

Children's Rights and Global Citizenship

A curriculum resource for use with Grade 11/12 students in the
subject areas of:

Global Studies
Law
Sociology
Political Science

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UCCB Children's Rights Centre
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If we are to reach real peace in the world...we shall have to begin with the children.
Ghandi

Foreword

The objective of this curriculum resource is to promote global citizenship through a rights-based examination of global issues in the context of Canada's international obligations and initiatives under the UN Convention on the Rights of the Child.

United Nations Convention on the Rights of the Child

The UN Convention on the Rights of the Child, which was ratified by Canada in 1991, is a legally binding piece of international law. It obligates Canada, as a signatory to the Convention, to respect and to implement the rights of children as described in the Convention. Children are defined as all persons under age 18.

Canada is obligated to undertake all appropriate measures for the implementation of the rights of the child in Canada. Canada also has an obligation to provide support for the rights of children in other countries, where needed, within the framework of international cooperation. This may include the sharing of resources, the provision of humanitarian assistance, and the enacting of legislation.

The rights described in the Convention may be categorized as the three Ps. As the first P, rights of provision refer to such rights as provision of the basic necessities of life, health care, and education. As the second P, rights of protection include protection from abuse, neglect, sexual exploitation, and economic exploitation. As the third P, rights of participation refer to the right to be heard in decisions affecting the child.

The Convention is guided by three leading principles. The first is that in all decisions concerning children, the best interests of the child shall be a paramount consideration. The second is the principle of non-discrimination in which rights are to apply to all children equally. The third is the principle of participation in which children have the right to express their views and their views to be given more weight with the increasing age and maturity of the child.

The Convention is an important foundation for global citizenship. Like adults, children and youth are not only citizens of their countries but also citizens of the world. Global citizens have certain basic rights and responsibilities. The Convention describes the basic global rights of children and youth. It also assumes that with global rights come global responsibilities. Global citizens and their governments have the responsibility to respect and to support the rights of fellow global citizens.

An important arm of the Canadian government with global responsibilities is the Canadian International Development Agency or CIDA. It is responsible for assisting people around the world who are victims of natural disasters and emergencies and for supporting development or foreign aid projects with the aim of creating a more secure, equitable, and prosperous world.

This curriculum contains ten units. **Each unit is prefaced with learning outcomes, a listing of the articles of the Convention on the Rights of the Child that are of particular relevance to the unit's issue, other related international agreements and Canadian initiatives. It is very important that these be reviewed with the students prior to undertaking the activities of the unit.**

The resource is designed with a learning outcomes framework. This framework allows both for specification of unit learning goals and for teacher monitoring of student understanding. We suggest the use of a range of assessment strategies as suggested below to determine if intended learning outcomes are achieved. The diverse backgrounds, needs and learning styles of individual students can be taken into consideration by providing students a variety of opportunities to demonstrate their knowledge and skills.

Suggested Means of Performance Assessment

- Formal and informal teacher observations of student attitudes and behaviors
- Oral or written communication tasks
- Self-assessments
- Learning journals (e.g., What I Did., What I Learned, Questions I Still Have)
- Reflective writing
- Peer feedback
- Activity-based tasks/problems

Pedagogy

An integral and essential part of this curriculum is active participation of the student in small group discussions and activities. To facilitate this we offer the following guidelines:

Set and post guidelines for group and class discussions

These should be developed with the students, linked with their rights and can include such behaviors as the following:

- You have a right to freedom of association.
Establish group memberships. The students should have input into decisions about group composition. Ideally groups should be around 5 students to enable each to participate fully. Maintaining the same group for a semester is beneficial as it allows for a comfortable and predictable environment in which to learn, and it avoids the need to repeatedly spend time determining groups.
- You have a right to talk and a responsibility to listen.
When one person talks, the rest of the class looks at and listens to the speaker. The teacher can really help by modeling listening.
- You have a right to participate and a responsibility to promote the participation of others.

Each member of the group should have equal opportunity to express ideas. It can be helpful to have some sort of object that denotes turn-taking in the group that is passed around to each member of the group. The student speaks when holding the object and listens when not. If there is a dominant group member, the group may want to limit time - an egg-timer in the middle of the group can work here. Note also that the right to participation does not mean that the student must participate. There may be times or issues when the student's decision not to exercise this right should be respected. A student should be allowed to choose not to contribute. Students also can be given the option of written comments that are kept confidential.

- You have a right to freedom of expression and a responsibility to respect the rights of others.

The speaker may always disagree with others, but must never insult, ridicule or make judgmental comments because these violate the rights of the listeners. Similarly, rights to freedom of information are restricted by the need to respect the rights and reputations of others.

Dealing with sensitive issues

If students learn to listen to and respect the thoughts and feelings of others, then handling sensitive issues is less problematic. Meaningful dialogue requires an environment that feels safe. Nonetheless, there may be issues raised for discussion that can cause discomfort to either students or teachers. Although some may prefer to avoid dealing with sensitive issues, their discussion in the classroom allows for invaluable learning about diversity and tolerance in a safe environment. As well as following the general guidelines for classroom discussion, it is particularly important when students are dealing with controversial issues such as children in the sex trade or children with HIV/AIDs, that it be clear that it is acceptable to ask questions, seek further information and listen respectfully to all opinions with two underlying premises: 1) there is no one right way to think and 2) there is no such thing as a stupid question.

If students present thoughts that are obviously "wrong" (e.g., children choose the sex trade because its fun) or biased (e.g., anti-gay comments), the teacher should respond by asking questions in a non-judgmental way to challenge the students' assumptions, and to promote research into learning more about the issue. Of course, no student should be pressured to divulge personal information.

Students, when uncertain, may ask for the teacher's opinion. It usually is preferable for the teacher to state that there are a variety of perspectives and offer more than one before re-directing the question to the rest of the class. Remember, the teacher should talk with the students rather than at them.

Community Projects

We have found that students often express interest in taking action in the community, therefore each unit concludes with a Taking Action activity. Nonetheless, students can be encouraged to design their own community projects. Such projects may involve letter

writing, media communications, environmental clean up and so forth. Community projects can be empowering and motivating for students as citizens.

For projects to be successful it is important that they be initiated by students but supported by and conducted cooperatively with salient adults and community organizations. It is usually best if the project is relatively small such that it can be completed in a reasonable amount of time and the students can appreciate concrete results. Although the project should be shared among the group or class, the individual student's contributions can vary with skills and interests. Although students should always be commended for their efforts, the focus should remain on the project and its benefits to a rights-respecting community. It may be important also to prepare students for less than optimal outcomes - this too can be a valuable learning experience.

Unit 1: Introduction

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national and global context
- analyse and explain the ways cultures address human needs and wants
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- explain why cultures develop various expressions of material and non-material culture
- evaluate patterns for preserving, modifying and transmitting culture while adapting to environmental or social change
- apply concepts associated with time, continuity and change
- interpret and predict patterns of causality and change over time
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender, and status
- evaluate the causes and consequences of differing world views
- analyse cases and personal values regarding stereotyping, discrimination, and conformity and how they affect individuals and groups

UNICEF VIDEO

The Rights of the Child

Summary	Students are introduced to children’s rights and the Convention on the Rights of the Child through the video “The Rights of the Child”.
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Specifically, students will be able to:	<ul style="list-style-type: none">➤ understand children’s rights as described in the UN Convention on the Rights of the Child➤ appreciate the need for children’s rights to be respected➤ understand that there are large differences in children’s lives around the world
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Preparation	Set up equipment to play the video.
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Method	<p>Watch the video with the class. At the end of the video, students divide into small groups (4-5 per group) to discuss children’s rights violations around the world.</p> <p>The following questions may serve as a guide for discussion.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. What do you think is the difference between a right and a want?2. What rights did you learn about from the video?3. In what ways were some of these rights being violated?4. Why do you think children’s rights are not always respected?
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To borrow a copy of the UNICEF video, *The Rights of the Child* free of charge, contact your regional UNICEF office (see Appendix C for contact information).

Children's Rights Time Capsule

Summary

Students learn about the variety of living conditions for children around the world by putting together a time capsule to provide people at the turn of the next century with an understanding of childhood in the early 21st century.

Specifically, students will be able to:

- understand global differences in children's lives
- appreciate the need for international aid and humanitarian assistance
- see how children's rights are violated in a variety of contexts around the world

Preparation

Students will need access to the Internet and/or library resources.

If time or computer access is limited, research may be completed prior to class.

Method

Students divide into small groups (4-5 students per group) and put together a time capsule to provide people at the turn of the next century with an understanding of childhood in the early 21st century. To show the variation in living conditions for children around the world, each group should select a country from different continents with different social conditions. Examples include Canada (where many rights are respected), Sri Lanka (where many children are involved in armed conflict), sub-Saharan South Africa (where there are high rates of HIV/AIDS and orphaned children), Israel (where children are living in a constant state of danger and conflict), and Afghanistan (where children have been growing in conditions of extreme poverty, drought and war.).

Once countries are selected, students should research current conditions for children in that country, and collect related items for their time capsule. Items may include drawings, media articles, pictures, poems, etc.

Each group should report its findings to the class. Finally, as a class, discuss the differences that exist throughout the world in the way in which children's rights are respected. Explore what needs to be done to correct problems for children. Refer to the Convention on the Rights of the Child.

Interpreting the Convention on the Rights of the Child

Summary

Students explore the Convention on the Rights of the Child by role-playing a situation in which the exercise of one right conflicts with the exercise of another.

Specifically, students will be able to:

- understand the principles of the Convention on the Rights of the Child
 - think critically about the application of the Convention on the Rights of the Child
 - appreciate the difficulty of interpreting the articles of the Convention on the Rights of the Child in cases where rights conflict
-

Preparation

Photocopy the scenario on page 7 for each student in the class. Ensure that each group has access to the Convention on the Rights of the Child.

Write each of the roles listed below on separate cards for students to select from.

Method

Students divide into small groups (4-5 students per group) and discuss the scenario on page 7 about Raphael, a boy whose religious beliefs prevent him from having a life saving surgery.

Each group should select a role card and discuss how the situation should be handled from the perspective of the character indicated on the card.

Roles: Raphael
Raphael's girlfriend
Parents of Raphael
Doctors from Toronto who examined him
Child Rights Advocates

Once the groups have prepared their arguments, one person from each group should be selected to play the role of their character in a discussion to determine whether Raphael should have the surgery. Students should use the Convention on the Rights of the Child to support their position.

Note: If there are more than five groups, additional roles such as other family members, religious leaders or friends may be added.

Raphael's Dilemma

Fifteen year-old Raphael lives in a poor village in Tanzania. He has been unwell for some time, and during a recent visit from Canadian doctors who were involved in an humanitarian assistance program, it was found that he had a life threatening heart condition. The doctors told Raphael and his parents that his only hope for survival was a heart transplant, and they offered to fly Raphael to Sick Children's Hospital in Toronto where they would perform the surgery. However, Raphael's religious beliefs forbid organ transplants, and neither he nor his parents believe he should have the surgery.

Unit 2: War-Affected Children

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- evaluate complex issues by asking and answering geographic questions and by acquiring, organizing and analyzing geographic information
- select and use appropriate geographic representations, tools, and technologies to evaluate problems and issues
- analyse the interactions within and between regions
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender, and status
- analyse and explain the ways cultures address human needs and wants
- evaluate the causes and consequences of differing world views
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- propose and evaluate strategies that will promote a preferred future
- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national and global context
- analyse the factors that contribute to the perception of self and the development of a world view
- evaluate group, institutional, and media influences on people and society in both historical and contemporary settings
- identify and evaluate various strategies for influencing public policy
- evaluate public issues, taking into account multiple perspectives
- analyse different political systems and compare them with Canada's
- use spatial concepts and models to interpret and make decisions about the organization, distribution, and interaction of physical and human phenomena
- evaluate how physical and human systems shape the features, uses, and perceptions of place
- analyse the causes and consequences of human modification of the environment on systems within the environment
- plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world

War-Affected Children Fact Sheet

Child Soldiers

- An estimated 300,000 children are actively engaged in armed conflict in approximately 50 countries. Many of these children, some younger than 10 years old, were abducted into the military while others joined as a way to support their family.
- Children as young as 8 years old work as soldiers, cooks, messengers, or sex slaves in the military.

Children in Conflict Zones

- Over the last decade, over one million were orphaned in conflict situations, two million children were killed, over six million were seriously hurt, and many have been sexually exploited. Approximately 800 children every month are killed or maimed by landmines.
- In some countries where landmines are planted, many children do not attend school because they are afraid they may step on a landmine while walking to school.
- Children in war zones are deprived of the basic rights of survival and healthy development including food, water, sanitation, health care and education.

Refugee Children

- More than half of the world's refugee population are children, yet the rights and special protection needs of child refugees are frequently neglected.
- When children are forced to flee their homes (usually because of a fear of persecution based on ethnicity or armed conflict) it is not only very frightening but they also are at-risk for malnutrition, infectious diseases, and exploitation.
- Many children are displaced within their own countries, while others are forced to flee to neighboring countries with little capacity to support them. Sometimes, refugee children are separated from their families.
- Refugee applications for asylum in Canada have been increasing with children coming from Afghanistan, Pakistan, Zimbabwe and China.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 6** Children have the right to survival and the State has the responsibility to ensure the child's survival.
- Article 10** Children have the right to leave or enter any country for purposes of family reunification and to maintain contact with both parents.
- Article 19** All children should be protected from all forms of abuse, neglect and exploitation.
- Article 38** The state has the responsibility to ensure that children under 15 do not engage in armed conflict and that children affected by armed conflict benefit from protection and care.

Other International Agreements

The Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict (2000)

Canada was the first government to ratify the Optional Protocol to the Convention on the Rights of the Child on the involvement of Children in Armed Conflict. The Protocol aims to eliminate the use of children in armed conflict, and restrict voluntary recruitment into the military to those 16 years and older. The key provisions of the Optional Protocol:

- Article 1** Governments are to take steps to ensure that members of the armed forces who are less than 18 years of age do not take part in hostilities.
- Article 2** Governments must ensure that persons under the age of 18 are not forced to join armed forces.
- Article 3** Governments must not allow persons under the age of 16 to voluntarily join armed forces.
- Article 7** Governments must provide services for the rehabilitation and social reintegration of former child soldiers.

The Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti- Personnel Mines and on their Destruction (1997)

Initiated by the Canadian government, a group of fifty countries in 1996, met in Ottawa to develop a strategy that would result in a total ban on anti-personnel mines. As a result, the Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on Their Destruction (commonly referred to as the Ottawa Treaty) came into effect on March 1, 1999. The key articles of the Convention are:

- Article 1** Governments agree never to use anti-personnel mines or to develop, produce, otherwise acquire, stockpile, retain or transfer to anyone, directly or indirectly, anti-personnel mines. Governments will destroy or ensure the destruction of all anti-personnel mines.
- Article 6** Governments in a position to do so shall provide assistance for the care and rehabilitation, and social and economic reintegration of mine victims and for mine awareness programs.

The Rome Statute of the International Criminal Court (1998)

The Rome Statute, ratified by Canada in July, 2000, was developed in order to affirm that the most serious of crimes of concern to the international community, including crimes by children, must not go unpunished and that their effective prosecution must be ensured by taking measures at the national level and through international cooperation. The objective of the Statute is to establish an independent International Criminal Court with

jurisdiction over the most serious crimes of concern to the international community defined as crimes of genocide, crimes against humanity, war crimes and the crime of aggression. Key articles include:

Article 6 Genocide is the intent to destroy, in whole or in part, a national, ethnic, racial or religious group and includes imposing measures intended to prevent births within the group and the forcible transfer of children of the group to another group.

Article 7 Defines enslavement as a crime against humanity. This definition includes the exercise of any or all of the powers attached to the right of ownership over a person and includes the exercise of such power in the course of trafficking in persons, in particular women and children.

Article 8 Included in the definition of war crimes is the conscription or enlistment of children under 15 years of age into armed forces and their taking part in conflict.

UN Security Council Resolution 1314 (2000)

The resolution urges member states to:

- provide protection and assistance to refugees and internally displaced persons, the vast majority of whom are women and children
- express concern at the linkages between the illicit trafficking in small arms and light weapons which can prolong armed conflict and intensify its impact on children
- be aware of the importance of special consideration to girls affected by armed conflict, including those heading households, orphaned, sexually exploited and used as combatants and incorporate their human rights, protection and welfare into the development of policies and programs for prevention, disarmament, demobilization and reintegration

The International Labor Organization Convention 182 on the Worst Forms of Child Labor (1999)

Canada also ratified the International Labor Organization Convention 182 on the Worst Forms of Child Labor. This Convention commits all governments that have ratified it to take immediate action to secure the prohibition and elimination of the worst forms of child labor. The use of children in armed conflict has been noted as one of the worst forms of child labor.

Selected Canadian Initiatives

Since 1995, the CIDA's International Humanitarian Assistance initiative has provided over \$25 million for children affected by armed conflict. Funded initiatives include reintegration of demobilized child soldiers, reunification with families and rehabilitation

of unaccompanied Rwandan and Burundi children, health services, education and protection to children in Haiti, and counseling and shelter for physically or sexually abused girls.

CIDA has supported a special program, aimed at helping child-headed households in Mugina, Nyamabuye, and Kigoma Communes. These children became head of households because they were left orphaned after civil war. This program enabled the children to grow their own food, take care of their health, run their households, attend school, and earn an income.

CIDA has funded a number of de-mining projects and programs for the rehabilitation and provision of vocational services for victims of landmines. In addition, CIDA has funded a Canadian Mine Action Program in Kosovo. This program is designed to establish a local Mine Action Centre, provide assistance to landmine victims, raise awareness of the dangers of landmines and provide support for the deployment of de-mining teams.

CIDA has given *Doctors without Borders* financial support to provide additional health care services for Myanmar refugees in Bangladesh, and \$1 million to the United Nations High Commissioners for Refugees to help respond to the emerging needs of Afghans refugees in the region, such as shelter, water and sanitation facilities.

Mapping the War Zones

Summary

Students locate countries currently involved in armed conflict on a world map and discuss the impact of war on countries and their children.

Specifically, students will be able to:

- identify countries currently involved in armed conflict
 - understand the impact of armed conflict on children
 - understand Canada's role in assisting war-affected children
 - consider ways in which Canadian youth can assist war-affected children
-

Preparation

Students will need access to the Internet, newspapers, etc. If time and computer access is limited, research may be conducted prior to class time.

Materials required include a world map and colored markers.

Method

Students divide into small groups (4-5 students per group) and, using web search engines and/or conducting a two-week "media watch", identify countries which are currently involved in armed conflict. Students then indicate war-torn countries on a map using a red marker. Next, students research Canada's initiatives to assist war-affected children and indicate on the map places where Canada has made a difference.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. What are some of the major effects of armed conflict on children?
2. Is Canada living up to its obligations to help war-affected children?
3. What other actions can Canada take to assist children in war-torn countries?

4. What can Canadian youth do to assist war-affected children?

The Trash Game

Summary

Students learn about living conditions for children in refugee camps by designing a game or a toy using only items you might find in the trash.

Specifically, students will be able to:

- gain an understanding of what it is like to live in a refugee camp
 - understand the importance of play and recreation to healthy child development
 - see why play and recreation are rights under the Convention on the Rights of the Child
-

Preparation

Prior to class, collect common items such as toilet paper rolls, plastic bags, toothpicks and rocks.

Method

Students divide into small groups (4-5 students per group) and create a toy or game using only items you might find in the trash. Given a 10-20 minute time limit students should work as a group to develop the game or toy and prepare to demonstrate it to the class.

Demonstrations of the toys/games should be followed by a discussion of how the lives of children displaced by war or civil conflict differ from the lives of Canadian children.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. Why do you think recreation and play are viewed as rights under the UN Convention on the Rights of the Child?
2. Most children in Canada have their basic needs met and are provided with opportunities for play and recreation. In what ways would living conditions for children in war-torn countries differ from ours?
3. What do you think Canada could do to improve living conditions in refugee camps for families displaced by war?

Musicians in the War Zone

Summary

Students are introduced to the impact of war on children and families through a documentary made by popular musicians in war-torn countries.

Specifically, students will be able to:

- understand the impact of war on children, families and communities
- appreciate the need for children's rights in conflict situations

Preparation

Set up equipment to play the video, which is available from War Child Canada.

Method

After viewing the video, time should be provided for students to record their immediate responses to the material presented in the video.

After a few moments of reflection, students divide into small groups (4-5 students per group) and discuss their thoughts and feelings about the information presented in the video.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. Based on the video, what do you think are the biggest problems children experience in war-torn countries?
2. Which rights violations did you observe in the video. Refer to the Convention on the Rights of the Child.
3. Before this film, were you aware of the impact of war on children?
4. Why do you think it is important for us to be aware of the plight of war-affected children?
5. What initiatives could the Canadian government take to assist children in war-torn countries?
6. The musicians in the video are taking action to help war-affected children. What can Canadian youth do to help?

Extension Activity

Students may wish to express their emotional responses to the information presented in the video in drawings, poetry or prose.

For more information, or to become involved in War Child Canada's youth programs, please visit, <http://www.warchild.ca> or contact War Child Canada at 1-866-WARCHILD.

Child Soldiers in Liberia

Summary

Students read and discuss case studies and learn about the experiences of child soldiers in war-torn countries.

Specifically, students will be able to:

- understand how participating in armed conflict impacts children's physical, emotional and social well being
- identify reasons why children become involved in armed conflict
- consider Canada's role in preventing recruitment of children as soldiers
- increase their awareness of how war violates children's rights

Preparation

Photocopy case studies on page 20-21 for each group in the class.

Method

Students divide into small groups (4-5 students per group) to discuss the following case studies.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. How do you think it would feel to be abducted and forced to fight in a war?
2. How do you think a child's physical, social and emotional well-being would be affected by this experience?
3. Why do children become soldiers?
4. What rights were violated in these case studies? Refer to the Convention on the Rights of the Child.
5. What initiatives could Canada take to help child soldiers in war torn countries?
6. What are the recruitment policies and practices of the Canadian armed forces? How do they differ from those of other countries?

Case Studies

Robert

I became a combatant in 1991 when I was eight years old. I became a fighter because I felt that my friends and my parents were suffering. I joined a faction and served as a bodyguard to one of the chiefs of staff. I used an AK-47. It wasn't too heavy. I used it often but I never killed civilians. I was really afraid. I was given cigarettes and marijuana during the war, but I've changed now and I don't smoke. I don't have nightmares. I talk to counselors a lot about what happened. Now I'm learning to be a carpenter, but I first want to go back to school before starting to work.

Tom

I joined when I was thirteen years old. I was forced to fight because I was separated from my parents and the rest of my family. I had to fight for my own survival. I was given six months of training and became a Special Forces member. I fought on the front lines, but I wasn't afraid the first time because I had been given drugs. I experienced some terrible things during the war. I saw some terrible things and did some terrible things. I saw some people being killed, I saw fighters eat people's hearts. They burned people and killed young babies. I did these things too because we had to obey orders. After the war, I tried to find my family, but they had disappeared. So now I live near a roadside store. That's where I live and sleep.

I am haunted by what we did during the war; my heart is constantly joshing me. I have lost my ability to feel. You can cut me with a knife and I won't even feel it. I cry but only when I'm happy. I think about war from time to time but I don't really feel comfortable. Everyone fears me. Yes, up to now, they are all afraid of me. I guess it's because my heart is not really clear with people. I really don't like to go around people. I'm sure that one day God will make a way for me to sit down to a better place. My problem now is that I need someone to help me. I am receiving training to become a carpenter and I still have a long way to go. I need more education, but I also need to be helped to start my own carpentry business.

Mr. George

I joined by force. I was living with my parents in the village and one of the factions captured the village and said all the young boys in the town should join them. Some of us said we didn't want to join them, but they started to hit us with a gun. Most of them were very, very, very bad people. They would shoot people between the legs just to scare them. I didn't do that type of thing. I was a good guy in the faction. I was a bodyguard to one of the generals. I was scared initially, but then I lost my fear. I fought for two years, and then I managed to escape in 1996 and came to Monrovia.

The war is over now and I am alright. I don't think about the war anymore. I'm thinking about the future and about developing my country. I am receiving training now to be able to make furniture like tables, chairs, beds and local furniture. After I finish my vocational training course I want to open up my own shop and become a carpenter. I hope that Liberia remains peaceful and that everything will be alright in Liberia.

Momo Famole

In 1990, the fighting started getting close to my village, and me and my family fled. Everybody fled; my mother, my father, my late brother and sister. Everybody ran away. But we got separated. I tried to look for them but couldn't find them. I found some of my friends. We were all hungry, but we couldn't find any food. My friends told me to join them and the four of us went into the bush. We went to Robertsport and ran into one of the factions. They told us only soldiers could pass. If we didn't join them, they would not let us through. So we joined. I was only ten years old. We had to fight on the front. The days we fought we got food. But if we didn't go to the front, we weren't given anything to eat. I fought throughout the entire war. I don't know if I killed people, but I fired a lot. I didn't enjoy it, but, when they gave me drugs, I was brave.

When the war was over, I tried to find my family, but I couldn't. Then I looked for my grandmother, but I couldn't find her either. So me and my three friends walked here to Monrovia. We wanted to go back to school. When we got here I found a man and told him "oh, I'm looking for somewhere to live. I don't have nobody to live with."

I said, "my people they're not here. So I say I want to live with you." Two of my friends said that they didn't want to live with the man, so they left. Me and my friend still live with the man. Everyday I come all the way from West Point on the other side of town. I used to walk but now I work a little and get ten Liberian dollars (25 cents) a day. That's enough for transportation to come here. I come everyday because I want to learn something for the future, to benefit myself. I want to make local furniture and wooden furniture. From here, I want to open my own shop and start working, to advance myself. When I get enough money to open a shop, I'll get some place. I want to go back to school too. If I can make furniture, I'll be able to earn enough money to pay for school. I'm happy there's peace in Liberia.

Mock United Nations Conference on War-Affected Children

Summary

Students research countries in conflict and learn about the impact of war on the children through a mock UN Conference on War-Affected Children. Please note: this activity may take several classes to complete.

Specifically, students will be able to:

- learn about conflict situations in a variety of countries
 - understand how children's rights are violated by war
 - appreciate the complexity of international decision making
-

Preparation

Organize chairs/desks in a semi-circle at the front of the room where participants will be seated. To replicate UN procedures, students should sit in alphabetical order based on the name of the country that they represent.

Students will require resources for research such as atlases and internet access. If time and computer access is limited, research may be completed prior to class.

Students will also require materials to create small flags (construction paper, markers, scissors, tape and popsicle sticks or straws for flag stands) to represent their country.

Method

Students divide into small groups (4-5 students per group). Each group should first decide which country in conflict they will represent in the conference. A representative from each group should be selected to speak on behalf of their country. The class must also decide who shall be the Secretary-General, whose task is to run and mediate the conference.

Groups should work together to prepare country presentations as follows:

1. Brief Report on State of Country

One to two page reports summarising the state of the country should be prepared. Each group also should make a flag to represent their country.

Students sit with their country's flag displayed on the desk in front of them. A representative from each country/group presents his or her report to the class. It is suggested that each presentation be no more than 5 minutes. The Secretary-General may time each speaker.

The Secretary-General should research the role s/he plays in the UN, and give a short speech to explain that role at the opening of the assembly.

Some time should be given for questions to be asked by representatives, with the Secretary-General mediating.

End with the Secretary-General assigning each group one of the following eight issues to report on: landmines, physical health, mental health, education, identity, sanctions, abuse, and child soldiers. The Secretary-General can help the groups as needed.

2. Reports on War-Affected Children

Each group is asked to create a report summarizing their issue with emphasis on children's rights violations.

Students will present their reports at a second meeting of the General Assembly. As before, presentations should be limited with time also allotted for questions and discussion.

3. Action Plan

A third meeting of the General Assembly (class) should be held to develop an action plan with recommendations on how to better protect the rights of children in conflict situations. The Secretary-General should record the recommendations.

4. Thinking globally and acting locally

Based on what they have learned students may take action to increase awareness of the impact of armed-conflict on children. Students may organize art displays in the school, displays of their reports, write letters to local newspapers or politicians, or become involved with groups such as Amnesty International or Save the Children.

Taking Action: The Landmines Game¹

Summary	Students construct a land mines simulation game to take to other classes to teach other students about the impact of land mines.
Specifically, students will be able to:	<ul style="list-style-type: none">➤ realize the devastating impact of land mines➤ appreciate the need to strengthen international law in this area➤ feel empowered through peer teaching
Preparation	<p>Students will need a tarp approximately 20 x 24 feet or enough pieces of bristol board to achieve roughly that size when placed together - this will represent the field.</p> <p>They will also need bristol board in a different color from which they will cut the numbers 1 to 100, scissors, glue, tape and markers.</p>
Method	<p>The "field" is laid out and covered in the numbers from 1-100 (like a ten square grid but without the grid lines - just numbers). Using markers, a river can be drawn on one side of the field; this signifies that the field cannot be entered from that side.</p> <p>Students will need to create a master map of where the mines are for each of three simulations. Certain numbers (around 17 of them) designate the presence of a land mine. In addition, for the first simulation, three numbers represent home, school and the market place. The market place and the river should be the most heavily mined areas. For the second simulation, one area of the field represents a frequently used water well. This area should also be heavily mined.</p> <p>The game is played as follows. The field with the numbers on it is laid down in the class or gym. Players are told that there are 15-20 mines somewhere on the field. Volunteers from the class</p>

¹ This game was introduced at the Global Education Conference held in Ottawa, Canada on April 12, 1996. For a detailed description of the game including sample tarp lay-out and mine placement, contact Hilary Homes, 138 Stewart St., Ottawa Ontario K1N 6J5 Canada.

are invited to walk on the field. As they step on a number - they cannot jump over any of the numbers - they call out the number. If they step on a mine, they sit down on that number and someone else gives it a try.

Simulation 1 In the first simulation, the "field" represents a community. Three numbers represent *home, school, and the market place* - the places students would travel to and from on a given day. The task is to walk from one place to the next without hitting a mine. Usually the first few students start at home and try to walk to school, which is fairly easy to do. The next path is from either school to the market or from home to the market.

Simulation 2 In the second simulation, the *field* is just a field. One square on the tarp represents a well that is needed on a regular basis. The students can enter the field from any side except the river, and must make it to the well and back. Of course, that area is heavily mined and it is difficult to do.

Simulation 3 The students start at one end of the tarp and must make it across the *field* to the river. Several people are allowed on the tarp at the same time, so it is not as easy to decide where to step, as there is the added distraction of other people moving in various directions. The river is, of course, heavily mined.

After each simulation, the students should ask those in the class participating in the game to think about why the one area would be more heavily mined and how that would impact on the day-to-day life of the children.

At the end of the game, students can facilitate a discussion of what it felt like to try to walk on the field and how one might approach this in real life. Students often comment that they would toss rocks ahead of them to try and figure out where the mines are. This becomes a good opportunity to point out the reality of living in an area that is still mined. For example, it would take hours to walk to school if

you tossed a rock at every step and consequently you can't live your life like that. Of course, it is also the case that you need more than a small rock to set off the mine in the first place.

Students may also talk to the class about other aspects of war-affected children's lives they have learned about in the unit.

Unit 3: Sexual Exploitation

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national and global context
- analyse and explain the ways cultures address human needs and wants
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender, and status
- analyse the personal, social, and economic implications of paid and unpaid labour
- evaluate and propose solutions to issues resulting from interactions among individuals, groups, and societies
- analyse different political systems and compare them with Canada's
- evaluate the causes and consequences of differing world views
- analyse the personal, social, and economic implications of paid and unpaid labour
- assess the role played by economic institutions and examine their impact on individuals and on private and public organizations
- take age-appropriate actions to demonstrate their responsibilities as citizens

Fact Sheet Sexual Exploitation

- It is estimated that one million children (mainly girls but also a large number of boys) enter into the multi-billion dollar sex trade every year.
- Trafficking is a major part of the problem of child sexual exploitation. Children are transported across or within borders, usually after they or their parents have been offered money, education or employment. Sexual exploitation of children intensifies in times of wars and natural disasters when families are very vulnerable.
- In the industrialized world, children who are abused at home are those most likely to become involved in the commercial sex trade.
- Some children enter the sex trade industry because they do not have anyone to protect or care for them. For example, in eastern and southern Africa, children who become orphaned as a result of AIDS frequently lack the protection of caregivers. As a result, they become highly vulnerable to sexual abuse and exploitation.
- The sexual exploitation of children also occurs in areas that have high rates of HIV/AIDS, due in part to a myth that sex with a child (virgin) cures the disease.
- One form of child sexual exploitation has been the practice of tourists from affluent countries traveling to developing countries to buy the services of child prostitutes (child sex tourism).
- In South and Southeastern Asia every year, it is estimated that one million children become involved in the sex trade. About one-third of sex workers in the Mekong sub-region were between 12 and 17 years old and approximately one-quarter of Nepalese prostitutes in India are under the age of 16.
- Many children who are sexually exploited are subject to both physical and verbal abuse. They may also suffer from malnutrition, emotional trauma, and isolation from society.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 19** All children should be protected from all forms of abuse, neglect and exploitation.
- Article 20** Children deprived of a family environment have the right to special protection and assistance from the state.
- Article 34** Children have a right to be protected from all forms of sexual exploitation including engagement in prostitution and pornography.
- Article 35** The state has the responsibility to prevent the sale, trafficking and abduction of children.
- Article 39** The state has the responsibility to ensure the recovery and social reintegration of child victims of abuse and neglect.

Other International Agreements

The Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography (2001)

Canada signed the *Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography* in November of 2001. This protocol was developed in order to extend the measures taken by governments to achieve the purposes of the *Convention on the Rights of the Child*. The key articles include:

- Article 1** State Parties shall criminalize the sale of children, child prostitution and the creation and distribution of child pornography.
- Article 7** Governments are to protect the rights and interests of the child victims of sexual exploitation.
- Article 9** Governments shall increase public awareness about child sexual exploitation.
- Article 9, 10** Governments are to take appropriate measures to ensure that children who have experienced sexual exploitation receive the proper treatment and services that are needed to ensure their full social reintegration, and physical and psychological recovery.

General Assembly Resolution 56/139 on the Girl Child (2002)

This resolution was adopted by the UN General Assembly in February of 2002. It urges governments to pay special attention to the rights of the girl child when fulfilling their obligations under the *Convention on the Rights of the Child*. Recognizing the special vulnerability of girls, its primary aim is to promote the formulation of national plans and strategies to eliminate all forms of violence against women and girls.

The Declaration and Agenda for Action of Sexually Exploited Children & Youth,

The Declaration and Agenda for Action of Sexually Exploited Children & Youth, arising from the *Out from the Shadows: International Summit of Sexually Exploited Youth* held in Canada on March 12, 1998, was drafted by exploited youth in the sex trade, and provides a framework for governments and non-governmental organizations to address the needs of sexually exploited youth. Key provisions of the Declaration include:

- that education is vital in our struggle against the sexual exploitation of children and youth.
- that the voices and experiences of sexually exploited children and youth must be heard and be central to the development and implementation of action. We **must** be empowered to help ourselves.
- that we have a right to resources that are directed towards sexually exploited children and youth and our very diverse needs.

- that as children and youth, we are all vulnerable to sexual exploitation whether male, female, or transgendered.
- that our laws must protect us as sexually exploited children and youth and no longer punish us as criminals.
- that we are all responsible for our children and youth, yet the issue is not ours alone. Governments, communities and society as a whole must be held accountable for the sexual exploitation of children and youth.

The Rome Statute of the International Criminal Court (1998)

The Rome Statute, drafted in 1998 and ratified by Canada in July 2000, was developed to reaffirm that the most serious international crimes must not go unpunished. Their effective prosecution must be ensured by taking measures at the national level and through international cooperation. The objective of the Statute is to establish an independent International Criminal Court with jurisdiction over the most serious crimes of concern to the international community such as crimes of genocide, crimes against humanity, war crimes and the crime of aggression. Articles of specific relevance to the sexual exploitation of children are:

Article 7 Rape, persecution, forced pregnancy, enforced sterilization or any other forms of sexual violence are considered to be of comparable gravity to crimes against humanity.

Article 8 Gender-based crimes are treated as war crimes.

International Labor Organization Convention 182 on the Worst Forms of Child Labor (1999)

Convention 182 commits signatories to take immediate action to end the worst forms of child labor. Sexual exploitation, child prostitution, and child pornography are regarded as among the worst forms of child labor.

Selected Canadian Initiatives

In 1997, Canada amended the Criminal Code to allow for the criminal prosecution of Canadian tourists who exploit child prostitutes in other countries and who engage in other forms of child sexual exploitation such as indecent acts and child pornography. Under the amendment, Canadian tourists found to have engaged in child sexual exploitation abroad, upon their return home, are subject to the same criminal penalty as would have occurred had they committed the act in Canada.

In 1998, Canada hosted *Out From the Shadows: An International Summit of Sexually Exploited Youth*, which brought together youth from Canada, the United States, Latin America, and the Caribbean to tell their stories as exploited children in the sex trade.

Canada has sponsored various recovery and social reintegration projects for sexually exploited youth in Brazil, Dominican Republic, Honduras, Bolivia, Peru, and Chile.

In cooperation with organizations such as the World Customs Organization, Revenue Canada has assisted in the international tracking of child pornography and pedophiles and in the training of Interpol officers and law and customs officers in Central and South America.

Sushma Katuwal's Story

Summary

Students read and discuss “Sushma Katuwal’s Story” on page 36, and learn about the problem of trafficking of children into prostitution.

Specifically, students will be able to:

- understand the link between poverty and the vulnerability of girl children
 - realize the important differences in conditions for children between developed and developing nations
 - gain awareness of the importance of international interventions to ensure the rights of all children are met
-

Preparation

Photocopy “Sushma Katuwal’s Story” for each student in the class.

Method

Students divide into small groups (4-5 students per group). Each group is given a copy of “Sushma Katuwal’s Story”. After reading the story, each group is asked discuss and then to write a diary entry to reflect a typical day (from waking to bed, including meals). Each group is assigned one of the following days:

1. A typical day in the life of a Canadian 14 year-old girl.
2. A typical day for Sushma prior to her being sold.
3. A typical day for Sushma in the brothel.
4. A typical day for Sushma after her rescue.
5. A typical day for Sushma, five years later, had she not been rescued.

After each group has completed their diary entry, each can be read to the class followed by a general discussion about the differences.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. Which rights are violated in cases such as Sushma's?
2. Why does poverty make children especially vulnerable to sexual exploitation?
3. Are there international initiatives that could help solve the problem of child trafficking?

Sushma Katuwal's Story

Sushma Katuwal, the youngest of 5 children, was 14 when floods washed away her village in Southern Nepal. Like thousands of uneducated girls in poor rural areas, she was lured from her home, under the pretense of an opportunity to earn money for her family, and then sold into prostitution. In fact, according to Foster Parents Plan, in 2002, between 5,000 and 7,000 Nepalese girls are traded, sold and shipped each year. Some girls are sold by their own families who desperately want to provide a better future for their children and are unaware that their daughters will face violence and sexual exploitation. Typically, these girls are between ages 10 to 14 years, their families are poor and the girls do not attend school. In their villages, literacy is rare, and jobs are few; it is not difficult for child traffickers to lure them away with promises of housekeeping or factory jobs. But many, like Sushma are sold to pimps and forced into prostitution. And many, like Sushma, contract HIV/AIDS. But this story is different from most. Sushma Katuwal was freed by police, after 13 months of working every day in a brothel. She now works as a guard at the border where she tries to rescue other girls who are being sold as sex slaves in India.

Mock Trial: Sex Tourism and Child Pornography

Summary

Students read the article “Canadian to go on Trial for Importing Child Porn from Guatemala,” on page 39, and act out the trial.

Specifically, students will be able to:

- become aware of sex tourism and the importation of child pornography
- explore sexual exploitation as a violation of children’s rights under the Convention on the Rights of the Child
- critically examine penalties for sex tourism and importation and distribution of child pornography

Preparation

Photocopy the article “Canadian to go on Trial for Importing Child Porn from Guatemala” for each student in the class.

Arrange the chairs in the classroom to allow for a mock trial.

Method

Students read the article “Canadian to go on Trial for Importing Child Porn from Guatemala”, then divide into 5 groups. Groups select one of the following roles to represent in the mock trial and prepare testimony/arguments accordingly. One member of each group is selected to participate in the trial.

Roles:

Stanley Howard Jordan – the accused

Bruce Harris – expert witness from Casa Alianza

Defense lawyer

Prosecutor

Rosalind Prober – expert witness from Beyond Borders

(Note: other witnesses may be called by lawyers if necessary)

The class should vote on who will play the judge 12 class members may be selected to represent the jury. It is recommended that the teacher play the role of bailiff to maintain order.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. Where should the trial take place. Penalties for child sexual exploitation are typically more severe in Canada than in many developing countries such as Guatemala. Should Jordan, as a Canadian citizen be prosecuted according to Canadian law or the laws in place in Guatemala where the crime was committed?
2. Did the police have the right to search Jordan's home and confiscate his computers?
3. Should the people who view Jordan's pornographic pictures of children be prosecuted? Should the penalty be the same as Jordan's?
4. What rights have been violated in this case? How could child advocates use the Convention on the Rights of the Child in this case?
5. Can the court make recommendations to prevent future such violations of children's rights?

Canadian to go on Trial for Importing Child Porn from Guatemala²

A Canadian national will go on trial in Calgary, Canada this Tuesday for the importation of child pornography from the Central American country of Guatemala.

Stanley Howard Jordan, a wealthy former elder of an evangelical church in the prairies' city of Calgary, in the Province of Alberta, was arrested last year after an under cover investigation by the Calgary police. Jordan, in his fifties, reportedly traveled to a small - and yet unidentified - indigenous community in the highlands of Guatemala where, as an evangelist, he supported the children in a primary school. According to a source close to the investigation, the children were sponsored by Canadian pedophiles who received copies of child pornography created in the school by the accused in Guatemala.

Jordan, a 20 year employee of the Amaco Canada oil firm, will go to trial on Tuesday, March 19th in the Provincial Court of Alberta in Calgary, Room 412, and will be charged with the possession, distribution and importation of child pornography. When his house was raided by police, they confiscated three computers which contained the child pornography. Family contacts say they had known about Jordan's sexual depravation for the past decade.

Casa Alianza, a non governmental organization that works to protect at risk children from abuse and exploitation, has recently published a six country investigation into the trafficking of children for sexual exploitation and child pornography. The study includes Guatemala.

"This case against Jordan is just one more example of how innocent children are being sexually exploited in Guatemala and Central America", explained Bruce Harris, the Latin American Regional Director for the agency. "We need to find out who are the child victims of Jordan's pornography and make sure they get the adequate emotional support. We must also investigate who else was involved in Guatemala and Canada".

Casa Alianza has reported that there is production of child pornography in all the Central American countries. This is the first case where a foreign national has been accused in his home country where the child victims can be specifically identified as being from Guatemala.

"In the pecking order of internet child pornographers, those who can make or provide new pictures have the most status online and therefore can get sent to them in return more child porn of high quality causing many problems for kids in Latin America and elsewhere", stated Rosalind Prober, the Director of Beyond Borders, a Canadian non-governmental organization that monitors sex tourism cases and trans border cases of child sexual exploitation.

² Source: Casa Alianza March 17, 2002. http://67.97.249.5/daily_news/2002/ne318.htm

Gabriela's Story³

Summary	Students read “Gabriela’s Story” and learn about the lives of children working in the sex trade.
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Specifically, students will be able to:	<ul style="list-style-type: none">➤ understand the factors that contribute to children working in the sex trade➤ increase their awareness of the rights violations experienced by sexually exploited children➤ appreciate the difficulties faced by children in the sex trade
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Preparation	Photocopy “Gabriela’s Story” on page 41, for each student in the class.
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Method	<p>Students read “Gabriela’s Story” and divide into small groups (4-5 students per group) for discussion.</p> <p>The following questions may serve as a guide for discussion.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. Discuss the differences between your daily life and that of Gabriela.2. What rights are violated when children work in the sex trade?3. What factors lead to children working in the sex trade? How do these factors differ between Canada and developing countries such as Nicaragua?4. Discuss why it would be useful for children in the sex trade to have HIV/AIDS education.5. What initiatives could Canada take to help children in the sex trade in developing countries?
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³ Source of story: <http://www.casa-alianza.org/EN/human-rights/sexual-exploit/voices/gabriela.shtml>

Gabriela's Story

My name is Gabriela. I am 13 years-old. I've been on my own for three years now. I used to beg for money, but now I am working. I am a prostitute. I don't like to say that, because it's not who I am inside. I dream of my village, and the fresh mountain air there, and the smell of the freshly turned earth. But here in "El Hoyo," it smells like a dirty toilet, and the diesel smoke from the buses turns my stomach. I hate this place. I hate the men who I sleep with. All I can do when they touch me is think of something else -- of the walks I used to take through the fields with my sister Juliana on Sunday mornings. I think of the good things I loved at home. It makes it all a little easier.

You may wonder why I still do this, even though I hate it. I don't know, really. Somehow it works. Marta, the lady who owns the bar where the men come for me, she takes care of me. When I had a bad night, she'll let me cry and stroke my head, and give me some warm milk -- and then I'm ready to work again. She's the closest thing to a mother I've got now. You see, my father killed my mother the day I left home. He was drunk and was hitting her, like he always did, but she fell backwards and slammed her head, and never got up again. All I could do was scream when I saw her, and run. I was afraid he'd kill me too. I hated it when he drank. But when he was sober, I was his little girl. I remember his big hands, and the smell of cows that stuck on his clothes. He'd give me a big hug with his big hands, and I felt so warm and safe inside. But, now, if I saw him, I'd want to chop off those hands for what they did to Mama.

There are a bunch of other girls who work with me. Aida, Mercedes, and Silvia. Aida is 18. She showed me how to wear makeup, and how to look at men so they'd want me. She's real good at it. But she has been sick a lot lately. She doesn't want to get up in the morning, always has some kind of problem, she's got so thin, and she's got these marks growing on her face. I'm worried about her. Someone said she might have this bad sickness called AIDS. But she's so sweet. It was always the off-duty soldiers who would like Aida -- they would pay her about 10 quetzals (US\$2) a time. But if she got sick, I wonder if some of the soldiers did too?

Mercedes is like my sister. We make each other laugh about the men we see. We have nicknames for each of them. You don't want to hear them, though. If Mama were still alive, she'd wash my mouth out with soap if I uttered any of them. Mercedes got pregnant once, which make it really bad for work. When any of us girls get pregnant we kick her in the stomach several times. It hurts a lot, but it's a way of getting un-pregnant. It didn't work with Mercedes, though, and she got an abortion. It was terrible. She went to a friend of Marta's -- they call her La Carnicera, the Butcher -- because the girls always bleed so much after they see her. She's not a doctor or anything. She just does it -- with a hanger, I think. Some girls have died. But we don't talk about that. La Carnicera helps us. It's not her fault that some girls can't take the pain, I guess. I hope I never have to see her.

Sometimes I wish I could meet a nice boy. I don't like these men. I want a boy to play with. But it's hard here. All of the boys in "El Hoyo" are so dirty and crazy. All they do is sit around and sniff that stupid glue all day, and fight with each other. It makes them so

stupid. Sometimes they also "work" the street -- like me, selling their bodies so they can buy food and glue. Sometimes terrible things happen to them, too. The police come and they pour the glue over the boys' heads. Oh, it looks so terrible. They even kicked to death one of Francisco's best friends -- Nahamán. When the police went to pour the glue on his head, he resisted -- and God, it was terrible. You could hear his shrieks from blocks away. Poor Nahamán, he was so sweet. He was my age. I never told anyone, not even Mercedes, but I liked Nahamán. We kissed one night; it was so beautiful -- so different from the ugly kisses of the men who come for me. Nahamán. When I say his name now, all I want to do is cry. Why did they have to do that? Why?

Sometimes I dream of another life -- the one my grandmother told me about. She was a beautiful, wise woman, and she knew how to make such a beautiful Huipul. Yes, she was an *Anciana*. To be hugged by her was to know the hug of God for the world. She knew the secrets of all good things. She died before Mama. Thank God. I wish she were here now, to tell me something good -- to give me one of her hugs. Everything would be better then, I know. But I'm here, in El Hoyo, and if I don't get to work soon, I won't have enough money for Marta. I need to pay her; otherwise I'll be out on the street. She takes care of me. Sometimes I wonder if she'd do this to her own daughter, though, if she had one. I wouldn't want this life for mine. Oh God, I'd love to have a baby of my own someday. But not here, not in El Hoyo. It's not a place for a kid. Oh God, no, it's no place for me, either. Marta's calling. Okay, okay, Marta, I'm coming. I'm coming, now. Got to go.

Creative Expressions

Summary	Students research and discuss child sexual exploitation and express their affective responses through a creative medium of their choice.
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Specifically, students will be able to:	<ul style="list-style-type: none">➤ identify various forms of sexual exploitation➤ acknowledge the difficult feelings this knowledge evokes➤ creatively express their ideas about child sexual exploitation
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Preparation	<p>Students will require a variety of art materials and access to the Internet and/or library resources.</p> <p>If time and computer access is limited, research may be completed prior to class time.</p>
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Method	<p>Students should research an example of commercial or non-commercial child sexual exploitation. Each student should share their ideas with the class. A general discussion on sexual exploitation should follow.</p> <p>After the discussion, each student can choose a medium (song, story, poem, artwork) through which to reflect his or her feelings. Students may wish to collate their work into a book and place it in the school library.</p> <p>See the following examples for ideas.</p>
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Example 1: This poem was written after hearing about the extent of rape by the military in the Congo.

I Breathe In

I breathe in,
I breathe out.

My fingers play
In the shine of my daughter's hair

I breathe in,
I breathe out.

My daughter laughs
As I bathe her in the warm, soapy water.

She breathes in,
She breathes out.

She bends to sweep a spot
and lays her daughter down.

She breathes in,
She breathes out.

Her daughter cries
As she washes away
the soil of the soldier's delight.

We breathe in
We breathe out...

Val Crowdis, Sydney, Nova Scotia

Example 2: These are lyrics from the Pakistani Rock Band JUNOON, they echo the sentiments of millions of street children in South East Asia.

Meri awaaz suno,	Listen to my voice/plea
Mujhe azaad karo,	Give me freedom
Meri awaaz suno,	Listen to my voice/plea
Insaaf karo,	Do justice with me
Azaad karo, Insaaf karo.	Give me freedom, do justice

(NOTE: These lyrics were posted by Tanya Shakil Daud of UAE on the UNICEF Voices of Youth web site.)

Taking Action: Sexual Exploitation

Summary

Students critically examine case studies on sexual exploitation and are then given the opportunity to get involved in organizations that deal with children's rights and sexual exploitation of children.

Specifically, students will be able to:

- see how children, particularly girls, are sexually exploited in a variety of contexts
- recognize sexual exploitation as a violation of children's rights
- feel empowered through involvement

Preparation

Photocopy case studies for each group of students in the class.

Method

Students divide into small groups (4-5 students in each) to read and discuss the following case studies.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. Which rights are being violated in each of the cases? Refer to the Convention on the Rights of the Child?
2. Why are children in developing countries particularly vulnerable to sexual exploitation?
3. What recommendations would you make to prevent the sexual exploitation of children?
4. What recommendations would you make to rehabilitate these children?

Extension Activity

Students may wish to write a brief outlining their concerns (focusing on rights violations) and recommendations to their MLA, or to organizations such as Human Rights Watch, or the Canadian Coalition for the Rights of Children. They may join in UNICEF's Voices of Youth chat rooms, check out Save the Children Canada's website which offers a variety of opportunities for youth to get involved. (www.savethechildren.ca)

Sexual Exploitation Case Studies

After being abducted, Lydia, from Sudan, was forced to be a "wife" to four different rebel soldiers. After 19 months of slavery and giving birth to a child who died, Lydia was freed. She is now 18 years old.

Myrla, has been supporting her family by selling her body to tourists on the streets of Manila in the Philippines for the past three years. She is now 14 years.

Thirteen year-old Kevin was thrown out of his home six months ago for not following his parents rules. He has taken care of himself by selling his body on the streets of Toronto.

In Columbia, Aleandro, Conrado, Dora, Laida and Milena are all children between the ages of 12 and 15 who have exchanged sex for the safety of their families.

Bashkim and Valdete are 12 year-old twins who were lured from a Kosovar refugee camp in Albania and trafficked for sexual purposes to Western Europe by criminal gangs who now use the children in the production of pornography.

In Croatia, Ana, Dijana and Helena, each 16 years old, have been intentionally impregnated as a form of "ethnic cleansing".

Unit 4: Child Labor

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national and global context
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender, and status
- analyse the personal, social, and economic implications of paid and unpaid labour
- analyse and explain the ways cultures address human needs and wants
- assess the role played by economic institutions and examine their impact on individuals and on private and public organizations
- evaluate factors that influence the distribution of wealth locally, nationally, and internationally
- analyse the dynamics of the market in the local, national, and global economy
- evaluate the consequences of the consumer-oriented society
- apply knowledge of economic concepts in developing a response to current economic issues such as disparity and sustainability

Fact Sheet Child Labor

- Child labor describes work performed by children under the age of 18 that in some way harms their physical, intellectual or social development, and interferes with their education.
- Approximately one-half of child laborers work full-time; others work part-time while attending school. Children work because of family poverty or as a means of personal survival.
- According to the International Labor Organization (ILO), the UN agency that specializes in labor standards and labor rights, approximately 250 million children, between the ages of 5 and 14 years, work throughout the developing world. The ILO notes that this number does not take into account the children (especially millions of girls) who perform unpaid labor in the home. The highest rates of child labor are found in Asia, followed by Africa and Latin America.
- About one percent, of the world's child laborers are in industrialized countries. Among the worst forms of child labor in Canada is involvement in the commercial sex trade.
- Child labor is a growing concern in Eastern European countries. These countries are undergoing a major transition to a market economy and allow the use of child labor to increase their economic competitiveness.
- The majority of child laborers are involved in agriculture. Others work in manufacturing, trades, hotels and restaurants, domestic services, transportation, construction, mining, and quarrying. Many children work in the streets selling goods, shining shoes, running errands and cleaning cars. Around five percent work in sweatshops.
- An estimated 50 to 60 million children worldwide, ages 5 to 11, are in hazardous occupations such as mining, agriculture, construction, deep-sea fishing. Many also work with radioactive materials and dangerous chemicals. A large number of these children suffer injuries and illnesses from their work. Child laborers are also vulnerable to physical and sexual abuse and infection with HIV/AIDS.
- More boys than girls work outside the home. However, girls are more likely to be domestic workers. This type of employment tends to place girls at risk of physical or sexual abuse since they often have no contact with their family.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 19** All children should be protected from all forms of abuse, neglect and exploitation.
- Article 27** Children have the right to an adequate standard of living and the state has the responsibility to assist parents who cannot meet their responsibilities for their children.
- Article 28** All children have a right to education.
- Article 29** Education should help children develop to their full potential and to develop respect for human rights and the natural environment.
- Article 31** Every child has the right to rest and leisure, and to engage in play and recreational activities.
- Article 32** All children have the right to be protected from economic exploitation and from doing any work that is harmful to their health, safety or education.
- Article 34** Children have a right to be protected from all forms of sexual exploitation including engagement in prostitution and pornography.

Other International Agreements

ILO Convention 182 On the Immediate Elimination of the Worst Forms of Child Labour (1999)

Canada ratified the Convention 182 on the Elimination of the Worst Forms of Child Labour on June 6, 2000. The purpose of this Convention is to protect children all over the world from the most extreme forms of economic exploitation. This Convention is an international community commitment to end child labor. The key articles of the Convention are:

- Article 3** The worst forms of labor are defined as:
- a) child slavery (including the sale and trafficking of children, debt bondage, and forced recruitment into armed forces)
 - b) child prostitution and pornography
 - c) the use of children for illicit activities (such as drug trafficking)
 - d) any work which is likely to harm the health, safety or morals of a child
- Article 7** Governments must do everything necessary to implement the Convention, including penalizing offenders and making special efforts for girl child laborers.
- Article 8** Countries must help each other with education and poverty eradication programs to facilitate ending the worst forms of child labor.

Selected Canadian Initiatives

As well as ratifying the International Labour Organization's (ILO) Convention to Eliminate the Worst Forms of Child Labour, Canada has contributed \$3 million for the ILO's programs for the elimination of exploitive child labor.

Child protection is a key component of CIDA's programming and is emphasized through many projects and initiatives with Canadian and international partners. In recent years, CIDA has been steadily increasing its efforts to protect child laborers, as well as children in other difficult circumstances. CIDA launched the Action Plan on Child Protection in June 2001. The action plan takes a rights-based approach in which the Convention on the Rights of the Child is used as a framework for promoting the realization of all children's rights. Children have been active participants in the development of this project. For more information on this and related projects visit CIDA's web site.

CIDA has also supported several initiatives with Save the Children Canada. For example, in Mali, aid is provided to children who have escaped or been rescued from slave labor. This project has also been successful in raising awareness about the dangers of child trafficking and provides for border guards and local police to be on guard for signs of child trafficking.

Child Labor and Education in India

Summary

Students read “Mohammed’s Story: Earning a Living” on page 53, and discuss the link between accessibility of education and child labor.

Specifically, students will be able to:

- learn about the substandard working conditions for child laborers in developing countries
 - understand the reasons why children are forced to work
 - see the link between accessibility of education and child labor
-

Preparation

Photocopy “Mohammed’s Story: Earning a Living” on page 53, for each student in the class.

Method

Students read “Mohammed’s Story: Earning a Living” then divide into small groups (4-5 students per group) for discussion.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. What rights are violated when children are forced to work? Refer to the Convention on the Rights of the Child.
2. According to the article, family owned and small businesses are exempt from child labor legislation. Do you think this legislation should be changed? Discuss.
3. When children are forced to work instead of going to school, the cycle of child labor is perpetuated from generation to generation. Discuss.

Mohammed's Story: Earning a Living⁴

Mohammed Aziz dives under the worktable as we climb the few stairs into the workshop. He is 7 years old. Mohammed has just begun learning how to embroider zardosi (an intricate form of embroidery in which gold and silver beads are sown onto saris and other items) and only he knows how to do the small stitches, so he earns Rs 10 a week (US 25 cents). The Pashmina (silk and goat's wool) shawl he is embroidering is soft pink. "For export," the supervisor explains. It will sell for as much as US \$400 on the streets of New York City.

The only sign that Mohammed might still be a child is the fact that he dives under the table. But he soon resumes work, albeit shyly. The other men in the workshop lean over a half-embroidered burgundy sari – they are all wearing thick glasses and many are blind by the age of 40 years old.

Children working in family businesses are exempt from child labour legislation such as the Factory Act and a factory is not considered to be a place where less than 10 people work. Most children in India work in the informal sector – either in agriculture or at home for local consumption, only a small percentage work in factories producing goods for export.

Children work in this community because of large family size, poverty and the lack of a minimum wage. In this part of town, having more children means earning a higher income. And when fathers are blind by 40 years old the cycle of child labour is perpetuated from generation to generation by the necessity to survive.

UNICEF believes there is a direct link between the quality and accessibility of education and child labour; improving the educational system will encourage more children to go to school, rather than to work. *Lakshmi*, a project initiated by UNICEF and funded by Proctor & Gamble, aims to mainstream children like Mohammed into the educational system, by mobilizing women to earn a living so their children are free to go to school.

The *Lakshmi* project began non-formal education classes for girls who work at home doing piece work embroidery. NGO members implementing *Lakshmi* are also negotiating with workshop owners to allow boys to attend school for 2 hours in the middle of the day. The NGO has proposed that each family contribute Rs 5 (US 8 cents) to set up a school. This will not cover the school costs but community participation is essential for the school to be able to fulfill the community's needs. So far the community has been resistant, preferring to have the school supplied free of cost.

An estimated 1.74 million children do not go to school in Uttar Pradesh, and of those enrolled in school, only 48% of boys and 35% of girls complete their education. Working to end child labour is a multiple challenge of mobilizing communities to improve their schools, implementing law reform that extends to the informal sector (where most children work) and enforcing a minimum wage – so parents can earn enough to allow their children to go to school.

Lakshmi's challenge is to find a way to build skills and literacy within the community's boundaries, and therein improve the lives of children, born to embroider zardosi.

⁴Source: UNICEF

Sweatshop Fashion Show⁵

Summary	Students organize and participate in a "sweatshop fashion show" to create awareness about the conditions for children who work in sweatshops.
Specifically, students will be able to:	<ul style="list-style-type: none">➤ identify companies who employ children as laborers➤ appreciate the conditions in which children work➤ understand child labor as a violation of children's rights
Preparation	Organization may take several classes to complete. If class time is limited, organization may be given as an ongoing homework assignment.
Method	<p>Students organize and participate in a sweatshop fashion show to inform an audience about exploitive child labor.</p> <p>Students may choose from a variety of tasks including researching working conditions in a variety of clothing companies that employ child laborers, writing the script, selecting the music and deciding what the models will wear. Students should decide what clothing companies will be highlighted in the fashion show and select clothing from their everyday wardrobes.</p> <p>The "sweatshop fashion show" should take place in the school gymnasium with an audience, consisting of students, teachers and the general public.</p> <p>Models should be introduced on the stage to the sounds of popular music. The models should walk across the stage displaying their attire to the audience, then pause while the MC describes what they are wearing,</p>

⁵ Source: <http://www.mps.k12.nf.ca/cfc/gr2000/sweatshop/default.htm>

focusing on the brand name, and describes the conditions under which the garment was made. The MC should also explain how poor working conditions violate children's rights under the Convention on the Rights of the Child.

For more information on organizing a sweat shop fashion show visit:
<http://www.mps.k12.nf.ca/cfc/gr2000/sweatshop/default.htm>

Child Labor Case Studies

Summary

Students read and discuss case studies and learn about the lives of child laborers in developing countries.

Specifically, students will be able to:

- understand the factors that contribute to child labor
- increase their awareness of the rights violations experienced by child laborers in developing countries
- learn about the conditions for children who work

Preparation

Photocopy the case studies on pages 57-58 for each group in the class.

Method

Students divide into small groups (4-5 students per group) and discuss the following cases.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. How do you think it would feel to work as a child laborer?
2. What rights were violated in these case studies? Refer to the Convention on the Rights of the Child.
3. Should companies be expected to invest their own money to ensure that basic standards are met in their factories, or should the government of the countries be responsible for enforcing higher standards?
4. What initiatives could Canada take to help child laborers in other countries?
5. What can you do to help stop exploitive business practices by large companies?

Child Labor

Shankar - child in bondage - 6 years old

Shankar used to work in a carpet factory in India when he was only 6 years old. "I was very small and I am still small. I used to have to handle the heavy instruments to cut the knots in each carpet. Many times my thumbs and fingers were injured when the cutter slipped. Then I would cry for my mother but the Master would only beat me. He never took me to the hospital or gave me any medicine. What he used to do was, to take a match stick and fill the cut with the match stick powder then he would set fire to it with another match so that my skin and blood would bond together, I would cry for my mother then he would beat me again."

Ashique - brick maker - 11 years old.

Eleven year old Ashique works in a brick kiln in Pakistan. He has been working there for six years, along with his father and three brothers. His family is now bonded because they took a loan of (P)Rs.2000 (US\$94.50) 2 years ago. They had to take the loan for the dowry for his elder sister's marriage. "I work everyday except Sunday. My father, 3 brothers and myself are paid together a sum of (P)Rs.30 (US\$1.4) per 1,000 bricks. We can make approximately 2,500 - 3,000 bricks in a day. But during the monsoon we cannot produce the same amount. Our wage is cut by 50% for loan repayments. We do not understand the loan interest which seems to be always increasing. Now the loan has gone up to RS.5000(US\$237). I work very hard from 2 a.m. to 6-7 p.m. in the evening and get only one 1/2 hour break from 8 to 8:30 a.m. for a meal. There are 30 - 35 families working in the brick kiln." Ashique was sent to school for 3 months by his father but the owner removed him and put him back to work. His father was punished because of the matter. Ashique liked going to school. He said he wanted freedom and wants to leave the place of work.

Jitti Tumrin - leather worker - 13 years old

Thirteen year-old Jitti works 11 to 14 hours a day in a leather factory in Thailand with two days off each month. Although he hates the job, he can't quit because his family depends on his earnings. His job is to glue pre-cut pieces of leather together. For his efforts, he receives \$45 a month of which \$16 goes to a middleman. While the glue fumes give him headaches and he dislikes the work, Jitti seems to have resigned himself to his fate. Although laws exist to protect him from this kind of exploitation, he is not aware of them. "I don't know what else to do," he says in his native Thai. Knowing how his parents depend on his earnings, he says, "I cannot disappoint them and tell them the truth that I am very unhappy."

Rosie - sugar cane worker - 9 years old

Nine year old Rosie works in a sugar cane field in Asia. “I am Rosie Baroquillo. I started working on the sugar cane field when I was seven years old. Now I am nine and I still work in the field. I stopped going to school because my family could not afford to spend the money. My father is already dead. The money I earn is not enough to buy food. I am tired and hungry doing my work in the field. I wish I could have soup to go with the rice I eat because without soup it is hard to swallow.”

Easwaris – fireworks factory worker – 13 years old

Thirteen year old Easwaris began working 12-hour days in a fireworks factory when she was just seven. For \$1.75, the girl labored six days a week, loading sulphur, aluminum dust and coal into firecracker tubes. Four years ago, a blast from gunpowder coated fuses in the factory, knocked Easwaris unconscious and badly burned her arms, back and hips. Twelve other children, including Easwaris' 8-year-old sister Munnishwari died in the blast. Sadly, Easwaris should never have been working in the fireworks factory in the first place. In 1986, India banned the employment of children younger than 14 in more than a dozen industries, including the fireworks industry, yet the ban is rarely enforced.

Sweatshop Talk Show

Summary

Students learn about conditions for children working in sweatshops by organizing and participating in a mock talk show.

Specifically, students will be able to:

- gain an understanding of why children work in sweatshops
 - learn about working conditions for child laborers in developing countries
 - identify child labor as a violation of children's rights
-

Preparation

Prior to class time set up 5 chairs at the front of the room where talk show participants will be seated.

If time and computer access is limited, have groups meet to complete their research prior to the class activity.

Method

As a class, conduct research to identify a company that operates a sweatshop, which employs child laborers. Preliminary research should focus on such issues as:

- Where is the sweatshop located?
- Does the sweatshop employ children under the age of 16?
- What type of work do child laborers engage in?
- What are the working conditions (hours, breaks, safety, etc.)?

Once a company is chosen, students are divided into five groups. Each group selects one of the following roles and prepares to represent their character in the mock talk show:

Roles:

Talk show host
Former child laborer
Parent of child laborer
President of the major corporation
Child rights activist

A representative from each group will be selected to role-play each of the characters listed above. One

student will play the role of the talk show host. The group representing the host will develop a series of questions for each character. The remaining students will participate as members of the audience. Audience members should be encouraged to ask questions.

International Labor Standards Hearing

Summary Students hold a mock International Labor Standards hearing to identify harmful child labor practices.

Specifically, students will be able to:

- understand that not all forms of child labor are harmful
 - appreciate the experiences of children who work
 - understand the need for children's rights to be respected
-

Preparation Classroom seating will need to be adjusted for the hearing.

One copy of each role card on pages 63-64 will be needed.

Method Students will act out a hearing to identify harmful child labor practices and what protections must be in place for children who work. Students can be divided into four groups. Each group is assigned one of the roles below, and given the relevant role-card to assist with the preparation of their case.

Roles:

Group 1: The Committee. This group should first elect a chairperson. The chair, like the rest of the committee, listens to the presenters, and helps the group make a determination. In addition, the chair is responsible for calling on presenters and for allowing and controlling questions. The task of the committee is to reach a decision about child labor standards that are acceptable under the Convention on the Rights of the Child based on the information presented at the hearing. The committee should make a decision in the case based on majority vote. The chair shall announce the decision at the end of the hearing.

Group 2: The child advocates. They should decide how they will present their arguments against child labor using the Convention on the Rights of the Child as a starting point and related agreements as

they see fit. They will argue for strong limitations on child labor.

Group 3: Teachers. The students that are role-playing teachers are to take the stance that all child labor is in violation of children's rights as it interferes with their education.

Group 4: The children who are involved in child labor. There are role-play card to represent the perspectives of five different children. Each students can assume one of these roles.

The Committee

Your major task is to listen to each group of presenters, and determine what labor standards would be in the best interests of the children. You will need to determine whether you will impose an outright ban on all child labor, or whether you can differentiate between that which is acceptable from that which is harmful to the development of the child. In addition, you will need to consider what protections should be recommended for children who work. To prepare yourselves for this task, it might be helpful to review the relevant articles of the Convention on the Rights of the Child.

Child Advocates

Your task is to argue that there may not always be the need for a complete ban on child labor, but that it is essential that there be clear limitations on the type and amount of work children may do. You might emphasize how work can interfere with the child's health, and make the child vulnerable to economic and sexual exploitation. You might want to base your arguments on the best interests principle (article 3) of the UN Convention on the Rights of the Child.

Teachers

Your task is to attempt to persuade the committee that any work interferes with the child's education, and that education should be given priority. Present as many arguments as you can think of to make this point. You might find it helpful to identify articles of the Convention on the Rights of the Child that you can use to support your arguments.

Angelique, 13 years. Guatemala.

Job: looking after flowers at gravesites, goes to school part-time. Angelique does not want a ban; she feels great pride in her job and the knowledge that her earnings provide food for her parents who are ill and unable to work. She attends school one day per week.

Muzaffar, 9 years, Pakistan.

Job: camel-kid. Muzaffar was a victim of child trafficking. He is one of many children whose parents, in desperate poverty, have sold their children to sheiks in the United Arab Emirates who breed camels for racing. Like other camel-kids, Muzaffar is tied with ropes to racing camels and told to win or else. Some of the other children with whom he has worked have been badly injured or killed. Muzaffar feels like a slave, is totally opposed to all forms of child labor and wants only to be allowed to go to school.

Nadia: 11 years, Pakistan.

Job: carpet maker. Nadia was forced to flee her home in Kabul, Afghanistan after the Mujahedeen raided her home and beat her father. In an attic with 5 other children, Nadia works 12 hours a day on a loom making carpets. She has never been to school. She is not sure what to argue to the committee for other children, but for herself, knows that she wants some protections from harm by her employers and from the health risks of her job that she finds exhausting.

Badru: 13 years. Ivory Coast.

Job: cocoa farm worker. Badru is one of many children under 14 years who work in the cocoa farms of West Africa where about 70% of the world's cocoa is produced. Like many of his friends, Badru is expected to use a machete, to carry heavy loads and to spray pesticides on the crop. Badru has seen many children beaten, get seriously injured and even killed. Few ever go to school. Badru is scared and tired. He begs for a complete ban on child labor.

Cara: 12 years. Jamaica.

Job: sales. Cara enjoys her job selling local crafts to tourists, and still manages to go to school half-time. She is especially pleased that she earns enough money (especially from tips) to allow her younger sister to go to school full time, and to help her mother with money for food. (her father is in jail). Cara feels strongly that there should not be a ban on child labor. However, she does believe that there should be a union for children who work that is focused on providing protections. She is particularly worried because she knows that some of the older girls have been coerced into prostitution with tourists.

Taking Action: Students Who Seek Change

Summary Students organize a letter writing campaign to research child labor policies of major companies.

Specifically, students will be able to:

- gain an understanding of child labor as a violation of children's rights
- challenge corporations to improve working conditions for child laborers
- learn about the interdependence of nations

Preparation Students will need access to the Internet to complete their research.

If time and computer access is limited, research may be conducted prior to class time.

Method Students conduct research to identify retailers and manufacturers that employ children as laborers.

In small groups or individually, students write letters to those companies identified, in which they request information on their child labor policies and practices. They will make retailers and manufacturers aware of the child's right to be free from exploitation under the Convention on the Rights of the Child.

Students may also write to local department stores and ask their policies on ensuring that children have not been exploited in the production of imported goods.

Unit 5: Education

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national, and global context
- evaluate public issues, taking into account multiple perspectives
- take age-appropriate actions to demonstrate their responsibilities as citizens
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender and status
- analyse and explain the ways cultures address human needs and wants
- analyse cases and personal values regarding stereotyping, discrimination, and conformity and how they affect individuals and groups
- assess the role played by economic institutions and examine their impact on private and public organizations
- analyse the personal, social, and economic implications of paid and unpaid labour
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- identify and use primary and secondary sources to evaluate questions

Fact Sheet Education

Accessibility in Developing Countries

- 130 million children between the ages of 6 and 11 do not attend school.
- Fewer than two percent of children with disabilities attend school.
- Many children attend schools that are unsafe with inadequate sanitary conditions, over-crowded classrooms and few textbooks or other learning materials.
- Early school leaving is common with approximately one-third of children leaving school prior to the completion of grade 5.

Equity in Developing Countries

- In many areas, girls and minority children are denied access to education or, in some cases, minority children are placed in separate, inferior schools. It is not unusual for school officials to participate in acts of intolerance towards a particular group because of the group's gender, race, ethnicity, religion, and nationality.
- There have been reported cases of discrimination in education in many countries. For example, Human Rights Watch reports cases of discrimination against Greek children in Turkey, Turkish children in Greece, Roma children in Bulgaria, Albanian children in Macedonia, Rohingya children in Malaysia, Bidun children in Kuwait, and the children of Haitians in the Dominican Republic.
- There are 42 million fewer girls in primary school than boys. Gender disparities exist at all levels of education. Even when girls do attend school, they are more likely not to finish their education. In many countries, girls are subject to sexual harassment and abuse in school settings by school officials, authorities and other classmates. Girls who miss out on primary education grow up to become the women who make up two-thirds of the world 's 875 million illiterate adults.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 2** Children have the right to be protected from any form of discrimination.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 12** Children have the right to express opinions in matters affecting the child and to have the opinions heard and given weight in accordance with the age and maturity of the child.
- Article 13** Children have the right to freedom of expression and to seek, receive, and impart information subject to reasonable limits.
- Article 23** Children with disabilities have the right to special care and assistance.
- Article 28** All children have a right to education.
- Article 29** Education should help children develop to their full potential and to develop respect for human rights and the natural environment.
- Article 30** Children of minority communities and indigenous populations have the right to enjoy their own culture, practice their own religion, and use their own language.
- Article 31** Every child has the right to rest and leisure, and to engage in play and recreational activities.
- Article 42** The state has the responsibility to make children (as well as adults) aware of the rights of the child under the Convention.

Other International Agreements

Dakar Framework (2000)

In April 2000, the Dakar Framework was adopted by 164 countries including Canada. It is a commitment to achieving quality basic education for all by 2015. There are six key goals:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The World Declaration for Education For All (1990)

The Declaration was signed by all participants, including Canada, of the World Education Forum held in Thailand in 1990. It was a commitment to achieve education for all by the year 2000. The key goals were:

- | | |
|------------------|---|
| Article 3 | Universalizing access and promoting equity |
| Article 4 | Focusing on learning outcomes rather than enrollment |
| Article 5 | Broadening the means and scope of basic education |
| Article 6 | Enhancing the environment for learning |
| Article 7 | Strengthening partnerships among governments, private sector and NGOs |

UN General Assembly Resolution on Education for All (1997)

On November 6, 1997, the UN General Assembly Resolution on Education for All was approved. Although this Resolution recognizes that significant progress has been made regarding basic education, it acknowledges that major problems still persist and urges governments to redouble their efforts to achieve education for all.

Selected Canadian Initiatives

CIDA has sponsored a project in Egypt called *Girl Community Education*. The purpose of this project has been to enhance the national capacity to deliver quality basic education for all by developing effective community primary schools, and by designing and applying an adapted curriculum in Upper Egypt.

CIDA has funded an initiative in Bangladesh called the *Adolescent Development Program*. This program has provided Bangladesh girls between the age of 11 to 17 with skills they need to survive such as literacy, numeracy, problem-solving and mediation skills and well as information about nutrition, hygiene, reproductive health and legal and marriage rights.

In South Africa, Canada has helped to improve the education system for children who were previously receiving poor education under the former apartheid regime (whereby different races were socially and economically segregated by law). CIDA has helped to fund a wide range of educational programs on gender awareness and the development of youth leadership in local schools. Also, many teachers in South Africa have been improving their teaching skills through a CIDA-sponsored training program.

All Smiles: Afghan Girls Go Back to School

Summary Students read “All Smiles: Afghan Girls Go Back to School” on page 72, and discuss the current state of education in Afghanistan.

Specifically, students will be able to:

- empathize with children who have been denied an education because of their gender
- realize that all children have the right to an education
- compare the accessibility of education in Canada and developing countries

Preparation Photocopy the article “All Smiles: Afghan Girls Go Back to School” on page 72, for each student in the class.

Method Students read the article “All Smiles: Afghan Girls go Back to School” then divide into small groups (4-5 students per group) for discussion. The following questions may serve as a guide for discussion.

Discussion Questions:

1. How do you think it would feel to be denied access to education? What impact would this have on your future? Discuss.
2. Discuss how denying Afghan girls an education violates their rights. Refer to the Convention on the Rights of the Child.
3. Compare the education system in Canada with the system in Afghanistan.
4. Do you feel that Canada has a responsibility to assist Afghan children in need of education?
5. What initiatives could Canada take to help provide the remainder of the Afghan population with adequate education?

All smiles, Afghan Girls Go Back to School⁶

JALALABAD, AFGHANISTAN - Five years of shutdown and neglect have taken their toll on Jalalabad's Girls' School No. 2. There are no books to read, no lesson plans to teach from, no furniture to sit on, and no funds to pay for materials or teacher salaries.

But what this school lacks in resources, it makes up with enthusiasm. Small wonder. This is the first chance these girls have to resume their educations since the Taliban, the extreme Islamist militia that controlled the country from 1996 until being ousted more than three weeks ago, shut down all girls' schools by religious decree.

"I cannot express my happiness to you," says Lida, a 15-year-old in a white scarf who is preparing to pick up where she left off, in fifth grade. "I can remember the day the Taliban came, and we went home in great sadness. But we are quite happy to return to school."

Many girls kept up with their studies at home, they say, taught by parents or older siblings. And while most still cover their heads with veils - some even wear the all-covering, blue-tinted burqas once required by the Taliban - these girls say they intend to take full part in Afghan life. "In Afghan society, it is not an unusual thing for girls to go to college," Lida says. On this day, more than 500 girls have shown up for registration at Jalalabad's Girls' School No. 2.

They are among some 3,500 girls who have registered for classes in Nangarhar Province, where Jalalabad is located, Abdul Ghani Hidayat, director of education for the post-Taliban provincial government, told the Associated Press last week. Since Taliban forces withdrew on Nov. 7, Mr. Hidayat said the province has reopened more than 280 schools for 150,000 returning students.

After 23 years of war, the past five under the Taliban's restrictive interpretation of Islamic law, freedom is coming quietly to the young women in this ultraconservative patch of eastern Afghanistan. Nowhere is that freedom more evident than in Jalalabad's dusty schools, where the brilliant and the fortunate are now attempting to make up for lost time. But while the new post-Taliban government - composed of tribal elders and warlords - is embracing an ethos of tolerance that the Taliban lacked, they will have their work cut out for them. In a city of 250,000, where half the population is under the age of 20, just a few thousand, or less than 10 percent of school-aged children, have been able to find the resources to return to school, challenge their minds, and rebuild their futures.

⁶ Source: Scott Baldauf, Christian Science Monitor, December 3, 2001

If it Were Up to Us.....

Summary Students critically examine shortcomings in education for children in developing countries using a school in Dar es Salaam, Tanzania as a case study.

Specifically, students will be able to:

- appreciate the importance of rights education
 - learn about commonalities in children’s educational needs around the world
 - understand that international cooperation can significantly improve children’s development
-

Preparation

Copy the following quotes on the board.

“If I was an adult...I would stress that children’s rights be practiced”. *Janet John, aged 15 years, Grade 7 student, Mwalimu Nyerere Primary School*

“When we understand our rights, we are going to be independent and free.” *Fred Paul, aged 14 years, Grade 7 student, Mwalimu Nyerere Primary School*

Photocopy the fact sheet on page 75 for each group of students in the class.

Have available sheets of bristol board and markers.

Method

Students divide into small groups (4-5 students per group). Give each group a copy of the fact sheet. Remind students that the quotes above come from children who attend the school described in the fact sheet.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. What do you think Fred means, and what validity is there to his statement?
2. Why do you think Janet sees children’s rights as the solution to the school’s difficulties?
3. What do you think should be done to help these children obtain the education to which they have a right?

Each group will need two pieces of bristol board. On one, they should write which rights they think are being violated by the current situation at the school. On the other, each group can then write their suggestions to improve the situation, "If it were up to us..." Post their suggestions at the front of the room and a general discussion of their ideas may follow.

Fact Sheet: Mwalimu Nyerere Primary School⁷

Mwalimu Nyerere Primary School:

- is a school for grades 1–7, in a low-income neighborhood of Tanzania
- there are 3,200 children enrolled at the school
- class sizes range from 130–140 students
- the school runs on morning and afternoon shifts
- there are not enough desks, chairs or books
- one-third of the 64 teachers have only primary education themselves
- the students know their rights under the UN Convention on the Rights of the Child
- the school is participating in a school improvement program supported primarily by CIDA (Canadian International Development Agency) and the Aga Khan Foundation (a non-profit development agency that seeks “smart solutions” to alleviate global poverty). The program attempts to introduce best practices in curriculum reform, teacher education, gender sensitivity and parent involvement to the school.

⁷ Source: Aga Khan Foundation Canada, www.akfc.ca

Emergency Education: Designing Curricula⁸

Summary	Students examine conditions for children in refugee camps and consider their educational needs.
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Specifically, students will be able to:

- gain an understanding of life for children displaced by war and civil conflict
 - appreciate the need for international aid for education
 - realize the importance of all children having their education rights respected
-

Preparation	Students will require access to research resources.
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Method	Explain to students that the majority of the world's refugees are children many of whom have been traumatized by violence and many of whom have injuries for example, from landmines. Girls living in refugee camps are subject to threats of rape and pregnancy. Boys are vulnerable to recruitment to gangs. As well as lacking in clothing and nutrition, refugee children are often also without schooling.
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In groups, students (4-5 students per group) research the conditions for children living in refugee camps, where they are, and how many children are there. The following questions may serve as a guide for discussion:

Discussion Questions:

1. Why would education be considered important for refugee children?
2. Should the emphasis be on education that helps with the current conditions (e.g., vulnerability to violence, HIV/AIDS, life skills, social skills, coping with anxiety)?
3. Is it important that education focus on basic numeracy and literacy skills in order to prepare the children for subsequent schooling or employment?
4. How should educational programs deal with the politics involved? For example, the Rwandan

⁸ An excellent source for this activity is Graca Machel, *The Impact of War on Children*. 2001 UBC Press

government that was responsible for the 1994 genocide taught children in refugee camps a curriculum designed to prolong and support ethnic conflict. Should the international community decide what is taught? If so, how can you take into account local cultural concerns and sensitivities?

5. How can the international community most effectively help with the education of children in refugee camp (e.g., provide teachers, clothing, food, educational materials etc.)?
6. How can issues of discrimination against education of the girl child and education for children who have been injured or disabled by war or conflict be overcome?

After discussing these issues, in their groups, the students can outline their ideal curriculum for refugee children. The curriculum should take into account the conditions of the children, the responsibility of the international community and children's rights to education.

Education for All

Summary	Students compare the education situation in Tanzania with their own. ⁹
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Specifically, students will be able to:	<ul style="list-style-type: none">➤ appreciate the impact of poverty on education➤ realize that girl children are subject to inadequate education➤ become aware of the violations of children’s education rights
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Preparation	Photocopy the five fact sheets (one for each group of students) on page 80-81. Students will require research capacity for this activity.
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Method	<p>Introduce this activity by informing students that education in Tanzania has been described as in a state of crisis. Tanzania is one of the poorest countries in the world. Schooling is the lifeline to future productivity and prosperity, but Tanzania is struggling to achieve even the most basic education.</p> <p>Students should divide into 5 small discussion groups. Each group is to be given one of the following fact sheets. The task of the group is to determine the comparable education situation in Canada. If research resources are limited, they may limit their responses to their own school. When their research is complete, the findings from each group can be presented, with the Tanzania data, to the whole class.</p> <p>The following questions may serve as a guide for discussion.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. What are the similarities between schooling in Canada and in Tanzania?2. What are the differences between schooling in Canada and in Tanzania?
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⁹ The information in this activity was taken from *The State of Education in Tanzania* (1999). Kuleana Children’s Rights Centre.

3. How do you think the education difficulties caused by poverty in Tanzania will affect the children's futures?

4. What needs to be changed in each country to make education consistent with children's rights under the UN Convention on the Rights of the Child?

1. Education in Tanzania: Attendance and Drop-outs

- School starts at age 7, but many children enroll at age 8 or 9.
- Out of every 100 children of primary school age only 56 enroll in school
- Of those 56, only 38 complete primary school
- Of those 38, only 6 proceed to secondary school
- About one-third drop out in their 7th year at school
- As well as low enrollment rates, attendance is very low - both students and teachers have very high rates of absenteeism. One reason is that children are sent home if they do not have the required school uniform, or if school fees have not been paid. Another reason is that children skip school from fear of a beating. Children sometimes are beaten if school fees are not paid.

2. Education in Tanzania: Supplies and Infrastructure

- Over 70% of schools have collapsing or leaking roofs, cracking walls and floors and no windows or lighting
- There is a serious shortage of classroom space. In one area 15% of classes are conducted under trees, the classes inside the building have an average of 98 students in each room.
- At most there is one toilet for every 68 children in urban schools, but many are broken and many schools do not have access to clean water - one UNICEF study found only one toilet for 234 students in Gitagsembe.
- 80% of school children do not have desks or chairs (neither do most of the teachers). Children either stand up or sit on logs or stones or the floor.
- There is a tremendous shortage of books, especially textbooks - those that exist tend to be outdated. (In fact some teachers try to maintain the supply of books by keeping them locked in cupboards and not letting the students use them)
- Schools typically do not have first aid boxes.

3. Education in Tanzania: Learning Environment

- More than half the teachers are not fully qualified to teach --many have only primary school education themselves.
- Teachers salaries cover only about one-third of living costs so many also work in other jobs such as farming or tutoring.
- Children's work is rarely marked.
- Physical punishment of children by teachers is common.
- There have been a number of cases of sexual harassment of girl-students by teachers
- Students have few if any opportunities for participation or to think critically; mostly they are expected to copy blackboard notes and memorize them.

4. Education in Tanzania: Gender Bias

- Girls are less likely to be enrolled in school at all - education is seen as more important for boys
- Girls are more likely to miss school than are boys due to demands on their time to do domestic chores like child care, fetching water or firewood.
- The domestic duties of girls mean they have less time to do homework
- Girls are more likely to drop out of school, some because of pregnancy or early marriage. Many girls who become pregnant are expelled.
- Girls' performance in school is consistently lower than is boys, especially girls in rural areas.
- School curricula along with societal attitudes reinforce stereotypes about girls

5. Education in Tanzania: Achievement and Higher Education

- Some children, especially girls, are illiterate when they graduate from grade 7.
- The majority of children fail national examinations
- Achievement is particularly unlikely for children with disabilities of whom only about 3% receive even basic education.
- Children in rural areas show poorer school performance due to lower quality schools and teaching.
- Children leave school without the skills for either work or further education.
- A very few students (around .03%) go on to college or university education.

Taking Action: School Kits

Summary

Students conduct a fundraising campaign to purchase school kits for children in developing countries.

Specifically, students will be able to:

- see how poverty limits educational opportunities
 - understand how limited access to education violates children's rights
 - develop a sense of empathy for children living in especially difficult circumstances
 - help other children and youth in developing countries through fundraising
-

Preparation

No preparation required

Method

Students organize a fundraising activity to raise money to purchase school kits for children in developing countries. Ideas for fundraising include a school dance, car wash, bake sale, bottle blitz, even split draw and any other ideas students may have.

School kits should contain:

- 2-3 spiral notebooks, approx. 75 pages each, 8" x 11"(21.5cm x 28cm)
- 4-6 unsharpened pencils with erasers
- 1 small pencil sharpener
- 1 metric ruler
- 1 regular sized eraser
- 1 box of 12-16 crayons or pencil crayons
- 12 sheets of colored paper
- 1 pair of scissors

- 1 ball (similar in size to a tennis ball)
- Book Bag (either cloth or plastic)

Kits should be sent to Free the Children's main office for distribution.

Kids Can Free The Children
(International Office)
Suite 300, 7368 Yonge Street
Thornhill, Ontario
L4J 8H9

Tel: (905) 760-9382

Fax: (905) 760-9157

Unit 6: Discrimination

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national, and global context
- evaluate public issues, taking into account multiple perspectives
- take age-appropriate actions to demonstrate their responsibilities as citizens
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender and status
- analyse cases and personal values regarding stereotyping, discrimination, and conformity and how they affect individuals and groups
- assess the role played by economic institutions and examine their impact on private and public organizations
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- evaluate and propose possible solutions to issues resulting from interactions among individuals, groups, and societies
- analyse the interactions within and between regions

Fact Sheet Discrimination

- School text books and children's storybooks, especially in conflict areas such as the Middle East, tend to perpetuate racism with negative stereotyping of the opposing group.
- In some countries minority children are placed in separate, inferior schools, or restricted to vocational schools.
- Schools in many places fail to allow for the religious clothing or symbols of minority children, for example, the turbans and kirpans of Sikh children, and the veils of Muslim children.
- Religious and ethnic minority children are often targeted by bullies.
- Sometimes children, especially girl children and indigenous children, are denied citizenship in their own country because of their race or ethnicity.
- Racial or religious differences are both a cause and a product of forced displacement for many children and their families. They are expelled from a country as a result of inter-racial conflict, and then denied admittance elsewhere because of their ethnic or racial heritage.
- Members of ethnic and religious minorities often face harassment, arbitrary detention, abusive treatment by law enforcement officials and disparate treatment by prosecutors and the courts. These discriminatory practices are heightened in times of conflict and threatened terrorism.
- Internet racism has no borders and is growing rapidly. The internet has been used to spread racist propaganda, including propaganda against minority children. The first known racist website appeared in 1995. It is estimated there are now thousands of racist web sites that are easily reached by computer users around the world.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 2** Children have the right to be protected from any form of discrimination.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 22** The state has the responsibility to provide protection and assistance to children who are refugees.
- Article 30** Children of minority communities and indigenous populations have the right to enjoy their own culture, practice their own religion, and use their own language.

Other International Agreements

Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992)

This Declaration was developed in response to the need to ensure more effective implementation of international human rights instruments (including the UN Convention on the Rights of the Child) with regard to the rights of persons belonging to national or ethnic, religious and linguistic minorities. Key articles of the Declaration include:

Article 2 Persons belonging to national or ethnic, religious and linguistic minorities have the right to enjoy their own culture, their own religion, and to use their own language in private and in public freely and without interference or any form of discrimination.

Article 4 Governments shall take measures to enable persons belonging to minorities to express their characteristics and to develop their culture, language, religion, traditions and customs.

Selected Canadian Initiatives

In the summer and fall of 2001 in South Africa, Canada (the Canadian government and Non-governmental organizations) took part in the *United Nations World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance*. This conference represented a global commitment to eliminate racism, discrimination, xenophobia, and related intolerance. The conference had several objectives to focus on practical steps to eradicate racism, review the progress made against racial discrimination, make sure that the present international standards and instruments that are used to fight racism are effective, and offer recommendations to help increase the effectiveness of combating racism and intolerance.

In collaboration with the Open Society Institute (Soros Foundation), Canada will implement such programs as the *Enhancing the Legal Protection of Victims Project*, which aims to consolidate a system of legal protection for victims of violence, racism and police abuse or malpractice, including children, in Romania.

About 20 percent of CIDA's projects in Africa support the protection of human rights, peace building, and democratic institutions. For example, in the Democratic Republic of the Congo, CIDA sponsors public education programs that promote tolerance and respect for racial and cultural diversity.

Edi Goes to Camp

Summary

Students read and discuss a story about a child whose family flees to a refugee camp.

Specifically, students will be able to:

- appreciate the daily reality for children displaced by ethnic conflict
 - understand the similarities in children's hopes and daily lives
 - recognize the needs of refugee children
-

Preparation

For the extension activity, students will need access to the Internet and/or library resources.

Method

Students read “Edi Goes to Camp” then divide into small groups (4-5 students per group) for discussion.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. Like many other refugee families, Edi's family had to leave most of their possessions behind. How would you choose what to take with you if your family was forced to flee? What would you do about pets?
2. What would you miss if you were forced to flee your home? What do you think Edi missed?
3. What would you do while in a refugee camp to pass the time? How do you think Edi coped without friends or recreational facilities?
4. What sort of help do you think Edi might have needed to re-adjust to living at home and going back to school?
5. If Edi and his family had come to Canada, do you think they would be welcomed by children and adults in their new community and school?

Extension Activity

Students may find it interesting to learn more about refugee camps in general or the situation in Kosovo. Some may also wish to research other areas in which there is ethnic conflict and why that is happening.

Edi Goes to Camp.¹⁰

Under the leadership of Slobodan Milosevic, in 1998 - 1999, almost one million ethnic Albanians were driven from their homes in Kosovo as part of his Serbian government's ethnic cleansing campaign. Kosovar Albanians are Muslim and Kosovar Serbs, like Milosevic, are Christian. Among those forced to flee their homes was Edi, a 12 year-old boy who lived with his parents, an older brother and an older sister in an urban home. Edi, like most boys his age, really enjoyed sports. He also enjoyed going to school and had a lot of friends. Like many young boys in his community, Edi's big dream was to one day own his own computer.

When the Serbian government sent tanks and soldiers to force Albanians out of Kosovo, Edi and his family had to leave very quickly with only what they could carry. For some time, Edi and his family wandered around hiding in different villages. But they knew they were not safe. Girls were being raped, and boys were being kidnapped. Eventually Edi and his family were able to get onto a bus which they rode for many hours to get into a safer area. On the bus, Edi was very scared, he was hungry and he was very cramped and uncomfortable. But he, with his family, safely made it to a refugee camp in Macedonia.

The refugee camp was a huge tent city that was enclosed by a high wire fence. The tent in which Edi and his family lived was dark and it was hot and crowded. The camp itself was very overcrowded. There were line-ups for everything -- the makeshift showers and toilets, the rationed food and the water.

Edi tried to make new friends at the camp, but it was very hard because many families kept leaving. He really wished he had e-mail so that he could maintain contact with the school friends he had left behind. It was hard to play at camp. In the springtime, everything was wet and muddy. Then, when summer came, it was too hot outside because there were no shade trees or streams at the camp and it was too hot in the tents. There were no televisions and no movies.

