



EXPERIENCES OF CHILDHOOD



A DVD-Based Learning Resource
linked to the CSPE Curriculum



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INTRODUCTION

Experiences of Childhood is a learning resource that promotes greater understanding of the needs and rights of children around the world. It is intended for use with first to third year students (aged 12 to 15 years) studying the Civic, Social and Political Education Junior Certificate course in Citizenship based on Human Rights and Social Responsibilities.

Pages 4 and 5 give an overview of this learning resource, and show the themes to be explored, with the respective suggested activities and resources provided. Homework ideas and further activities are also included. We encourage you to use this resource as a structure into which you can add your own ideas for related areas of study and teaching methods.

Aims

The aims of this resource are:

1. To explore the diversity of childhoods around the world.
2. To learn about the human rights of children.
3. To consider why and how children are denied their rights.
4. To consider action projects in response to the challenges of child rights in Ireland and other countries around the world.

Learning Outcomes

Through the 5 lessons in this resource participants will actively facilitated to:

- Understand the term childhood.
- Explore childhood needs.
- Discuss the International Convention on the Rights of the Child.
- Consider the relevance of different rights depending on different situations.
- Consider why children are denied their rights.
- Explore how child rights violations can both trigger, and be part of, a chain of consequences.
- Explore how children and organisations are campaigning to protect child’s rights
- Discuss how the Millennium Development Goals can help protect child rights around the world.
- Discuss different ways they can get involved in protecting child’s rights in Ireland and overseas.
- Prepare an Action Project to make an individual, or class, response to the challenge of protecting child rights.

Structure

This resource consistS of:

SECTION 1

- Lesson plans for 5 sessions, and a method of evaluating the effectiveness of lessons.

SECTION 2

- Introductions to Irish development organisations working towards child rights.

INSIDE BACK COVER

- A DVD containing 4 short films of children’s stories from Nepal and Kenya.
- A CD containing resources to be printed out or projected.

OVERVIEW OF LEARNING ACTIVITIES

THEME	WHAT ARE CHILDHOOD NEEDS?	WHAT ARE CHILD’S RIGHTS?	WHY ARE CHILDREN DENIED THEIR RIGHTS?	HOW CAN CHILDREN’S RIGHTS BE PROTECTED?	DEVELOPING ACTION PROJECTS
SUGGESTED ACTIVITIES	<p>LESSON 1 Define the term ‘childhood’.</p> <p>Explore ‘needs’ in childhood.</p> <p>Watch the short film called ‘Meera’.</p> <p>Discuss Meera’s work, and compare with jobs done by class students.</p> <p>Discuss if Meera’s childhood needs are being met.</p>	<p>LESSON 2 Introduce the UN Convention on the Rights of the Child.</p> <p>Watch the short film called ‘John’.</p> <p>Explore which rights from the UNCRC are most important to John in his situation.</p>	<p>LESSON 3 Watch the short film called ‘Mon Bahadur’.</p> <p>Explore Mon Bahadur’s situation using a ‘chain of consequences’ activity.</p> <p>Identify the child rights being denied to Mon bahadur.</p>	<p>LESSON 4 Watch the short filmed called ‘Meera - follow up’.</p> <p>Discuss the changes in Meera’s life since her first film.</p> <p>Explore how Meera and the other children are helping to change their own situation.</p> <p>Explore the Millennium Development Goals, and discuss how they can help fulfill the needs of children.</p>	<p>LESSON 5 Explore the different levels of response that can be made to help protect child rights.</p> <p>Think up a range of projects that can help promote awareness about the needs and rights of children in Ireland and overseas.</p> <p>Write a Class Action Plan for a specific project.</p>
FURTHER ACTIVITIES AND HOMEWORK IDEAS	<p>1. Make a collage exploring the differences between ‘Childhood Needs’ and ‘Childhood Wants’, using words and images cut out of magazines.</p> <p>2. Research the country of Nepal where Meera lives and write a 1 page description.</p>	<p>1. Write a 1 page article for the RTE Guide, summarising the film ‘John’, and encouraging young people to tune in and watch.</p> <p>2. Research the country of Kenya where John lives and write a 1 page description.</p>	<p>1. Explore the similarities, and differences, between Mon Bahadur’s life, and your own. One a sheet of paper ask students to create two columns headed ‘Similarities’ and ‘Differences’. Students should reflect on Mon Bahadur’s film and write appropriate comments in the respective columns. You may give the students the following key words to get them going: clothing, food, leisure, family, education, independence, responsibility, money, friends, hopes . . .</p> <p>2. Draw a cartoon strip showing a ‘Day in the Life’ of Mon Bahadur.</p> <p>3. Write a diary entry that describes the day shown in Mon Bahadur’s film.</p>	<p>1. Watch the film ‘Angela’ which explores the lives of Kenyan children living in families affected by HIV Aids. Discuss in relation to Goal 6 of the MDGs.</p> <p>1. Imagine, like Meera, that you have to present a speech at a conference on Child’s Rights. Write a 1 page speech to convey your main points.</p> <p>2. Make a portrait collage showing Meera’s childhood ‘before’ and ‘after’ she became involved in child rights work. Use key words, images and colours to show the changes in Meera’s childhood.</p>	<p>A range of organisations, and resources, that provide opportunities for Action Projects and School Link Schemes are provided in Section Two.</p>
RESOURCES PROVIDED	<p>DVD of Meera</p> <p>Target evaluation sheet</p> <p>World map</p>	<p>UN Convention on the Rights of the Child (Full Version)</p> <p>UN Convention on the Rights of the Child (Simplified Version)</p> <p>Prioritising posters</p> <p>DVD of John</p> <p>World map</p> <p>Target evaluation sheet</p>	<p>DVD of Mon Bahadur</p> <p>Example flow diagram for Mon Bahadur</p> <p>World map</p> <p>Target evaluation sheet</p>	<p>DVD of Meera - a follow up</p> <p>Millennium Development Goals Overview</p> <p>Millennium Development Goals Full Report</p> <p>MDG Pyramid Sheet</p> <p>World map</p> <p>DVD of Angela</p> <p>Target evaluation sheet</p>	<p>UN Convention on the Rights of the Child (Simplified Version)</p> <p>Action Plan Template</p> <p>Target evaluation sheet</p>

CURRICULUM RATIONALE

Civic, Social and Political Education is a Junior Certificate course in Citizenship based on Human Rights and Social Responsibilities. The Universal Declaration on Human Rights and the United Nations Convention on the Rights of the Child are the two key documents which underpin this course. The course aims to prepare students for active participatory citizenship. There are even Concepts or four Units of study in CSPE.

