of why...					
Sequence					
Specified objectives					
Additional resources and suggestions					
General satisfaction					
Prime Minister for a day...					
Sequence					
Specified objectives					
Additional resources and suggestions					
General satisfaction					
A world in... art!					
Sequence					
Specified objectives					
Additional resources and suggestions					
General satisfaction					
I care about my world... I'm taking action!					
Sequence					
Specified objectives					
Additional resources and suggestions					
General satisfaction					

Activity Evaluation Form

Activity no. _____

I had difficulties doing the activity because:

I made the following changes to the activity:

What I personally got out of this activity:

What the children got out of this activity:

My suggestions and general comments:

