



TABLE OF CONTENTS

What is the purpose of the teacher's guide? 3

Suggested uses of the educational toolkit 3

Human rights education 4/5

Subject areas and subject-specific competencies 6

A world set to rights 7

Human rights and the rights of the child are everyone's business 8/9

The right to non-discrimination 10

The right to life and health 124

The right to protection 14 The right to a decent standard of living

The right to education 48

The right to live in peace 20

Conclusion 22

Answers to the games and relevant references 28

This educational toolkit on the rights of the child and the accompanying teacher's guide was developed by "Le Réseau In-Terre-Actif" of the "Comité de Solidarité/ Trois-Rivières". "Le Réseau In-Terre-Actif" is an educational tool designed to inform and educate youth on solidarity and citizenship. It aims to engage students at the primary and secondary levels, as well as members of the general public in a number of social, environmental, and international challenges.

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This toolkit uses 100 % recycled paper and 30 % recycled content cardboard.



WHAT IS THE PURPOSE OF THE TEACHER'S GUIDE?

The teacher's guide is intended to assist teachers and anyone else wishing to use the toolkit in an educational context with students or other groups of people. It is meant to be a supporting tool, reference, and complementary document. It is especially useful for educators whose understanding of the theme is less thorough or who want more ideas on the best way to use the album.

SUGGESTED USES OF THE EDUCATIONAL TOOLKIT

The purpose of this toolkit is to educate youth about children's rights and encourage them to take responsibility for their rights. The toolkit includes many activities for students to enhance their civic education, and tries to stimulate children's autonomy and creativity while providing them with the opportunity to personalize their learning experiences.

Since the toolkit may be used throughout the school year, it is designed to give freedom to the teacher with regard to curriculum.

You may do a group reading of the album. If the students have questions, you may let the other students try to answer them so you may evaluate their understanding of the subject.

You may also divide the students into smaller groups, each having to study one right and become sufficiently familiar with it to explain it to the others. First review the toolkit's introduction with the whole group (p. 2 to 5), then assign one right to each team. After, you may ask the teams to each make a presentation on the right assigned to them. Finally, once the presentations are finished, you may choose one of the activities proposed in the guide to help students remember the important information. To conclude, also review the toolkit's conclusion with the whole group (p. 18).

Note that some of the more difficult terms to understand are in **bold**. Students will find a definition of those terms at the end of the toolkit.

Human rights education

When children are taught appropriately about their rights, they learn about the rights and freedoms of others and their responsibility to respect the rights of others.

CANADA HERITAGE

www.pch.gc.ca/pgm/pdp-hrp/canada/enfnt-eng.cfm

WHY IS IT IMPORTANT TO EDUCATE YOUTH ABOUT HUMAN RIGHTS¹?

Here are just some of the reasons why human rights education is important:

- **Because it's a right:** Article 42 of the Convention on the Rights of the Child stipulates that youth have the right to know their rights. Adults have the responsibility to ensure that youth are informed and can exercise their rights.
- To increase respect for human rights: Knowing about your rights is the first step in promoting greater respect for human rights. In places where youth are aware of their rights, there is generally better respect and less abuse of rights.

• Because the values underlying human rights are universally recognized: Adults who work with youth must constantly determine which behaviours are acceptable and which are not. Making these types of decisions often involves relying on personal experiences or values. Human rights education provides a clear framework for evaluating when and how to intervene by referring to the universally recognized values that come directly from the Universal Declaration of Human Rights.



- To encourage the development of self-esteem and active participation: Once youth become aware of their rights, they come to recognize their own importance as human beings. They also start to realize that what they live, think and feel has value and that they can make a positive contribution to group life, their family, their school and their community.
- To reinforce positive behaviours among young people: Human rights education is one of the most effective ways of encouraging positive behaviour because it is based on critical thinking and strengthening of a youth's sense of responsibility. Human rights education encourages youth to consider how they interact with others and how they might change their behaviour to better reflect the values of human rights. The result is that they are not only more aware of the importance of respect, cooperation and inclusion, but also better equipped to put these values into practice in their daily lives. Numerous studies have shown that it is much easier to help children and youth develop values and attitudes of openness and respect for diversity than to try to change entrenched discriminatory behaviours.

¹Extracted from the educational toolkit "Play it fair", International Centre for Human Rights Education, http://equitas.org/wp-content/uploads/2010/11/2008-Play-it-Fair-Toolkit En.pdf

Subject areas and subject-specific competencies

This educational toolkit can be adapted to different subject areas, and touches on various subject-specific competencies. It may also be used at different times during the school year, thus giving the teacher a degree of freedom. The following table gives examples of links between the toolkit and Quebec's school curriculum for the third cycle of primary and the first cycle of secondary:

SUBJECT AREAS	LEVELS	SUBJECT-SPECIFIC	SUGGESTED USES
Languages	Prim. cycle 3 Sec. cycle 1	To read and appreciate diverse texts	Questions give the student the opportunity to exercise his/her reading comprehension.
	Prim. cycle 3 Sec. cycle 1	To write diverse texts	The student writes on issues linked to the rights of the child or on the challenges to be met.
	Prim. cycle 3 Sec. cycle 1	To communicate orally	The student communicates orally about his/her learning experiences and/or the challenges he/ she met.
Social world	Prim. cycle 3	To interpret change in a society and its territory	The student explains the impacts that respect or a lack of respect for children's rights may have on the world, and places facts related to children's rights on a world map.
	Sec. cycle 1	To construct his/her social consciousness of global citizenship	The student writes on his/her insights concerning the impacts of respect or a lack of respect for children's rights and on the relevance of taking action to have them respected.
Personal development (Ethics and Religious Culture)	Prim. cycle 3	To reflect on ethical questions	The student describes orally or in writing the impacts of respect or a lack of respect for children's rights.
	Sec. cycle 1	To reflect on ethical questions	The student describes orally or in writing the impacts of the rights of the child.
	Sec. cycle 1	To engage in dialogue	The student expresses his/her point of view in writing or orally.
Arts	Prim. cycle 3	To produce works of arts	Creation of slogans, of an illustrated charter of rights, etc.
	Sec. cycle 1	To create personal images	Artistic creation on the impacts of a world without rights, on the feelings the children may experience.
	Sec. cycle 1	To create dramatic works	Creation of sketches on actions to take or on ecological problems.

If the world were a village Pages 2 & 3 of the toolkit

The purpose of this page is to give students the possibility to personalize their toolkits and make them realize how lucky they are compared to the majority of people living on earth. It also aims to stimulate the students' interest in the toolkit's subject matter. The intention, here and elsewhere in the toolkit, is not to make the youth feel guilty, but to increase their awareness of the rights of children and to have them to take responsibility those rights.

SUGGESTED PROCEDURE

Give the students time to read the page and to answer questions individually. Then ask them to share with the class, beginning with their answers to the first five questions and afterwards, their answers to the last two questions.

The right to a name and a nationality (article 7) and the right to an official record of who they are (article 8) are enshrined in the Convention on the Rights of the Child. Children also have the right to express their opinion (article 12).

For millions of children in the world, those rights are not respected. It is important to stress the fact that most of those children suffer, dream, and fight to have the same opportunities as Canadian children.

Before or during the reading of these pages, you may offer guidance to the students by asking them the following questions:

 What are the possible consequences of not having a recognized identity?

Possible answer: These children have little or no chance to access education, health care, property, traveling, etc.

 Why do you think that parents do not register their children at birth?

Possible answer: Poverty, war, remoteness from towns or villages, and parents' lack of education are some possible answers.

REVISITING THE TEXT "IF THE WORLD WERE A VILLAGE OF 100 PEOPLE"

You may download the whole document to go into more detail on the subject and give students more great insights: www.populationdata.net/index2.php?option=mondevillage

For an illustrated presentation (in English): www.tuxboard.com/si-le-monde-etait-un-village-de-100-personnes

Note that this subject is discussed on numerous web-sites and that statistics may vary from one site to another.

Finally, throughout the toolkit, invite students to personalize their learning experiences. They may do so by expressing their personal answers toquestions and their opinions on the challenges they're invited to take on. They may also colour the characters and highlight elements of the text that seem important to them.

Human rights and the rights of the child are everyone's business Pages 4 & 5 of the toolkit

These pages enable students to better understand what human rights are and why children have specific rights enshrined in a convention. They are also meant to overcome the legitimate scepticism of youth concerning the relevance and importance of learning about the children's rights.

Before or during the reading of these pages, you may offer guidance to the students by asking them the following questions:

• How would you define a right? Is there a difference between a "right" and a "want"?

(Listen to the answers and give clarification if necessary.) Having a **right** consists, for a person, in having the ability, under a law or regulation adopted by a public body, to enjoy a given privilege or to behave in a certain way. Having a **want** for something consists of longing or wishing to do something, but that longing or wishing does not justify the establishment of a right.

• What do you think a world without rights would look like?

Suggested answers: Law of survival of the fittest, permanent state of war, wasted potential of each person denied the possibility to develop harmoniously, a world full of dangers, people would be fearful...

• Do you feel it is important that children be protected by rights? Why?

Students' answers

Scenario to enable students to better understand the importance of enjoying our rights and of the importance of protecting those rights:

"Imagine that a new principal arrives at the school and decides to abolish breaks and to discipline unruly students by hitting them. What would you do? What would you say?"

Such a situation could not occur here because the rights of the child are respected (rights to play and to protection from violence).



 Would you agree to recognize that nobody is protected against prejudice stemming from a lack of respect of their rights?

It may be useful to stress with children the fact that, in our societies of wealth and comfort, where we have easy access to education, health care, food, drinking water, and electricity, that we could tend to take some rights for granted and to forget that many of those rights are not respected elsewhere in the world. The protection of our rights requires constant vigilance: numerous events have the power to completely change the situation. (You may ask your students to give examples of such events: war, natural disaster, economic crisis...)

• Does someone wish to share an experience where he/she suffered or witnessed the lack of respect of a right?

It is important to ensure that everyone is showing respect and listening when a student gives a personal account. Feel free to intervene where necessary. Finally, students could ask you why a country like the United States has still not ratified the Convention on the Rights of the Child.

Ratification: Formal act confirming what has been said, agreed or promised.

(For example: It's the difference between sealing a deal with a verbal agreement or a handshake, and giving it legal status by the signing of a contract.)

POSSIBLE ANSWER

The United States have ratified almost every other treaty pertaining to human rights except the Convention on the Rights of the Child. The reasons for not doing so are a subject of interpretation. Opponents suggest that ratification would encourage childrento sue their parents for all kinds of grievances or to dictate to parents how to raise their children, etc. That opposition is stems from the fact that capital punishment is still permitted under the legislation of some American States. That legislation even allows, under certain circumstances, the execution of someone who committed a crime while under the age of 18, whereas article 37 of the Convention clearly forbids any inhuman or degrading treatment of children.

For more information, consult the sites:

UNICEF USA

www.unicefusa.org

CHILD RIGHTS INFORMATION NETWORK (CRIN)

www.crin.org

The right to non-discrimination Pages 6 & 7 of the toolkit

SUGGESTED PROCEDURE

Guided and facilitated reading in class or reading by the students, alone or in groups. You may explore the following avenues as ice-breakers to introduce the right to non-discrimination or to go back to the subject in group following the reading.

You may ask the following questions to the students as an introduction to the reading:

- Are any of you prejudiced? (There is a strong possibility that nobody will raise their hand ... Remind the students that prejudices may be positive or negative and that it is virtually impossible to be completely unprejudiced, but that it is possible to get rid of those prejudices.)
- Once some prejudices have been identified: Where do these preconceived ideas stem from? Past experiences? Hearsay? Stereotype fostered by the media?

Definition of **prejudice**: Preconceived opinion about something or someone. It is held to be true without verification. Judgement made without getting to know the facts.

Example of positive prejudice: Girls love playing with dolls and cooking.

Example of negative prejudice: Boys don't like reading and prefer to fight.

To launch a discussion on prejudices and discrimination, it may be interesting to propose the following scenario to students:

TO WHOM DO WE GIVE THE ORGAN?

There is little time left. Five people have been waiting for a long time to receive a kidney transplant and that kidney represents for each of them a last chance to survive. In teams of 5 or 6, you must determine which person will receive the kidney made available less than an hour ago. You must reach a consensus about the person to be chosen, so every member of your team must agree to the decision. You will thereafter have to explain to the class whom you have chosen and why, and the reasons why you did not choose the four other people.

Marc, 30 year old man, gay, lawyer, single, rich and smoker.

Mohamed, 20 year old law student of African descent who immigrated to Quebec 4 years ago with his family.

Julie, 44 year old single mother of 2 children, welfare recipient for the past 5 years.

Luc, 17 year old boy, drop-out, artistic painter.

Victor, 24 year old person in a wheelchair, who is studying social work.

RECAP OF ACTIVITY

Ask each team for its choice and the process it used to eliminate or choose the candidates. Explain that the selection process often follows from our values (those that we choose to retain) and prejudices, and that the elimination of candidates is a form of discrimination (based on sex, origin, age, economic situation, job, etc.), for there are no right answers to the exercise. Did we base our judgment on past experiences with people having some of the characteristics of the scenario's characters, or on a stereotype fostered by our parents or the media concerning people belonging to certain social groups?

RECAP THE ANSWERS TO THE QUESTION: DO YOU THINK THAT PEOPLE DIFFERENT FROM YOU CAN BRING YOU SOMETHING?

After hearing the various answers given by the students, you may improve on the answers as needed with the following elements or other ones, at your discretion:

- They may teach us new interesting ways to do things (cooking, clothing, children's education, male/female relationships, lifestyle, etc.);
- They may make us realize that there is more than one valid opinion about a situation or an event;
- They can inform us about realities (history, life in another country, etc.) which we weren't aware of.

You may also ask the students if, in their daily lives, they show openness towards others and make an effort to get to know people different from themselves or if they tend to keep a distance from the unknown.



RECAP THE ANSWERS TO THE QUESTION: HAVE YOU FACED DISCRIMINATION IN THE PAST OR DO YOU KNOW SOMEBODY WHO HAS? HOW DO YOU FEEL IN SUCH A SITUATION?

After listening to students' various answers, you may improve on them as needed with the following elements (lack of understanding, rejection, sadness, frustration, sense of grievance, indifference, etc.) or others, at your discretion. You may also establish links with the elements mentioned during the scenario "To whom do we give the organ?"

REVISIT WITH THE STUDENTS SOME ELEMENTS TREATED IN THE SECTION "DID YOU KNOW THAT?"

You may draw students' attention to any element of your choice or ask them which elements interested them and why? Here are examples of questions that you may ask:

- What do you think of the one child policy adopted by China?
 Will the favouring of boys over girls in Chinese society
 have consequences on China's future society? (Numerical
 unbalance between men and women, difficulty for men to
 get married and start families, sense of frustration in men,
 trafficking of women and girls...)
- From your observations, is your school adapted for handicapped students? What about your town? Can people in wheelchairs go get around easily?

Did you know that article 15 of the Canadian Charter of Rights and Freedoms states that all Canadians are equal before and under the law, without discrimination based on race, origin, colour, religion, sex, age or mental or physical disability? laws.justice.gc.ca/eng/charter/1.html

REVISITING THE SECTION "EVERY RIGHT COMES WITH A LEVEL OF RESPONSIBILITY"

This section is intended to make students aware of the need to take responsibility for their rights. This may be a good opportunity to review expectations of teachers, or expectations teachers have of students, particularly concerning intimidation or bullying in school. This section stresses that the rights that must be respected on a global scale are the same rights that must be respected at the local level, such as at school ar at home.

REVISITING THE SECTION "WE'RE UP TO THE CHALLENGE"

Students can try to identify prejudices that occur at school and work on projects to enhance awareness amongst other students. These projects may include slogans, posters, skits, or a booth at school during lunch hour: be creative!

You may also invite students to take on a challenge outside of school. Are there people close to them (parents, friends, neighbours, etc.) who express and encourage unfounded prejudices? Give them the mandate to change those people's minds!

The right to life and health Pages 8 & 9 of the toolkit

SUGGESTED PROCEDURE

Guided and facilitated reading in class or reading by the students, alone or in groups. You may use the following leads as ice-breakers to introduce the right to life and health or to review the subject in groups following the reading.

You may introduce the reading by asking the following questions:

- What do you think we need to stay in good health? (Water, food, heating, clothing, medical treatments as needed, love and affection, pleasant environment, physical exercise, healthy living habits...)
- Do you feel that you are doing everything necessary to stay in good health? (Physical activity, healthy diet, regular physician visits, treatment of illnesses as soon as symptoms appear...)
- Do you think that health is a right or a duty for children?

Health is a right because...

- It is proclaimed as such in articles 6 and 24 of the Convention on the Rights of the Child;
- It doesn't depend solely only on our good will, but also on access to infrastructure (hospitals, clinics, etc.) and to resources (medication, qualified medical personnel, etc.) that should be provided by the governments;
- It is one of the main elements necessary for people to reach their full potential and succeed. It must therefore be accessible for each and everyone.

Health is also a duty because...

- Our daily behaviour, to a certain point, determines our health; we therefore have to to assume responsibility for it;
- If we suffer from bad health, even our survival may be at risk. We must therefore protect our health to be able to enjoy life;
- Good health is critical to be able to participate fully and actively in society, and to work or go to school.

RECAP THE ANSWERS TO THE QUESTION: WHY DO WE SAY THAT CHILDREN ARE THE FUTURE OF HUMANITY?

After listening to the various answers given by the students, you may improve on the answers as needed with the following elements or other ones, at your discretion:

- Because they are the adults of tomorrow, who will in turn have children and contribute to the survival of the human species;
- Because they will have to make decisions (at work or in their personal life) that will affect the history of the planet;
- Because if they grow up with values of social justice, human rights and environmental awareness, they may be able to change society in the coming years.

RECAP THE ANSWERS TO THE QUESTION: DO YOU THINK THAT THE RIGHT TO LIFE AND HEALTH IS EQUALLY RESPECTED EVERYWHERE IN THE WORLD?

After listening to the various answers given by the students, you may improve on the answers as needed with the following elements or other ones, at your discretion:

- No, because some children live too far away from medical facilities (hospitals, clinics...) to be treated there if needed;
- No, because the resources promoting good health (drinking water, adequate and nutritious food, mosquito nets, etc.) are too costly or inaccessible;
- No, because some pharmaceuticals are marketed at scandalous prices and are therefore not accessible for the majority of people in developing countries.

Note that while responding to this question, students may refer to the examples given in the section "Did you know that?", thus establishing a link with page 9.



REVISIT WITH THE STUDENTS SOME ELEMENTS TREATED IN THE SECTION "DID YOU KNOW THAT?"

You may draw students' attention to any element of your choice or ask them which elements interested them and why? Here are examples of questions that you may ask:

- How would you explain the very large difference between the Canadian and Angolan infant mortality rates? (Angola: poor sanitary conditions, poor access to health care, poverty, wars, governmental corruption...)
- A treatment making it possible to cure AIDS during the very first months following the onset of the disease is offered on the market. Knowing that, why do you think that the disease continues to be so devastating on the African continent? (Cost of the treatments way too high for low income populations, erroneous popular beliefs about the causes of the disease and appropriate treatments, low level of education among the populations concerned...)
- What do you think are the basic elements necessary to protect the life and health of children? (Healthy and diversified diet, medical attention before, during and after pregnancy, access to an adequate amount of safe drinking water, adequate family or community supervision, no crisis situations – food or financial emergencies, ecological or military crisis – in the child's environment...)

Did you know that, according to Statistics Canada and the World Health Organization (WHO), cancer and cardiovascular diseases are responsible for about 70% of all registered deaths in Canada each year?

www.cyberpresse.ca/actualites/quebec-canada/sante/201007/24/01-4300956-le-cancer-premiere-cause-de-mortalite-au-canada.php

REVISITING THE SECTION "EVERY RIGHT COMES WITH A LEVEL OF RESPONSIBILITY"

This section is intended to raise students' awareness of the necessity to take responsibility for their rights. It could provide an opportunity to recall some expectations of teachers and expectations teachers have of students.

It may also be interesting to encourage discussion between students and their parents on everyone's rights and obligations concerning health. The toolkit may furthermore be used at home to launch a family discussion on children's rights and obligations.

REVISITING THE SECTION "WE'RE UP TO THE CHALLENGE"

You may divide the students in teams and ask them to express their ideas and put them forward with the help of different mediums (drawings, etc.). The material produced may explore different themes:

- What precautions should we take to avoid infecting others when we are sick?
- What behaviours promote the spread of germs in day-today life?
- What habits should we adopt to stay healthy as long as possible or to get better after minor illnesses that are frequent in school settings (common cold, influenza, gastroenteritis, etc.)?

Here are a few reference sites that may help students to answer those questions :

www.hc-sc.gc.ca/hl-vs/index-eng.php

www.fightflu.ca/howdoyoufightflu-eng.html

The right to protection Pages 10 & 11 of the toolkit

SUGGESTED PROCEDURE

Guided and facilitated reading in class or reading by the students, alone or in groups. You may explore the following avenues as ice-breakers to introduce the right to protection or to review the subject in groups following the reading.

REVISIT WITH THE STUDENTS BAN KI-MOON'S QUOTATION, APPEARING AT THE HEAD OF PAGE 10.

Can anyone explain what the United Nations is? What is the mandate of the organization?

The United Nations is an international organization founded in 1945 after the Second World War by more than fifty countries committed to ideals of peace and respect for every individual and nation around the world, while promoting better living standards for the world's people. Thus, the UN adopted a Charter that binds all member states (there are 192 of them today) and established institutions having the mandate to ensure every country abides by international law. UNICEF is the United Nations organization having the mandate to ensure the rights of the child are respected and to take concrete measures to improve children's living conditions and quality of life.

For more information: www.un.org/en/aboutun/index.shtml

Do you think that all children grow up free of fear and exploitation, in Quebec and elsewhere? If not, what risks should children be protected from? Here are a few answers.

- Child labour (in factories, in the street, at home...) or sexual exploitation (prostitution, erotic shows, pornographic material...);
- Human trafficking;
- Abuse, ill-treatment and violence (physical, verbal, emotional, sexual, violence in war settings...);
- Neglect;
- Ftc.

You may also ask students to define what "neglect" is and to say if they think its consequences can have as serious as those of abuse, ill-treatment or violence. (**The omission of proper attention** –neglect – to a child may be as injurious as submitting him/her to **ill-treatment**.)

RECAP THE ANSWERS TO THE QUESTION: RULES AND REGULATIONS THAT PROTECT THE CHILD FROM DIFFERENT FORMS OF ABUSE.

After listening to the various answers given by the students, you may improve on their answers as needed with the following elements or other ones, at your discretion:

- Laws of the country or province and by-laws of the city or town (ex.: Quebec's Youth Protection Act, road signs promoting children safety, etc.);
- Labour standards (ex.: forbidding the employment of children under 16 during school hours, prohibiting the employment at night of children having to go to school the day after, etc.);
- Rules enforced in school and at home.

RECAP THE ANSWERS TO THE QUESTION: IF YOU LEARNED THAT SOMEBODY CLOSE TO YOU IS VICTIM OF ABUSE OR OF ANOTHER FORM OF VIOLENCE, WHAT WOULD YOU DO? WHICH RESOURCE PERSON WOULD YOU ASK FOR SUPPORT?

After listening to the various answers given by the students, you may complement them as needed with the following elements or other ones, at your discretion:

- Go to the person concerned to offer him/her support and friendship;
- Talk to your parents, the victim's parents, or any adult you trust around you;
- Ask for the help and guidance of your teacher or of the school's psychologist or social worker;
- Consult a worker of a local community service centre, hospital, police service, or community organization near your home.



REVISIT WITH THE STUDENTS SOME ELEMENTS TREATED IN THE SECTION "DID YOU KNOW THAT?"

You may draw students' attention to any element of your choice or ask them which elements interested them and why. Here are examples of questions that you may ask:

 Do any of you work or have any of you worked in the past? If so, why do you work? (For fun, to get pocket money, to help somebody...)

It may be important to mention that all forms of child work should not be banned, here as in the South. For example, many children worldwide do farm work to help their family without prejudice to their studies or without being exploited. Child work is not inherently bad; however, it must be regulated and supervised. For more information, visit the International Labour Organization (ILO) site:

www.ilo.org/global/topics/child-labour/lang--en/index.htm

- Do you think it's normal that some children have to work, often even full time, to earn an income for their families?
- Do you think that exploitation and slavery exist in Canada or in companies belonging to Canadians?
- How do you react to the fact that, in Canada, one in eight children is at some point a victim of violence?

Remember that one of your students may be or have been a victim of abuse... You must therefore lead this discussion with tact and respect.

REVISITING THE SECTION "EVERY RIGHT COMES WITH A LEVEL OF RESPONSIBILITY"

This section is intended to make students' aware of the need to take responsibility for their rights. It could provide an opportunity to recall some expections of teachers and of teacher's expectations for students.

This section may be used at home to launch a discussion between the students and their parents on our rights and obligations concerning child protection as a child, adult, parent, consumer, or citizen. It may also be interesting to try to identify companies exploiting children in order to stop patronizing them, as a gesture of solidarity with the world's children. If need be, visit the following sites:

en.maquilasolidarity.org (English and Spanish only)

ETHICAL ASSESSMENT OF COMPANIES

www.transnationale.org

BUSINESS AND HUMAN RIGHTS

www.amnesty.org/en/business-and-human-rights

REVISITING THE SECTION "WE'RE UP TO THE CHALLENGE"

You may divide the students in teams and ask them to express their ideas and put them forward with the help of different mediums (drawings, etc.). They may even make the school benefit from their initiatives by posting their works outside the class in order to raise other students' awareness of the rights of the child.

The right to a decent standard of living Pages 14 & 15 of the toolkit

SUGGESTED PROCEDURE

Guided and facilitated reading in class or reading by the students, alone or in groups. You may explore the following avenues as ice-breakers to introduce the right to a decent standard of living or to review the subject in groups following the reading.