The seven Concepts are:

- Rights & Responsibilities
- Human Dignity
- Development
- Democracy
- Law
- Interdependence
- Stewardship.

The 4 Units are:

- The Individual & Citizenship
- The Community
- The State-Ireland
- Ireland and the World.

“Experiences of Childhood” is a learning resource that links with Rights & Responsibilities and Development in the CSPE Course. The issues explored and the human stories told will help students to understand these two concepts.

This resource will help students become aware that every individual is entitled to basic social, cultural, economic, civic, religious and political rights and to the safeguarding and protection of these rights. Denial of human rights results in the domination and oppression of people. Responsibilities go hand in hand with the rights accorded to individuals. Civic, Social and Political Education helps students to understand the rights and responsibilities of the individual in society. Every person is responsible for their actions towards other people at all levels.

Irresponsibility results in self-interested or careless actions which can be damaging to other people.

Development can be understood as improvements within a country to meet the needs of its people. ‘Improvements’ can be made in social, economic, cultural and political areas, affecting people’s lives on a personal level, as well as locally, nationally and internationally. Through a focus on the UN Convention on the Rights of the Child and The Millennium Development Goals this resource will help students appreciate that development can be planned and can be influenced through the democratic process. The films of children’s lives in this resource will help students to appreciate that the process of development is complex and often controversial. Sometimes planned solutions do not meet the needs of the individuals involved.

The material in this resource has been peer reviewed and pilot tested within a range of student groups.

SECTION ONE

Lesson plans

LESSON 1

What are childhood needs?

LEARNING OUTCOMES

In this lesson students will be encouraged to:

- Understand the term childhood.
- Explore childhood needs.

SUGGESTED ACTIVITIES

1. UNDERSTAND THE TERM CHILDHOOD

Activity:
Teacher introduction

Time required:
2 minutes

Method:
Explain the following interpretation of ‘child’ and ‘childhood’.

In Ireland everyone below 18 years of age is legally classed as a ‘child’. Biologically, a child can be defined as anyone in the developmental stage of childhood, between infancy and adulthood. UNICEF stress that defining childhood is important because it indicates when children acquire and lose certain protection measures. The United Nations Convention on the Rights of the Child (UNCRC) defines a child as ‘a human being aged under 18 years old, unless, in accordance with any applicable law, he/she is considered to have come of age before then’. Some countries around the world may, in certain situations, consider childhood to end at ages younger than 18 years.

2. EXPLORE CHILDHOOD NEEDS

Activity:
Small group discussion and whole group feedback.

Time required:
2 minutes to introduce
5 minutes in small groups
5 minutes to feedback

Method:
Introduce the class to the theme of thinking about our needs in childhood.

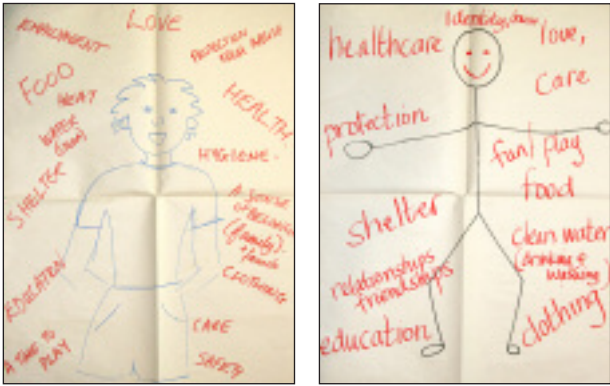
Divide the class into groups of about 6 people. Give each group a marker pen and a large sheet of paper. Ask each group to quickly draw the outline of a young person. Around the picture, ask each group to list as many things as they can think of that represent childhood needs. These are the things that are essential for us during childhood.

You may like to give the group the following suggestions to help them:

- | | |
|------------|---|
| Physical- | <i>Food, clothing, shelter, medicine</i> |
| Emotional- | <i>Love, encouragement, affirmation, a sense of belonging, a family</i> |
| Social- | <i>Protection, education, culture, friends, playtime</i> |

These categories can help groups who find it hard to think of ideas, and are particularly useful to support lower ability groups.

When the groups are ready ask each one in turn to share their ideas. Discuss similarities and differences between groups and highlight the ‘categories’ of needs. Ask the groups to explain unusual needs they have written; ones that often draw debate are ‘pocket-money- and ‘play time’.



The sheets produced may look something like these.

3. MEERA'S CHILDHOOD



MEERA - a quarry girl in Nepal
Running Time: 10 mins

Activity:
Watch the film ‘Meera’ and discuss.

Time required:
2 minutes to introduce
10 minutes watch film
20 minutes to discuss

Method:
Explain to the class that you are going to watch a short film about Meera, a 15 year old girl who lives in Nepal. Briefly introduce Nepal and show where it is on a world map. Ask the group to watch carefully, and not to talk. Play the DVD film on a

television or data projector. If you use a data projector ensure that you connect to speakers so everyone can hear properly.

After watching the film, begin a discussion about Meera’s work by asking students:

- Describe the work you saw Meera doing.
- Why was Meera smashing up stones?
- How would you feel doing this work?
- What are the risks to Meera’s health?

Ask students to call out the different jobs and activities they saw Meera doing, and write up a list on the board:

Washing pots, sweeping the house, locking the door, carrying rocks, splitting rocks . . .

Now ask students to call out the different jobs they do in a typical day and write this list up next to Meera’s list. Discuss the similarities and differences.

On the board, write three headings of Physical, Emotional and Social. Ask the class to call out Meera’s childhood needs that ARE being met, and write them up under the respective heading. Ask the class to call out Meera’s needs which are NOT being met, and write them in a different colour.

FURTHER ACTIVITIES AND HOMEWORK IDEAS

1. Discuss the difference between childhood needs, and ‘wants’ (the luxuries we enjoy, and often crave). Make a collage exploring the differences between ‘Childhood Needs’ and ‘Childhood Wants’, using words and images cut out of magazines.

2. Research the country of Nepal where Meera lives and write a 1 page description; where is it?, how many people live there?, what language is spoken?, what jobs do people do?, what religions do people follow?, what is the average earning per year?, what is the climate like?, which important mountain range lies in Nepal?



For a Country Profile of Nepal a useful website is www.news.bbc.co.uk Go to the homepage and click on ‘Country Profiles’ in the left hand column.

LESSON 2

What are child rights?

LEARNING OUTCOMES

In this lesson students will be encouraged to:

- Discuss the International Convention on the Rights of the Child.
- Consider the relevance of different rights depending on different situations.

SUGGESTED ACTIVITIES

1. EXPLORE THE INTERNATIONAL CONVENTION ON THE RIGHTS OF THE CHILD

Activity:

Whole group introduction and exercise in pairs.

Time required:

2 minutes to introduce

5 minutes in pairs

10 minutes for whole group feedback

Method:

Introduce the whole group to the theme of exploring the UN International Convention on the Rights of the Child. Explain that the Convention was written by the United Nations, and ratified by the UN General Assembly, coming into force in 1990. The Irish Government fully committed itself to the Convention on 28 September, 1992. The Convention is an international agreement that sets out the rights of children around the world. In the resources for this lesson you will find a PDF called 'UNCRC_Simplified'. The original UN document

contains 54 Articles, and some of them are very complicated, with a certain amount of overlap. To make the Articles more accessible to young people we have simplified the Convention by selecting key Articles and re-writing them from a young person's perspective. Prior to running this lesson, print out the 'UNCRC_Simplified' file and cut the pages into individual Articles.

Ask the class to make a large circle and form pairs. Randomly give out to each pair an Article. You can ask people to work individually if you have a smaller class. Ask each pair to read and understand the Article they have been given. Then go round the circle asking each pair to read out their Article to the whole class. Make sure each Article is understood, and allow students to ask for clarity if they don't understand an Article's meaning. But don't discuss the merits of any Article yet; this comes later.



MOST IMPORTANT

LESS IMPORTANT

2. JOHN'S CHILDHOOD



JOHN - a streetboy in Kenya
Running Time: 15 mins

Activity:

Watch the film 'John' and discuss.

Time required:

2 minutes to introduce

15 minutes to watch film

5 minutes to discuss

Method:

Explain to the class that you are going to watch a short film about John, a 17 year old boy who lives in Kenya. Briefly introduce Kenya and show where it is on a world map. Ask the group to watch carefully, and not to talk. Play the DVD film on a television or data projector. If you use a data projector ensure that you connect to speakers so everyone can hear properly.

After watching the film, begin a discussion about John's childhood by asking students:

Where does John sleep?

How does John earn money and where does he keep it?

What does John spend his money on?

Why did John leave home?

What dangers does John face daily?

3. EXPLORING JOHN'S RIGHTS

Activity:

Prioritising exercise and discussion.

Time required:

2 minutes to introduce

15 minutes for exercise and discussion

Method:

In the resources for this lesson you will find a PDF called 'Priority_Posters'. This contains two posters; one saying 'Most Important' and one saying 'Less Important'. Prior to running this lesson print out these two posters and stick them in opposite corners of the back wall of the classroom. Point out the posters to the class and explain they represent the two ends of a spectrum, along which they will prioritise Articles from the UNCRC, specifically in relation to John's childhood. Give out an Article to each person (or work in pairs), and ask students to consider how important their Article is to John in his situation. Then ask students to physically walk to a position somewhere on the spectrum between 'Most Important' and 'Less Important'. It is important to ask people to physically stand in a position because it requires students to make a firm commitment. Now ask each student to read out their Article and justify where they are standing on the spectrum. Encourage students to think about the respective importance of different Articles. Articles 17 (media-related) and 31 (play-related) often provoke discussion, especially when compared with Articles 19 (abuse-related) and 24 (health-related). Stress that all Rights are equal, but that in different situations certain Rights need greater enforcement and protection.

FURTHER ACTIVITIES AND HOMEWORK IDEAS

1. Write a 1 page review for the RTE Guide describing John's film and encouraging young people to tune in and watch. What can young people in Ireland learn from watching John's film?

2. Research the country of Kenya where John lives and write a 1 page description;

where is it?, how many people live there?, what language is spoken?, what jobs do people do?, what religions do people follow?, what is the average earning per year?



For a Country Profile of Kenya a useful website is www.news.bbc.co.uk. Go to the homepage and click on 'Country Profiles' in the left hand column.

LESSON 3

Why are children denied their rights?

LEARNING OUTCOMES

In this lesson students will be encouraged to:

- Consider why children are denied their rights.
- Explore how child rights violations can both trigger, and be part of, a chain of consequences.

SUGGESTED ACTIVITIES

1. MON BAHADUR’S CHILDHOOD



Mon Bahadur - a child worker in Nepal.
Running Time: 15 mins

Activity:
Watch the film ‘Mon Bahadur’ and discuss.

Time required:
2 minutes to introduce
15 minutes to watch film
5 minutes to discuss

Method:
Explain to the class that you are going to watch a

short film about Mon Bahadur, a 15 year old boy who lives in Nepal. Remind students about Nepal and show where it is on a world map. Ask the group to watch carefully, and not to talk. Play the DVD film on a television or data projector. If you use a data projector ensure that you connect to speakers so everyone can hear properly.

After watching the film, begin a discussion about Mon Bahadur’s childhood by asking students:

- What work does Mon Bahadur do?*
- Where are his family?*
- Why does Mon Bahadur not live with his family all year?*
- How often does Mon Bahadur go to school?*
- What dangers does Mon Bahadur face?*
- How is Mon Bahadur protected from dangers and exploitation?*

2. CHAIN OF CONSEQUENCES

Activity:
Whole group activity.

Time required:
2 minutes to introduce
25 minutes whole group activity

Method:
Explain to the group that they are going to explore Mon Bahadur’s situation. In the resources for this lesson you will find a file ‘Mon_Bahadur_Cards’. Prior to the lesson print this file and cut out the cards individually. Give the class a ball of string and a pair of scissors. Give out the cards amongst the class, and ask students to spread out around the

classroom. Ask students to use the string to make connections between the things written on their individual cards. Cut the string as you go along. Start with the easy connections and then focus on the more subtle ones. You can create as many connections, and cross-connections, as you like. As you progress, keep asking students to explain and discuss the connections they are making. The important thing is to get students thinking how one event can trigger a wide range of knock-on consequences. There will be different opinions in this exercise and that is ok. There is no ‘right’ way of making all the connections. The important thing is the reasoning and discussion that takes place.

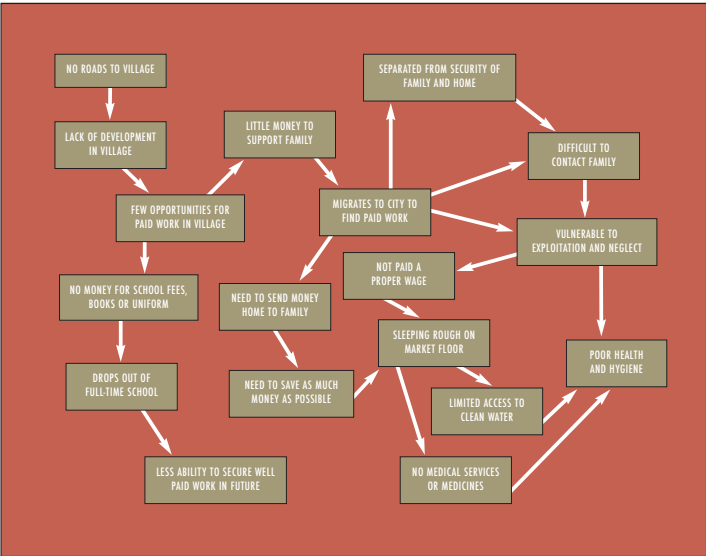
When the activity comes to a natural conclusion, ask everyone to stay in position, and see if you can draw up their structure on the board to make a flow diagram. An example of a flow diagram coming out of this exercise is included in the resources for this lesson. To help students with this exercise, especially when working with lower ability groups, you may like to introduce the cards to the class 5 at a time to build up more slowly. Or you may like to make a few main connections yourself to get the activity moving along.

Now ask students to read through the simplified version of the UNCRC, and to pick out the rights that are being denied to Mon Bahadur.

Examples might include:

- Article 9**
The right to live with parents, or to be able to contact them easily if living apart.
- Article 24**
The right to good health, including professional medical care and medicines when sick.
- Article 29**
The right to a ‘good enough’ standard of living.
- Article 28**
The right to education.

Discuss how the Drop-in Centre protects the rights of children. Which rights does the Drop-In Centre protect, and provide, for Mon Bahadur?



A flow diagram representing Mon Bahadur’s situation, illustrating how violations of rights can both trigger, and be part of, a chain of consequences.

FURTHER ACTIVITIES AND HOMEWORK IDEAS

1. Ask students to explore the similarities, and differences, between Mon Bahadur’s life, and their own. One a sheet of paper ask students to create two columns headed ‘Similarities’ and ‘Differences’. Students should reflect on Mon Bahadur’s film and write appropriate comments in the respective columns. You may give the students the following key words to get them going: clothing, food, leisure, family, education, independence, responsibility, money, friends, hopes, dangers . . .

This is an important activity because it helps students to relate their own childhood to that of other children like Mon Bahadur. However, the activity needs to be facilitated carefully, and be sensitive to the different backgrounds and situations of class members. It is perhaps best done as a homework activity that is not discussed within the whole class.

2. Draw a cartoon strip showing a day in the life of Mon Bahadur.

3. Imagine you are Mon Bahadur. Write a diary to describe the day shown in the film. Describe the things you do, but be sure to include the way you feel as you are doing the different activities.

LESSON 4

How can children’s rights be protected?

LEARNING OUTCOMES

In this lesson students will be encouraged to:

- Explore how children and organisations are campaigning to protect child’s rights
- Discuss how the Millennium Development Goals can help protect child rights around the world.

SUGGESTED ACTIVITIES

1. MEERA - A FOLLOW-UP



Meera - a follow-up.
Running Time: 10 mins

Activity:
Watch the film ‘Meera - a follow-up’ and discuss.

Time required:
2 minutes to introduce
10 minutes to watch film
15 minutes to discuss

Method:
Explain to the class that you are going to watch a short film that shows a follow-up to Meera, a 15 year old girl who lives in Nepal. Remind students about Meera’s first film (shown in lesson 1), and ask students to say what they can remember about Meera’s situation. Remind students about Nepal and show where it is on a world map. Ask the group to watch carefully, and not to talk. Play the DVD film on a television or data projector. If you use a data projector ensure that you connect to speakers so everyone can hear properly.

After the film discuss the changes they can see in Meera’s situation by asking students:
How have Meera’s hopes and expectations changed?
In what ways is Meera fulfilling herself and her potential?
How is Meera meeting other young people?

Summarise to the class that Concern Nepal is a Nepali organisation that supports vulnerable children, and works to support their rights. Concern Nepal organised an extensive consultation programme with child workers, facilitating them to learn about their rights and to raise their own voices to protect those rights. This process culminated in the children writing their own Memorandum of Understanding, and the film shows the children presenting this Memorandum at the National Conference Centre in Nepal. Ask students to discuss the following questions:
What did all the children involved have in common?
(They were all child workers; in quarries, tea shops, brick kilns . . .)
What International document had the children used to learn about their rights?

(The UN Convention on the Rights of the Child)
What were the four headings under which the children had divided their rights, and written their Memorandum?
(Protection, Survival, Development and Participation)
What different types of people were in the audience?
(Teachers, elders, Government ministers, development organisation staff, children . . .)
What did the children plan to do with their Memorandum of Understanding?
(Distribute it to government ministers and development organisations)

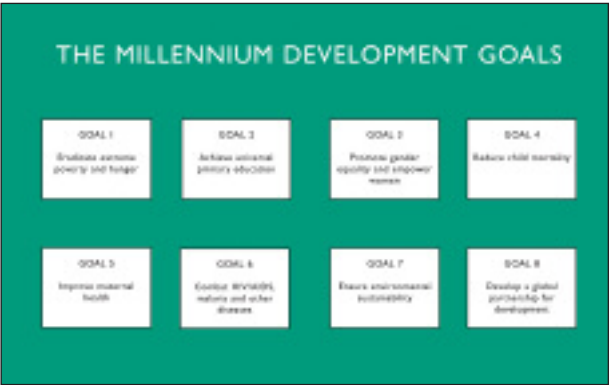
2. EXPLORING THE MILLENNIUM DEVELOPMENT GOALS

Activity:
Small group exercise and whole group feedback.

Time required:
2 minutes to introduce
10 minutes small group activity
10 minutes to feedback

Method:
Introduce to the class the theme of the Millennium Development Goals. These ‘goals’ were derived from the United Nations Millennium Declaration, adopted by 189 nations in 2000, and they set out 8 targets to be achieved by the year 2015.

In the resources for this section you will find a file called ‘Millennium_Development_Goals’. This has an overview diagram of the 8 goals. Display this diagram to the class and read through the 8 goals together. Discuss any phrases that participants do not fully understand; these may include ‘universal primary education’, ‘gender equality’, ‘child mortality’, ‘maternal health’, and ‘environmental sustainability’. In the resources for this lesson you will also find a PDF called ‘MDG_Report_2006’. This gives concise information for each ‘goal’. Read through this report before facilitating this session so that you are clear about each goal. Don’t get too technical on the statistics, but help students understand the basic intention of each goal. In the resources for this lesson you will find a file called ‘MDG_Pyramid’. This pyramid shows the 8 Millennium Development Goals along its base.



Print out this pyramid before the class, and make copies for the class to work in groups of about 6 people, having 1 sheet each. Ask students to move up the pyramid writing the goals in the boxes, but leaving out at each stage the goal they feel is least important for child rights. Then compare each group’s pyramid, and discuss similarities of differences. What goal is felt to be most important for child rights?

FURTHER ACTIVITIES AND HOMEWORK IDEAS



Angela - an HIV orphan in Kenya.
Running Time: 23 mins

1. Take an extra lesson to watch the film called ‘Angela’, which explores the lives of Kenyan children living in families affected by HIV Aids. Discuss in relation to Goal 6 of the MDGs.
2. Imagine, like Meera, that you have to present a speech at a conference on Child’s Rights. Write a 1 page speech to convey your main points.
3. Make a portrait collage showing Meera’s childhood ‘before’ and ‘after’ she became involved in child rights work. Use key words, images and colours to show the changes in Meera’s childhood.

LESSON 5

Developing action projects

LEARNING OUTCOMES

In this lesson students will be encouraged to:

- Discuss different ways they can get involved in protecting child’s rights in Ireland and overseas.
- Prepare an Action Project to make an individual, or class, response to the challenge of protecting child rights.

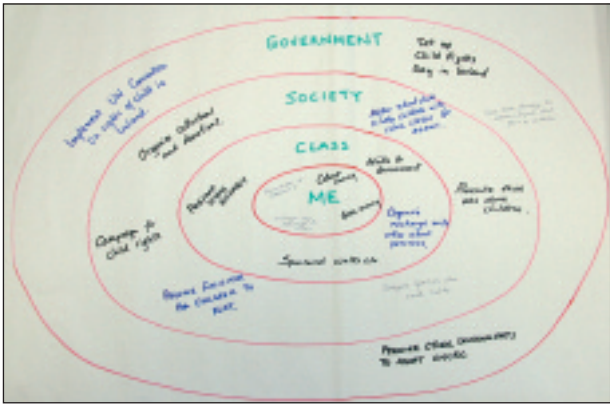
SUGGESTED ACTIVITIES

1. EXPLORING LEVELS OF RESPONSE

Activity:
Small group exercise and whole group feedback.

Time required:
2 minutes to introduce
15 minutes in small groups
20 minutes to feedback

Method:
Explain to the class that you are going to explore ways of responding to the challenge of protecting child rights in Ireland and overseas. Ask the class if they can remember specific rights from the UN Convention on the Rights of the Child. List their answers, and then read through the simplified UN CRC provided in the resources for this lesson. Split the class into groups of about 6 people. Give each group a large sheet of paper and a marker pen. Ask each group to draw four concentric circles like a target, and to label the inner circle ‘Me’, the second



An example of exploring different levels of response.

circle ‘Class’, the third circle ‘Society’, and the outer circle ‘Government’. Now ask each group to write three things into the outer and third circles to suggest practical ways that the ‘Government’ and ‘Society’ can protect child rights in Ireland and overseas. When the groups have finished ask them to read out their ideas to the class and discuss their suggestions. Ideas written may include:

- GOVERNMENT**
- Implement UNCRC in fullest possible way in Ireland.
 - Support UNCRC implementation in other countries by providing funding to child rights projects, and by using diplomatic pressure.
 - Allocate more money in Ireland to child-focused services.

- SOCIETY**
- Provide support for families in need of help.
 - Provide facilities for children to play.
 - Organise after school clubs to help children needing extra tuition or exam preparation.

Now ask each group to write down three ideas that the whole class could do. Feedback and discuss ideas in the whole group. These could be ideas within the school, or within the wider community. Ideas might include:

- CLASS**
- Prepare a school assembly on child rights.
 - Organise a link with a school in another country.
 - Organise an event to support the work of an Irish child-focused development organisation; examples include Barnardos (supporting children in Ireland) and Trocaire (supporting children overseas).
 - Invite an organisation to come in and talk about their work on child rights.
 - Produce a magazine, or a film, that discusses child rights issues.
 - Mark Human Rights Day - every December 10th.

Finally, ask students to spend a moment thinking about what they could do as an individual. Ask students to write one idea into the ‘Me’ circle on their group’s chart. Feedback and discuss as a whole group. Ideas might include:

- INDIVIDUAL**
- Prepare a talk on child rights and deliver over the morning intercom if the school has one.
 - Be aware of child rights issues and amend my own behaviour to other children.
 - Give money to a child-focused organisation.
 - If doing the President’s Award, focus the community activity part on child right’s work.

2. MAKE A CLASS ACTION PLAN

Activity:
Whole group exercise.

Time required:
2 minutes to introduce.
20 minutes for group exercise.

Method:
From the previous activity ‘Exploring Levels of Response’, make a list on the board of all the ideas for ‘Class’ responses to child rights issues. Summarise these ideas, and ask if anyone has

thought of anything else to add. Explain to the class that you are going to vote for the most popular idea, and then you will make an Action Plan to implement the idea. This Action Plan may be theoretical, or it may be something you as a class decide to go ahead and implement. Students have 1 vote. Go down the list and ask for a show of hands for support as you come to each idea. Write the number of votes alongside each idea. If there is a tie between 2 or more ideas, ask the students to vote again for just the ones that are tied. Keep going until the most popular idea is reached. Now use the Action Plan Template (provided in the resources of this lesson) to explore the chosen idea in more detail and to develop a project:

- WHO**
Who will be involved in the project, and what roles will people have?
- WHAT**
What is the aim of the project (general statement of intent) and what are the specific objectives (actual things you will do).
- WHOM**
To whom will the project be aimed, and who is the target audience?
- WHEN**
When exactly will your activities happen?
- WHERE**
Where will your project happen?
- WHY**
What is your motivation for this project, and what changes will it bring about? How will you know if you have been successful and what methods do you have of evaluating your project?

ACTION PLAN					
WHO	WHAT	WHOM	WHEN	WHERE	WHY
Who will be involved in the project, and what roles will people have?	What is the aim of the project (general statement of intent) and what are the specific objectives (actual things you will do)?	To whom will the project be aimed, and who is the target audience?	When exactly will your activities happen?	Where will your project happen?	What is your motivation for this project, and what changes will it bring about? How will you know if you have been successful and what methods do you have of evaluating your project?

Organisations, and resources, that provide opportunities for Action Projects and School Link Schemes are provided in Section Two.

EVALUATING LESSONS

What are participants learning?

It is important to evaluate the effectiveness of each of the 5 lessons. This will help you to see if you need to:

- Amend the techniques that you use to facilitate lessons, especially in relation to groups of different ability.
- Expand, or reduce, the information given in the different lessons, or introduce new sources of content.

It will allow participants to:

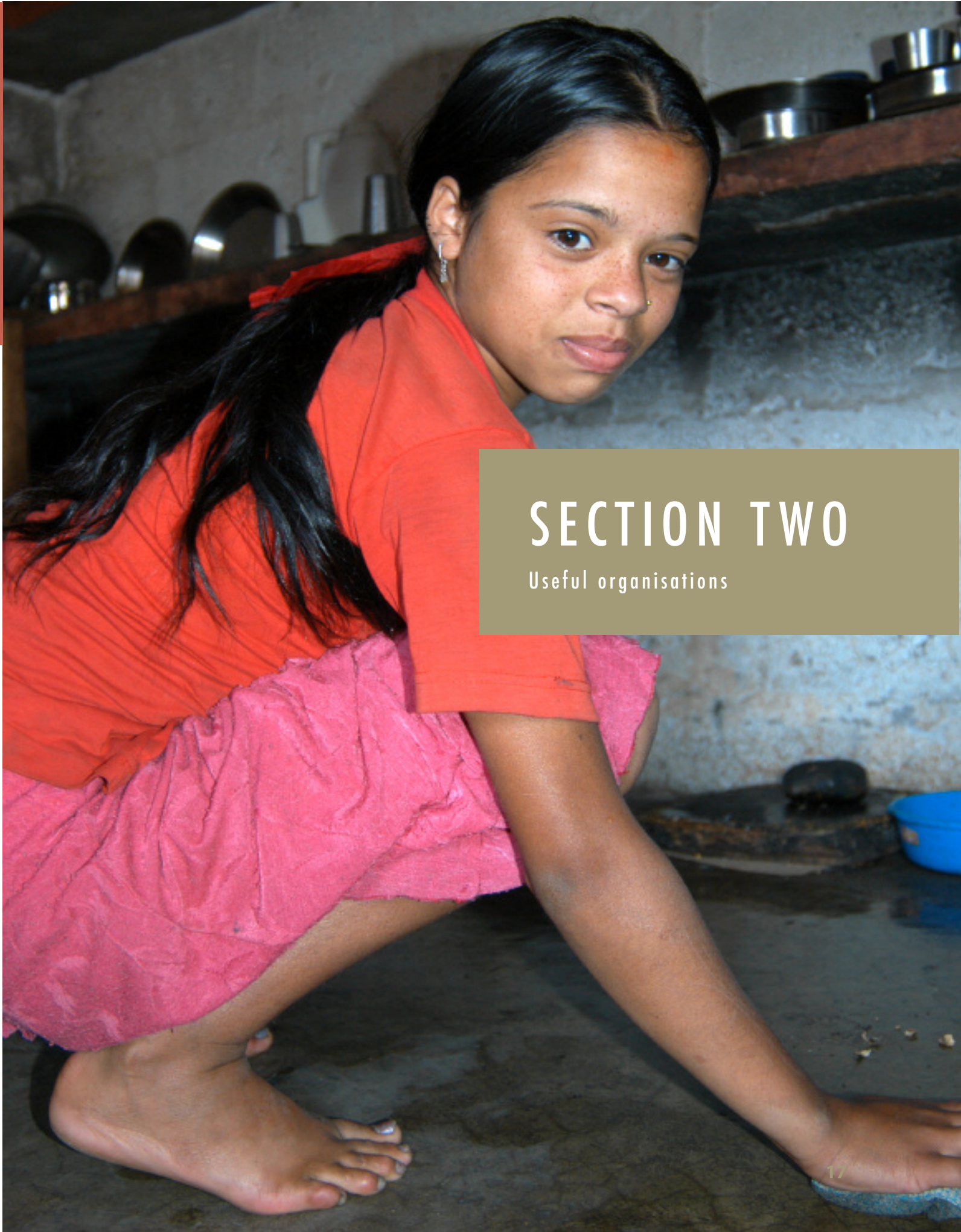
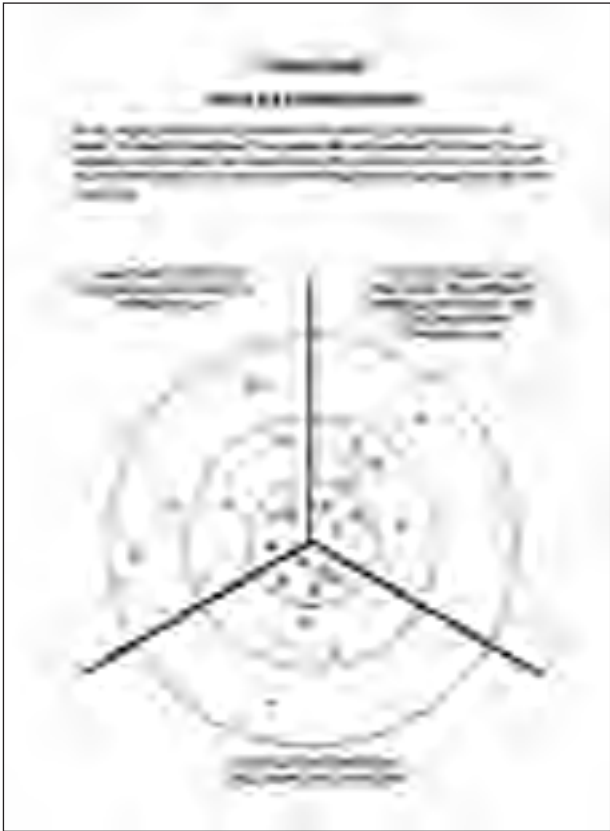
- Recognise what they have learnt.
- Reflect on their own contribution to, and participation in, group learning.

Activity:
Group exercise and feedback.

Time required:
2 minutes to introduce
3 minutes in small groups
2 minutes to feedback

Method:
Introduce the group to the theme of reflecting on what they have learnt. Included in the resources is a PDF of five 'Evaluation Target Sheets', one for each lesson, in A4 size. You can use an A4 sheet but it is much better to draw them up onto a flip chart size piece of paper. On the targets there are three statements. Participants should put three dots (one in each segment) onto the target. If they strongly agree with a statement, their dot goes in the bull's

eye. If they half agree, their dot goes in the middle ring. If they don't agree, their dot goes in the outer ring. Participants can make a dot with a marker pen but giving them small round stickers is more effective. When everyone has marked the target you will all be able to stand back and get a good overview of what has been achieved in the lesson.



SECTION TWO

Useful organisations

Introduction

Trócaire envisages a just and peaceful world where people's dignity is ensured and rights respected; where basic needs are met and resources are shared equitably; where people have control over their own lives and those in power act for the common good. We achieve this by working in partnership with local organisations across Africa, Asia, Latin America and the Middle East, and in Ireland by encouraging Irish people to raise awareness and to campaign to bring about global change.

Trócaire and Children's Rights

All of Trócaire's work, both in Ireland and overseas, focuses on human rights as a key tool for bringing about change and a more equal world.

*'Children have the right to protection
from all forms of exploitation,
including exploitation in the workplace.'*

Article 32 of the Convention on the Rights of the Child

In Nicaragua, there are over 110,000 illegal child workers involved in many types of work on the



Lisabeth Sevilla Palacios, 17, a former street worker, who now works to inform young Nicaraguans about their rights.

streets, in mines, coffee plantations and more. Trócaire supports a number of organisations in Nicaragua who promote and defend Children's Rights. Two of these are Natras and Cesesma. They do this by training and encouraging young people to go out and talk to other young people about their rights. This is called Peer Education. It is a powerful and successful way of learning and promoting children's rights.

*'You have the right to an identity,
an official record of who you are.*

No one should take this away from you.'

Article 8 of the Convention on the Rights of the Child



Elisa and Antonio with their daughter Albertina, waiting to collect her birth certificate in Mozambique.

There are approximately half a million unregistered children in Mozambique. This leaves the children without an official identity or nationality and so it can limit their access to education, healthcare and other rights as they grow. Trócaire supports a programme of Birth registration in Mozambique through the Children's Network, made up of local organisations. Their work involves, awareness-raising on the importance of birth registration, organising Registration days and accompany parents and supporting them through the process of registration.

Champion Children's Rights - Take Action!

*'Young people have the right to express
their opinion and to have these taken into account'*
Article 2 of the Convention on the Rights of the Child

Schools, teachers and students have a long tradition of taking action for change with Trócaire. Below are just a few ideas:

Knowledge is Power

Awareness and knowledge are the first steps in taking action for positive change. Encourage the students to consider all they have learned through exploring the different Experiences of Childhood and challenge them to pass that knowledge on in creative and effective ways, using images, drama, factsheets, debates, table quizzes and so on.

Peer Education

Take inspiration from Lisabeth in Nicaragua and set about informing other young people about the Rights of the Child, different experiences for children around the world and how young people can make a difference. Why not visit your local primary school to speak to younger children?

Day of Solidarity

Hold a Day of Solidarity for all children around the world – represent their stories and power in creative and informative ways. Inform your school community about the different ways they can support children's rights – think about ethical shopping and fair trade.

Create your own Convention

As a class group, draw up your own convention on the rights for children and highlight it in your school and community.

Find out more

Find out who in the government is responsible for ensuring that children's rights in Ireland are protected and who is responsible in Ireland for ensuring that children around the world are protected. Write to them and ask them what exactly they are doing.



Risper Gathoni Mwangi, a member of a Kenyan human rights club, using drama to raise awareness about the impacts of conflict.



A group of Cork students hit the streets to raise awareness during the Make Poverty History Campaign.

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Introduction

Barnardos supports children whose well-being is under threat, by working with them, their families and communities and by campaigning for the rights of children. Barnardos' vision is an Ireland where childhood is valued and all children and young people are cherished equally. Barnardos was established in Ireland in 1962 and is Ireland's leading independent children's charity.

Barnardos and Children's Rights

Barnardos strives to look after and protect the rights of children in Ireland, both individual children and also all children in this country. In Ireland, it may not always be obvious that not all children are able to obtain their rights. We in Barnardos meet a lot of children whose rights may be affected and we work to help them in a number of different ways.



Firstly we work with vulnerable children and families through services provided in over 40 projects in disadvantaged communities throughout Ireland. These services are designed to meet the individual needs, challenges and issues facing the children and their families.

This work includes:

- Identifying the particular social, emotional and educational needs of a vulnerable child and developing a plan to support those needs.
- Lobbying for quicker access to services such as speech and language for an individual child.
- Working with parents and teachers in addressing children's difficulties in school.
- Helping parents build up their parenting skills.

We also support children and families through central services. These services cover needs such as bereavement counselling for children, post-adoption advice and support for children adopted from overseas and their parents, and Guardian ad Litem, a service which represents children in court cases to ensure that children's rights are protected and asserted and that the voices of children are heard in all matters that affect them.

At a national level we continuously lobby Government, politicians and policy makers for reform of the law and in policy areas including education, health, child protection and child poverty. We do this in the interests of improving the lives of all children, but particularly those who are disadvantaged. Barnardos also advocates for the full implementation of the UN Convention on the Rights of the Child and the insertion of explicit children's rights into the Irish Constitution.

Barnardos works with children in Ireland to help them get the most out of their education.



Barnardos aim is to make Ireland the best place in the world to be a child.

Ways of Getting Involved

Barnardos has developed a series of resources to help you get more involved in the various issues relating to children's rights in Ireland. These include essay suggestions, worksheets, project ideas for young social innovators, and more information and links to help you further understand children's rights in Ireland, the political system and how Barnardos influences Government.

You will find these resources on www.barnardos.ie

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Introduction

As the founding country of the Leprosy Mission International, TLM Ireland has cured and cared for those suffering from leprosy and other related diseases for over 130 years. Leprosy affects the poorest of the poor – men, women and children. Each person's life is threatened physically, emotionally, spiritually and socially.

The Right to Learn and Live

Although only 20% of leprosy affected individuals are children, poverty and disease continue to deny children access to their most basic rights - health and education. As parents struggle to provide for their families, children are left with little hope for a bright future.

TLM Ireland provides encouragement and the tools needed for children and families affected by leprosy to experience a life of dignity and purpose. As many parents cannot afford to send their children to school, the Leprosy Mission provides a way through our CREAD education program. All students participating with CREAD are living



TLM supports children's education.

among families affected by leprosy. Many of the students are sufferers themselves. Leprosy Mission schools open doors for future education opportunities and other skills training. Through vocational training, adults and older children affected by leprosy are given the opportunity to learn skills such as welding, mechanics, tailoring and computer repairs. Small business loans are also offered to help students and their parents start businesses that earn a respectable income and provide essential food, medicine and a safe place to live.

In educating and training younger generations, TLM Ireland is giving children the right to learn, grow and experience a future without poverty and disease.

An Advocate for Change

You can change lives by giving children the right to education and health by helping TLM Ireland carry out our mission of helping families break free from



Children are offered a new life through TLM partnership and care.

the devastating effects of poverty and disease. TLM Ireland has many resources you can use to help your school and community learn about leprosy and the work of our mission. Through the story of a little girl who makes umbrellas, the Umbrella Girl curriculum shows students the first signs of leprosy and how scary that can be! But this young girl is given the cure and the support needed to live with confidence and hope. Contact TLM Ireland directly at www.leprosymission.ie to receive multi-media resources or our Umbrella Girl curriculum.

Become an advocate for a child suffering from leprosy today by contacting your Member of Parliament and ask them if they know about leprosy and the work of TLM Ireland. You can also contact Irish Aid and find out what your government is doing to support the UN's convention on Child's Rights or the Millennium Development goals.

In raising awareness you are helping those who have been denied their most basic rights to establish a future of hope for generations to come.



TLM offers the cure and ongoing care to children in need.

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DVD FILMS



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Financially assisted by



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