

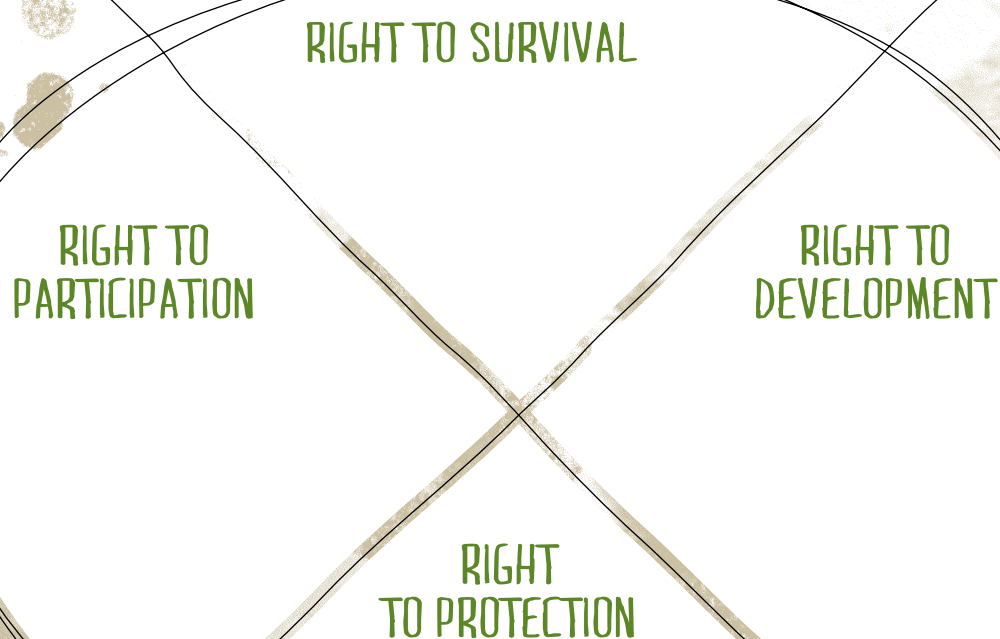
STUDENT ACTIVITY: ALL CHILDREN NEED...

1. Trace your hand here or on a separate piece of paper

2. In each finger, write one thing that ALL children need.
3. In the space of your palm, write a list of things that ALL children might want.
4. As a class or in small groups, discuss what you wrote on your hand.
5. As a class, read through the Convention of the Rights of the Child.
6. View the animation 'Child Rights: The Answer to Poverty?'
7. With a partner, create a mind map to show how the rights to shelter, food, water, healthcare, education and play are related to one another. Use words, ideas and symbols from the animation to show the links between each right.

STUDENT ACTIVITY: CHILD RIGHTS

1. As a class, view the animation 'Child Rights: The Answer to Poverty?' and read over the Convention on the Rights of the Child.
2. There are four categories of child rights. These are the rights to survival, development, protection and participation. Place the following child rights into the correct category by completing the diagram below.
 - A. The rights to have enough food and shelter and to have a healthy body
 - B. The right to be given the opportunity for play and leisure
 - C. The right to be looked after in difficult circumstances such as wars and floods
 - D. The right to join clubs and groups with other people in peace
 - E. The right to be defended and assisted by the government
 - F. The right to express your views and opinions
 - G. The right to have a good education
 - H. The right to be given protection against abuse, harm and violence
3. Your teacher will divide the class into 4 groups. Each group will be assigned a category of rights. In your group, discuss who in the community is responsible for children accessing these rights.
4. Present your findings back to the class for discussion.



STUDENT ACTIVITY: WHAT ARE THE CAUSES AND CONSEQUENCES OF CHILD POVERTY?

1. Read the Convention on the Rights of the Child and consider the statements below. Which child rights relate to each statement? Fill in the table below.

CAUSES AND CONSEQUENCES OF POVERTY	RELATED CHILD RIGHTS
A family having very little money or no jobs	
Having little or no education	
Not having anywhere to live	
Conflicts or war happening where you live	
A natural disaster occurring without any warning	
Being sick and not able to afford medicine	
Having to travel a long way to go to school	
Being hungry – not having enough nutritious food	
The world's money being unevenly spread around all people	
Children have to work to support their family	

Extension Activity:

2. Select one of the above causes or consequences of poverty and search for a current affair article for an example of this occurring in society today.
3. Summarise the article in 250 words and present your findings in class circle time.



STUDENT ACTIVITY: OPERATION MDG – WHAT CAN THE WORLD DO TO HELP CHILDREN ACHIEVE THEIR RIGHTS?

Your Mission: To report to the United Nations on the Millennium Development Goals (MDGs).

PRE-MISSION ACTIVITY:

- 1 Join a special Research Group. My group includes _____
- 2 Write the number of your designated Millennium Development Goal here MDG # _____
- 3 Visit <http://cyberschoolbus.un.org/mdgs/flash/index.asp>
- 4 Search the site to find your MDG. Write your MDG title here:

A large, empty rectangular box with a scalloped border, intended for writing the MDG title.

OPERATION MDG:

- 5 Describe what this MDG is about. Use words from the site which you understand (do not just copy without knowing what the words mean).

We have learnt that MDG # _____ is about:

- 6 Now read the Convention on the Rights of the Child (CRC). Which articles in the CRC do you think will make sure that your MDG can be achieved? Make a list here.

* _____

* _____

* _____

* _____

* _____

- 7 Prepare your presentation as a poster for the classroom. Your poster must be colourful, eye-catching and informative. Be creative so that the connection between your MDG and the Convention on the Rights of the Child is easy for others to understand.



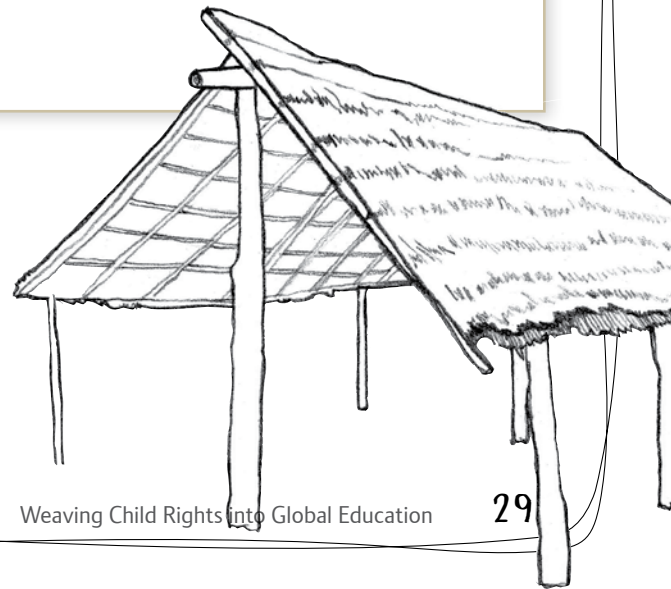
STUDENT ACTIVITY: A ROOF OVER MY HEAD

1. Your teacher will show you some pictures of different houses. Imagine that you're on an overseas trip and you stay at each of these houses during your holiday. You write a postcard to your friend back in Australia, describing each house you stay at. What words would you use?

Here's a clue: some of the words might include **COLD, HOT, COMFORTABLE, CLEAN, PRIVATE, MUD BRICK, WOOD, CONCRETE**. Write your descriptions next to the pictures below.

EXPRESS MAIL

Plan





STUDENT ACTIVITY: WONDERING ABOUT WATER RIGHTS

1. In pairs, pick two of the following scenarios and complete a consequences chart for each scenario, to show the impacts of having:

- * no water at all
- * limited access to water
- * walking for two hours to get water
- * being a girl who has to collect water
- * contaminated water

2. Watch the video and answer the following questions.

a) When clean water is far away from the place where you live, it means you have to walk far to collect water, leaving little time for:

- 1) _____
- 2) _____
- 3) _____

b) For this village, what were two things that had to be considered when putting in water supplies?

- 1) _____
- 2) _____

c) Name three barriers that had to be overcome to put in water supplies in this village.

- 1) _____
- 2) _____
- 3) _____

d) Describe two positive outcomes of the village gaining access to clean water?

- 1) _____
- 2) _____



STUDENT ACTIVITY: FOOD FOR THOUGHT

1. Read these facts on food

Women produce the majority of the world's food but rarely own the land they farm. In Sub-Saharan Africa, women produce 80 per cent of the household food but they only own one per cent of the land.

There is enough food in the world to feed everyone but the food is not shared evenly. Some have too much, others have nothing.

About 5.3 million children under the age of five (more than a third of all children in the world) die each year in developing countries from malnutrition and hunger-related illness.

Every year floods, droughts, earthquakes and other natural disasters as well as armed conflicts cause widespread destruction and force families to abandon their homes and farms. This leads to people not having access to food and can also lead to hunger and even starvation.

2 In pairs, select **one** of the following scenarios and questions to respond to. You can draw a picture, write a poem or a song or act out a role-play.

SCENARIO 1: Imagine that you are a girl in a village in Africa. You spend 4 hours each day collecting water and 2 hours each day preparing food for the family. You do not have time to go to school. You have no choice in this arrangement.

How do you feel about your situation? Is this fair? Which of your rights are not being met?

SCENARIO 2: Johno is fourteen years old. He has to tend the crops each day, weeding and watering them to ensure that the family has something to eat. Sometimes Johno has to fend off wild animals that come to eat his crops. He does not get paid for this work because he is expected to help the family. Johno has no choice in this situation and no chance of changing it.

What tasks are you expected to do at home to help the family survive? How would you feel if you were placed in danger while helping out? Which child rights is Johno lacking?

SCENARIO 3: Suditi began attending the Raja Bazaar mobile crèche in Delhi when she was two years old. When she started going to the crèche she was diagnosed as being malnourished and in urgent need of proper nutrition. Despite her parents' best efforts, Suditi refused to eat, accepting only her mother's milk, and as a result she often got sick. Staff members at the crèche began introducing her to porridge and other home-made food. Further advice from the doctor recommended a tailored diet of bananas and eggs. After almost a year, Suditi has gained weight and will eat anything that is given to her. The improvements in her health mean that she has also become an active child, enthusiastically engaging in a variety of activities.

How does Suditi's situation compare to your experience at kindergarten? Which child rights were you able to enjoy because your parents sent you to pre-school? Which child rights will Suditi most likely enjoy now that she is at pre-school? Explain why you think it *might be possible* that Suditi's life could follow the same path as yours into school and beyond.



STUDENT ACTIVITY: MY LIFE, MY STRUGGLE

I am a 13-year old girl. My name is Rukhsana and I belong to a poor family of the Dinajpur district in Bangladesh. My father is a day labourer and I am the eldest among my other two siblings.

My life began with a struggle when I was born physically challenged. As the days passed, I could neither sit, stand, or walk. I was unable to hold anything or eat by myself. People around me, even those closest to me, hated me and badly treated me both physically and mentally. I was the curse of the family and my mother was the person to be blamed and she cried a lot. My mother went to various doctors, spent money and in the end she was beaten by my father because I was not improving. When I turned five I began to understand my mother's suffering on top of mine.

At that time my mother found out about the Plan-supported clinic for physically challenged children in my area. She took me there, and since then, my life has turned around. The ceaseless efforts of the health workers and doctors gave hope to both my mother and father. With regular exercise I started to learn to sit, stand, eat with my own hand and to write as well.

Although I was not welcomed at school in the beginning, the health workers from the clinic provided an orientation which helped the headmaster better understand my situation and I was accepted eventually. Now, I receive a government allowance, I have an iron cart to go to school and a ramp has been made for me to enter the classroom.

I am in class three. My parents are happy and everybody loves me. I do not need anybody's pity; however I need empathy as I have dreams I would like to accomplish in the coming years.

1. Explain why all children need to stay healthy? What could happen if they are not healthy?

2. Draw a simple diagram or flowchart which shows the importance of the following factors in ensuring good health. Write your thoughts and ideas on the lines connecting the factors.

Clean water, sanitation, medical assistance nearby, nutritious food, immunisation, education, exercise and play.

3. Circle or highlight the factors which help Rukhsana to enjoy good health.

4. Explain how the world would be a better place if every child had good health.



Father helps daughter with her studies in Bangladesh.



STUDENT ACTIVITY: FROM THE STREETS TO SCHOOL

1. Read the article 'From the streets to school'. Complete the table.
Highlight and define any new words you have learnt.

Amena was denied the following rights before going to the Drop-in Centre....	Amena accessed the following rights after going to the Drop-in Centre

2. Describe how Amena's daily life improved once she began visiting the drop-in centre.

3. Predict how Amena's improved life might have a positive impact on her family and local community.



STUDENT ACTIVITY: WHEN WILL THE CHILDREN PLAY?

1. Listen carefully as the statements about play are read out. Working in pairs, make a list of as many play-time activities that you can think of.



Students playing football in school during break time in Ethiopia.

2. Think about the children in the photo below. Write three questions that you would like to ask these children, about play in their daily routine.

The three questions I'd like to ask the children in this photograph are:

- 1.
- 2.
- 3.

Many children in the world have to work to support their family. This may be paid work such as selling goods at a market or shop, stitching clothes or collecting bags of fuel to sell. It may be unpaid work such as fetching water, looking after animals or crops or looking after smaller siblings. It is easy to hope that 'this just shouldn't happen' but the reality is that child labour is sometimes essential to a family's survival.

3. How could you convince a community about the importance of children having time to play?
Choose one of the following actions OR design your own.

- * Write a speech for parents about the right to play
- * Write a letter to the school principal about how important play-time is for you
- * Produce and perform a rap song for a school assembly
- * Research and participate in a class debate about 'Play is important throughout childhood'.



STUDENT ACTIVITY: THE RIGHT TO PROTECTION FROM CHILD LABOUR

1. In groups of three write a list of reasons why children might be forced to work. After you have brainstormed for 5 minutes share your ideas with the class.

*

*

*

*

*

2. By yourself, reflect on the above reasons – do any of them justify child labour? Do you think children should work to help feed their families? What if a parent is disabled or incapable of providing food for the family – should the child miss out on school and work instead? Is there a solution to child labour? What is it? Who could help? Write your ideas and thoughts here:

3. Are there any jobs that children, under any circumstance, should not be permitted to do? Write your responses here:



STUDENT ACTIVITY: CHILD PARTICIPATION – GOOD FOR EVERYONE?

1. Looking at the photograph below, sit in a circle and add a sentence in response to the statement.

‘Putting children at the centre of development will lift a whole community out of poverty’

2. a) List the advantages of having students look after a kitchen garden at your school that produces food.

b) In small groups, list why having children and young people in charge of caring for plants will have a range of positive outcomes:

✧ At their school

✧ In their local community

c) Class discussion: Which child rights are being met by allowing children to participate in an activity such as caring for plants?

3. In what ways are you asked to participate at your school? Explain why the participation of young people in decisions that affect them is important.



Boy watering plants in school garden in Burkina Faso.



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