- What do you think distinguishes a decent standard of living from an indecent one? What are the elements necessary to guarantee a decent standard of living? (Shelter, clothing, food, sanitation and hygiene, access to health care, etc.)
- Do you think that the most of the world population lives in decent conditions? Would you qualify the situation in Canada as representative or privileged compared to other countries? (Possibility to establish a link with page 3 of the album, where we talk about the "world village" of 100 people.)
- How can the lack of identification papers or registration at birth hinder a child's access to a decent standard of living?

If our identity is not registered, we cannot have access to the social services provided by governments (ex.: access to health care, unemployment and welfare benefits, driver's licence, school establishments, etc.).

Consider all the identity cards you and your parents possess and all the occasions where you have to present them... without cards, how could you access those services?

RECAP THE ANSWERS TO THE QUESTION: IF YOU LEARNED TODAY THAT YOU MUST, AS A YOUTH, LEAVE SCHOOL IN ORDER TO GO TO WORK TO SATISFY YOUR NEEDS, HOW WOULD YOU REACT?

After listening to the various answers given by the students, you may complement them as needed with the following elements or other ones, at your discretion.

You may also ask the students the following questions:

- Do you think that someone born in affluence is forever sheltered from poverty?
- What events could cause a person to fall into a cycle of poverty? (Loss of job, inability to work due to a physical or mental problem, emigration, natural disaster, armed conflict, etc.)



REVISIT WITH THE STUDENTS SOME ELEMENTS TREATED IN THE SECTION "DID YOU KNOW THAT?"

You may draw students' attention to any element of your choice or ask them which elements interested them and why? Here are examples of questions that you may ask:

- Do you think it is possible to live and satisfy every need (food, housing, health care, clothing, education, etc.) with a dollar a day? Ask the students to explain their answers.
- Do you think there are people living in poverty in Canada? Is this poverty the same as that experienced by populations in the countries of the South? (Elements to consider when weighting poverty in Canada: the cold winter, the high price of goods and services, but also the presence of organizations and resources to help people in need, the social protection provided by the State... The purpose is to make students realize that the poverty experienced here is different from that experienced in the South, without being lighter or worse, but that it is really present.)
- Have you ever participated in a charity or solidarity event with the needy of your community? If so, how was that experience?

REVISITING THE SECTION "EVERY RIGHT COMES WITH A LEVEL OF RESPONSIBILITY"

This section is intended to make students aware of the need to take responsibility for their rights. It also gives the opportunity to reflect on our duties as citizens towards those in needs and on the importance of initiatives, often benevolent, such as soup kitchens, used clothing stores, community literacy programs, social housing, etc. Finally, you may launch a discussion on the role of the State and its duty to ensure its citizens a decent standard of living and assistance (social net or protection) if needed.

REVISITING THE SECTION "WE'RE UP TO THE CHALLENGE"

Sorting out what is necessary and what is superfluous among the things we own can bring us to take concrete steps to help the most needy in our community. For example: give the clothes that are too small or unused to a clothing counter or second hand clothes shop, give food products to a food bank, give family time to a local charity... Students will discover that the joy of giving and sharing may surpass that of receiving.

The right to education Pages 16 & 17 of the toolkit

SUGGESTED PROCEDURE

Guided and facilitated reading in class or reading by the students, alone or in groups. You may explore the following avenues as ice-breakers to introduce the right to education or to go back to the subject in group following the reading.

You may ask the following questions to the students as an introduction to the reading:

- If you had the choice, would some of you prefer not to be in school? Why?
- Do you know children who don't go to school? Why don't they?
- Answers that may enhance discussion:

Legal obligation to go to school up to the age of 16 (in Quebec);

Importance of education to ensure a better future;

Dropping out is sometimes caused by poor school performance, lack of motivation or a lack of support from family and peers...

REVISIT WITH THE STUDENTS NELSON MANDELA'S QUOTATION, APPEARING AT THE HEAD OF PAGE 16.

Have you ever heard of Nelson Mandela?

Nelson Mandela received the Nobel peace prize for helping lead the transition towards multi-racial democracy in South Africa. He was South Africa's first black president, from 1994 to 1999, and had served 27 years in prison under the white segregationist government (apartheid) before preaching a message of reconciliation that won over the heart of his fellow countrymen. The apartheid system, put in place by the white elite, was a system of laws openly racist and discriminatory for Blacks, who nevertheless represented 60% of the country's population.

For more information:

www.un.org/en/events/mandeladay/chrono.shtml

What do you think of this quotation? Is Mandela right? How can education be the most powerful weapon we can use to change the world? Some possible answers are provided below.

Education can enable people to:

- acquire knowledge that can help improve the situation of the neediest people, here and elsewhere in the world;
- improve their own situation and become aware of the necessity to ensure better living conditions for others;
- overcome prejudices that keep them from showing openness and respect towards others;
- know their rights and to denounce situations where human righs are not respected, for them or others.

RECAP THE ANSWERS TO THE QUESTION: CAN YOU LIST SOME ADVANTAGES OF EDUCATION?

After listening to the various answers given by the students, you may improve on them as needed with the following elements or other ones, at your discretion:

- Education gives the students the opportunity to learn to socialize with their peers and to know themselves, to acquire different knowledge and to develop their learning style and their personality and talents.
- Education makes us discover new horizons, meet new people, and learn to make the necessary efforts to reach our goals.



RECAP THE ANSWERS TO THE QUESTION: WHY DO YOU THINK THAT SO MANY CHILDREN IN THE WORLD DO NOT HAVE ACCESS TO EDUCATION?

After listening to the various answers given by the students, you may improve on their answers as needed with the following elements or other ones, at your discretion:

• Poverty, obligation to work to survive, diseases, war, the lack or remoteness of infrastructures, culture, etc.

Note that, when they answer this question, students may refer to the examples given in the section "Did you know that?", thus establishing a link with page 17.

REVISIT WITH THE STUDENTS SOME ELEMENTS TREATED IN THE SECTION "DID YOU KNOW THAT?"

You may draw students' attention to any element of your choice or ask them which elements interested them and why? Here are examples of questions that you may ask:

- Do you think it is fair to deny girls access to education simply because they are girls?
- Which one of you lives the furthest from school? How much time does it take you to come to school? Would you have the motivation to study if you had to walk nearly 2 hours each morning to come to school?
- Do you think that students who must walk such distances to go to school live in conditions similar to yours? That they can have a healthy breakfast and are adequately clothed to take such a long walk?

Did you know that according to the International Adult Literacy and Skills Survey (IALSS), 800,000 Quebecers between 16 and 65 years of age rank at the lowest possible level for literacy?

www.fondationalphabetisation.org/adultes/analphabetisme_alphabetisation/statistiques

REVISITING THE SECTION "EVERY RIGHT COMES WITH A LEVEL OF RESPONSIBILITY"

This section is intended to make students aware of the need to take responsibility for their rights. It could provide an opportunity to review some expectations of teachers and teachers' expectations of students.

It may also be interesting to ask the students to have an exchange with their parents on everyone's rights and obligations concerning education. The toolkit may furthermore be used at home to launch a family discussion on children's rights and obligations.

REVISITING THE SECTION "WE'RE UP TO THE CHALLENGE"

You may divide the students in teams and ask them to express their ideas and put them forward with the help of different mediums (drawings, etc.).

You can have the students take a vote to determine which proposals are the most interesting, realistic, or apt to win the approval of the school management team, teachers, parents and other students.

Why not send a report on your initiatives to rita@in-terre-actif.com so that we may post it on the Réseau In-Terre-Actif website?

The right to live in peace Pages 18 & 19 of the toolkit

SUGGESTED PROCEDURE

Guided and facilitated reading in class or reading by the students, alone or in groups. You may explore the following avenues as ice-breakers to introduce the right to live in peace or to review the subject in groups following the reading.

IN YOUR OPINION, DO CHILDREN PREFER PEACE OR WAR?

The question may appear childish, but it is important to make students realize that the vast majority of children do not choose war, they are victims of it.

You may ask the same question to the students after replacing war with violence so that it is more relevant to the situation in Canada (no armed conflicts).

WHY DO YOU THINK PEOPLE WAGE WAR?

Possible answer: First, you may note that it is quite difficult, as a youth or as an adult, to understand the real motivations of war and the strategic alliances between States. The despair generated by poverty and inequality is often one of the main reasons bringing a population to consider taking up arms to ensure its survival. Moreover, war may be very lucrative for some greedy and unscrupulous people or organizations. Companies manufacturing and selling arms may make business deals with gold, and may benefit from the continuation of hostilities as the warring countries spend enormous amounts of money to arm themselves. Finally, an armed conflict may be motivated by the will to control the natural resources of a country, such as oil and diamonds.

RECAP THE ANSWERS TO THE QUESTION: NAME METHODS THAT ALLOW THE SETTLEMENT OF DISPUTES WITHOUT RESORTING TO VIOLENCE.

Have some students present their answers. Ask the other students if they agree with the proposed answers. You may improve on the answers the answers with the following elements:

- Be willing to share
- Listen without judgment
- Break the silence, dare to say what's wrong
- Engage in dialogue using non-violent communication (ex.: begin sentences with "I" rather than with "You")
- Try to put oneself in another person's shoes to understand what he/she feels
- Use humour to lighten the situation
- Ask a third party (mediator) to act as arbitrator
- Take time to think things through and get away from the conflict
- Etc.

FOR MORE INFORMATION:

www.mondeentete.net/pdf/astucespourresoudreunconflit.pdf

ASK THE FOLLOWING QUESTION TO YOUR STUDENTS: CAN YOU NAME SOME ARMED CONFLICTS CURRENTLY RAGING AROUND THE GLOBE?

Possible answers:

- Iraq
- Afghanistan
- Colombia
- Somalia
- Democratic Republic of Congo
- Uganda
- Sudan (Darfur)
- Etc.

If possible, ask the students to locate those countries on a world map.

CAUTION: Some of those armed conflicts may no longer be raging by the time of the activity.



RECAP THE ANSWERS TO THE QUESTION: PUT YOURSELF IN THE POSITION OF A CHILD LIVING IN A WAR ZONE. DESCRIBE THE FEELINGS THAT YOU EXPERIENCE.

You may propose to the students the following scenario concerning the impacts that living in a war zone may have on children.

STAND UP EVERYONE (INSIST THAT ALL THE STUDENTS MUST GET UP)

- The teacher acts as the chief of an armed group in a militarized zone...
- Six girls are the first victims (victims of sexual abuse or kidnapped to work in brothels, to prostitute themselves, etc.).
 (They sit down.)
- Three or four boys step on land mines (a landmine is an explosive device buried in the ground which explodes when one steps on it).
 (They sit down.)
- Three or four boys are kidnapped and become soldiers. (They sit down.)
- Three or four other students have lost their family and are all by themselves. They have been contaminated by shell components, and they are starving or terrorized. (They sit down.)
- The others have been spared, but the events they witnessed left them traumatized for the rest of their life. (Make sure to have a few students left standing up.)
- Wars ruin children's lives. Wars leave behind millions of dead, injured, traumatized and orphan children.

REVISIT WITH THE STUDENTS SOME ELEMENTS TREATED IN THE SECTION "DID YOU KNOW THAT?"

You may draw students' attention to any element of your choice or ask them which elements interested them and why.

REVISITING THE SECTION "EVERY RIGHT COMES WITH A LEVEL OF RESPONSIBILITY"

This section is intended to make students aware of the need to take responsibility for their rights. It could provide an opportunity to review some expectations of teachers and expectations that teachers have of students.

REVISITING THE SECTION "WE'RE UP TO THE CHALLENGE"

You may use this activity to evaluate competencies in English and in the area of ethics.

Note that letters addressed to the Prime Minister of Canada can be mailed without a stamp. Here is his postal address:

Honourable Prime Minister of Canada House of Commons Ottawa, Ontario K1A 0A6

Why not send the best letters to *rita@in-terre-actif.com* so that we may post them on the Réseau In-Terre-Actif website?

ConclusionPages 20 & 21 of the toolkit

To conclude the study of the educational toolkit "From Awareness to Action: The Rights of the Child", it may be interesting to verify that students have become familiar with the rights of the child by asking a few questions:

- What are the rights that you are now familiar with and understand?
- Which rights of the child are the most important, those which require the most effort to defend? Why?
- Do you think it is important to have international documents such as the Convention on the Rights of the Child and to have them signed and ratified by as many countries as possible? Do you think it can make a difference for the children of the world?
- Apart from the actions mentioned in the toolkit conclusion, what other courses of action can be taken on a daily basis to ensure the respect and promotion of the rights of the child?

(The teacher may stress the importance of promoting the rights of the child and ensuring their respect around us to help create a more just and equitable society for the children of today and of tomorrow.)

It might be relevant to establish a charter of rights to be respected in the classroom. You may ask the students to determine the rights and, why not also the freedoms they cherish the most in the school environment. Then, alone or in teams, you may have them write articles clearly defining the rights that will thereafter have to be respected.

You can determine by vote the articles which will be adopted, by preestablishing the minimum number of votes required for an article to be integrated in the charter, or by simply giving each student or team the task of writing an article concerning a predetermined right. Together, you may even determine what sanctions will be imposed on those having violated one of the rights of the charter.

Finally, you could have the students sign the formal document to signify their approval and their intent to respect the principles specified in it. Because respecting the rights of the child is everyone's business, every day!

Answers to the games and relevant references Pages 12 & 13 of the toolkit

ANSWERS TO THE GAMES

CROSSWORD PUZZLE

Vertical:

- 1. Shelter
- 2. Abuse
- 3. Landmines
- 4. Education
- 5. Water

Horizontal:

- 6. Malaria
- 7. Prejudices
- 8. Child Soldier

ASSOCIATIONS

- **1.** E Right to freedom from discrimination
- 2. D Right to live in peace
- 3. A Right to life and health
- **4.** C Right to protection
- 5. F Right to a decent standard of living
- **6.** B Right to education

TEST YOUR KNOWLEDGE!

- 1. Low self-esteem, difficulty trusting people (mainly adults), possibility of reproducing the abuse suffered by people close to them, etc. Many other answers may be acceptable (at the discretion of the teacher).
- 2. Six hundred million
- **3.** Sex, origin, color, language, culture, religion, sexual orientation, economic situation, etc. Many other answers may be acceptable (at the discretion of the teacher).
- 4. Right to education
- **5.** When it is impossible to maintain a minimum level of health, the very survival of an individual is compromised. It is therefore respect of the right to life and health which gives their meaning to the other rights inscribed in the Convention. Children must first and foremost survive to be able to enjoy the other rights enshrined in the Convention.
- **6.** They also have the obligation to seek a non-violent settlement of their disputes with others.

RELEVANT REFERENCES

RÉSEAU IN-TERRE-ACTIF

www.in-terre-actif.com

CONVENTION ON THE RIGHTS OF THE CHILD

www.unicef.org/crc/index 30229.html

CHILDREN'S HUMAN RIGHTS (GOVERNMENT OF CANADA SITE)

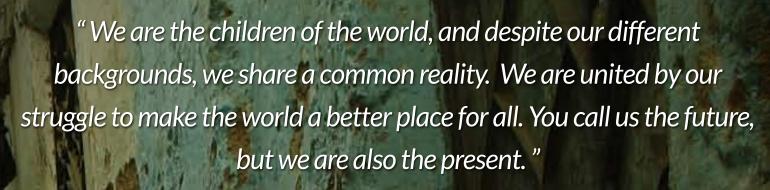
www.international.gc.ca/rights-droits/kids-enfants/index.aspx?lang=eng

THE HUMAN RIGHTS OF CHILDREN

www.amnesty.ca/themes/children overview.php

UNICEF

www.unicef.org



- A World Fit for Children, May 8th 2002, Special Session of the UN General Assembly on Children



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