After the war ended, Edi and his family went back to their home, and Edi went back to school.

¹⁰ The full story of Edi Fejzullahas and his family's experiences during the conflict is told and illustrated with photographs in Trish Marx (2000). *One Boy From Kosovo*. Harper Collins Publishers. This book is written for young people and would be an excellent addition to the classroom or school library.

Discrimination and Racial Profiling – A Scenario

Summary	Students debate a scenario about discrimination and racial profiling of Middle Eastern people in the wake of the attack on New York and Washington on September 11, 2001.
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Specifically, students will be able to:

- understand how discrimination and racial profiling violate basic human rights
 - examine how discriminatory beliefs are developed and intensified
 - see how children are affected by discrimination and racism
-

Preparation	No preparation required.
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Method	Students divide into small groups (4-5 students per group) to discuss the scenario on page 91.
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The following questions may serve as a guide for discussion.

Discussion Questions:

1. Why do you think Kareem and his parents were singled out?
2. Do you think the actions of the police officers were justified? Discuss.
3. Do you think the terrorist attacks that took place on September 11th, 2001 contribute to incidents such as this? Explain.
4. Discuss how Kareem's rights were violated. Refer to the Convention on the Rights of the Child.
5. Should Kareem have been questioned without his parents present? Refer to the Convention.

Kareem's Story

Eleven year old Kareem and his parents were waiting in an airport not far from their home in Toronto for their flight to visit their cousins in New York. He couldn't wait to see them because they had not seen each other since his family left Afghanistan when he was six years old. When they got in line to board the plane, two police officers asked them to step out of the line. The people behind them continued to board the flight as the officers searched their baggage. One of the officers asked Kareem to stay with him while his parents were taken to another room and questioned. The officer then started asking Kareem a lot of questions about where they were going and why. Kareem was afraid and wondered why this was happening.

It Doesn't Have to Be

Summary

Students illustrate stereotyped and non-stereotyped responses as they learn about the impact of stereotypes and discrimination.

Specifically, students will be able to:

- gain awareness that discriminatory attitudes are learned and can be changed
 - understand that discriminatory behaviors are widespread but vary with culture
 - think critically about replacing discrimination with acceptance of diversity
-

Preparation

Students will need drawing paper and pencils, or access to on-line graphics programs. Each group will also need a copy of one of the cases on the following page.

Method

Students divide into small groups (4-5 students per group). Each group is given one of the cases on the following page. Their task is to draw before and after cartoon sequences. The before cartoon, “As it is” should describe the case. The after cartoon, “As it should be” assumes there has been learning and that the discriminatory behavior is changed to one that reflects an acceptance of diversity. Prior to drawing the after cartoon, students should discuss and agree on what the non-discriminatory outcome/behavior would be.

Final products can be displayed and discussed with a focus on:

1. How discriminatory attitudes can be changed and replaced with an acceptance or celebration of diversity.
2. The benefits to all children and society of respecting equality rights.

Case Studies

An 11 year-old girl with Down's Syndrome is playing with a little boy on the beach. He asks, "Are you disabled". "No", she replies, "I'm Daisy."

Fourteen year-old Jennifer from Kenya tells an International Workshop on children's rights that she has started a new club at her school to help girls who have been discriminated against because they were raped. It is called the Stop Rape Club.

Her Royal Highness Marie Therese Antangana Assiga-Randa, the Queen of Cameroon tells an International Workshop on children's rights about how girls in her country are subjected to female genital mutilation, early marriage, sexual abuse and corporal punishment. She asks for help from developed countries such as Canada to help her bring about change.

A teenage native from the Blackfoot tribe in Canada is eager to tell an International Workshop on Children's Rights about his life. He talks about how poverty and racism hurt aboriginal and indigenous children. He talks about how discrimination is learned and he asks for schools to teach the celebration of diversity.

A twelve year old girl in Botswana is bullied at school because she is HIV positive. She is told she is not wanted and should stay home.

Creative Projects: Discrimination

Summary	Students learn about discrimination and racism by writing poems, short stories, skits etc. from the viewpoint of a child or youth who has experienced discrimination based on their gender, ethnicity, religion, disability or sexual orientation.
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Specifically, students will be able to:

- empathize with children who have experienced discrimination
 - think critically about the impact of discriminatory behaviors
 - realize that all children have the right to be free from discrimination
-

Preparation	No preparation required
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Method	Students write a story, poem, short skit, etc. from the perspective of a child or youth who has experienced discrimination based on gender, ethnicity, religion or disability.
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It may be helpful to review the unit fact sheet on page 96 prior to this activity.

Taking Action: Survey your School

Summary Students survey their peers to determine what forms of discrimination are experienced. Their experiences are then compared with common forms of discrimination experienced by students in parts of the developing world.

Specifically, students will be able to:

- acknowledge the various forms of discrimination against children and youth in schools
- gain an understanding of how discrimination violates children's rights and best interests
- become aware of how discriminatory practices interfere with education
- help raise awareness of the importance of non-discriminatory practices in schools

Preparation Photocopy the discrimination fact sheet on page 96 for each student in the class.

Method Students divide into small groups (4-5 students per group) read the discrimination fact sheet, and list the types of discrimination described. Then they develop survey questions to assess the experience of discrimination among members of their school.¹¹ It might be helpful for each group to work on one aspect of the survey (e.g., gender discrimination, racial discrimination etc.). When the survey is complete, copies can be distributed among classes. **Surveys must be anonymous and the privacy of all students must be respected.**

Students can summarize the results of the survey and compare their findings about discrimination with those presented in the fact sheet. A summary comparison article could be written and published in the school newsletter with a request that other students respond with ideas on how to lessen discrimination.

¹¹ To facilitate scoring of responses, it may be easiest for students to use a format in which statements are presented followed by numbers from 1 to 7 on which the respondent rates his/her agreement with the statement. For example, "There is no sexual harassment at our school". 1, 2, 3, 4, 5 (1= strongly disagree, 5 = strongly agree). Ratings can then be summed across issues.

Discrimination Fact Sheet

- In many countries, girls experience sexual harassment and abuse in educational settings. For example, a 1998 study by CIET Africa found that one in three Johannesburg girls experienced sexual violence at school, by teachers and other students. Two-thirds of these children never reported the abuse to anyone.
- According to a 1999 Massachusetts Youth Risk Behavior Survey lesbian, gay, and bisexual youth are nearly three times as likely as their peers to have been involved in at least one physical fight in school, three times as likely to have been threatened, or injured with a weapon at school, and nearly four times as likely to skip school because they felt unsafe. Students who identify as lesbian, gay, or bisexual are more than twice as likely to consider suicide and more than four times as likely to attempt suicide than their peers.
- Children who are poor or of differing abilities are discriminated against in many countries. For example, in Kenya, children are routinely beaten for wearing school uniforms that are either torn or dirty, or for failing target marks set on exams or unable to answer a question.
- Due to an overwhelming shortage of resources, fewer than two percent of children with physical or intellectual challenges are able to attend school in developing countries.
- A 2001 report by the Children's Rights Division of Human Rights Watch shows significant discrimination against Israeli children who are of Palestinian Arab origin. These children are educated separately from Jewish children in Israel. The Palestinian Arab children attend schools with larger classes, fewer teachers, fewer resources and often a lack of basic learning facilities. The situation is even worse for Palestinian Arab children with disabilities.

Unit 7: Health

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national, and global context
- evaluate public issues, taking into account multiple perspectives
- take age-appropriate actions to demonstrate their responsibilities as citizens
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender and status
- analyse cases and personal values regarding stereotyping, discrimination, and conformity and how they affect individuals and groups
- assess the role played by economic institutions and examine their impact on private and public organizations
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- analyse and explain the ways cultures address human needs and wants
- apply knowledge of economic concepts in developing a response to current economic issues such as disparity and sustainability

Fact Sheet Child Health

Food Security

- In developing countries, over 800 million individuals are undernourished, a disproportionate number of whom are women and girls.
- More than 100 million children around the world under age 5 lack sufficient vitamin A. This increases their risk of becoming blind or dying from common childhood diseases such as measles or diarrhea.

Water and Sanitation

- In 2000, approximately 450 million people in 29 countries suffered from chronic water shortage, especially in Africa and the Middle East.
- In 2002, about 1.2 billion people did not have access to safe drinking water, 2.9 billion individuals had no adequate sanitation facilities, and 4 billion did not have proper sewer systems.
- Millions of children die from illnesses such as chronic diarrhea and malaria that were contracted by drinking contaminated water.

HIV/AIDS

- By 2010, it is estimated that 40 million children in developing countries will lose one or both of their parents to HIV/AIDS. Many children drop out of school to take care of their sick parents and later to be the head of the household and care for their siblings.
- Approximately one-third of all infants born to HIV positive mothers are infected and will develop HIV/AIDS and will die before their fifth birthday.
- The World Health Organization estimates that over 1.5 million children have been infected by HIV/AIDS and that number will rise from anywhere between 5 to 10 million children.

AIDS and Life Expectancy			
Country	% of adult population	2010 life expectancy	
	with HIV/AIDS	without AIDS	with AIDS
Botswana	39	74	27
Zimbabwe	34	71	35
South Africa	20	68	37

Source: UNAIDS, U.S.Census Bureau
 Note: Canada's HIV/AIDS infection rate is 0.3%

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 6** Children have the right to survival and the state has the responsibility to ensure the child's survival.
- Article 24** Children have the right to the highest attainable standard of health and access to medical services.
- Article 27** Children have the right to an adequate standard of living and the state has the responsibility to assist parents who cannot meet their responsibilities for their children.

Other International Agreements

Security Council Resolution 1308 on the HIV/AIDS Pandemic (2000)

This was developed in response to concern over the high rates of HIV/AIDS infection worldwide, and by the severity of the crisis in Africa in particular. The Security Council:

- (a) Requests the Secretary-General to take further steps towards the provision of training for peacekeeping personnel on issues related to preventing the spread of HIV/AIDS.
- (b) Encourages the increase of international cooperation to assist with the creation and implementation of policies for HIV/AIDS prevention, voluntary and confidential testing and counseling, and treatment for personnel to be deployed in international peacekeeping operations.

Declaration of Commitment on HIV/AIDS (2001)

This Declaration recognizes that the global HIV/AIDS epidemic, through its devastating scale and impact, constitutes a global emergency that threatens human rights for all. Its goals include:

By 2003 governments will:

- integrate HIV/AIDS prevention, care, treatment and support into development planning including poverty eradication strategies, national budget allocations and sectoral development plans
- establish national targets to achieve the internationally agreed upon global prevention goal. This will attempt to reduce HIV prevalence by 25 percent among those aged 15-24 in the most affected countries, by 2005 and to reduce HIV globally by 24 percent by 2012.

By 2005 governments will:

- ensure that at least 90% of those aged 15 -24 have access to information, education and services necessary to reduce their vulnerability to HIV/AIDS
- reduce the proportion of infants infected with HIV by 20 percent (and by 50 percent by 2010) by ensuring that women have access to HIV prevention services

Resolution 54/133 on Traditional or Customary Practices Affecting the Health of Women and Girls (2000)

This was developed to reaffirm that customary practices such as female genital mutilation constitute a form of violence against girls and are a serious violation of their rights. The resolution calls on governments to:

- (a) develop and implement national legislation and policies that prohibit

traditional or customary practices that affect the health of girls, including female genital mutilation, and to prosecute those who perform such practices

(b) intensify efforts to raise public awareness and mobilize opinion concerning the harmful effects of traditional or customary practices in order to achieve their total elimination

Selected Canadian Initiatives

CIDA has supported a number of initiatives that provide health care services to children living in other countries. These include immunization programs, developing new vaccines, training health care workers, and providing clean water to developing countries.

Canada has played a leadership role in the elimination of micronutrient deficiencies and is the world's leading provider of supplements to children with Vitamin A deficiency.

Canada has made HIV/AIDS a program priority. It has contributed over \$120 million to various initiatives in Africa, Latin America and Asia.

Canada has been sponsoring the United Nations Population Fund to assist various countries to eradicate female genital mutilation. In addition, CIDA has been providing support to Canadian non-governmental organizations that focus on the public health dangers of female genital mutilation.

The ABCs of HIV/AIDS

Summary

Students learn about the prevalence and impact of HIV/AIDS in the developing world.

Specifically, students will be able to:

- understand the epidemic proportions of HIV/AIDS in the developing world
 - learn about the impact of HIV/AIDS on children and youth
 - appreciate why children in special circumstances are particularly vulnerable to the disease
 - identify the link between the violation of children's rights and their susceptibility to HIV/AIDS
-

Preparation

Photocopy the HIV/AIDS Quiz on page 104 for each student in the class. Note: The data on which this quiz is based are drawn from July 2002 UNICEF publications. Art supplies for posters should also be provided.

Method

Each student completes the HIV/AIDS Quiz. When students have completed the quiz, read each statement and ask students whether they believed the statement was true or false. Have students track the accuracy of their responses. Note: The correct answer in each case is true.

Students then divide into small groups (4-5 students per group), and brainstorm on how the violation of children's rights contributes to the spread of HIV/AIDS. (e.g., children in the military are often used for sex and many are raped, street children are easy targets for sexual exploitation, children living in poverty are highly susceptible since they may be forced to exchange sexual favors for food). Also, ignorance and myths about HIV/AIDS are rampant. For example, some adults believe that having sex with a virgin will cure HIV/AIDS.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. Why are those living with HIV/AIDS subjected to stigma and discrimination?
2. What can Canada do to help ensure that those who are sick are treated, and to help prevent the further spread of the disease?
3. What knowledge do people need to prevent sexually transmitted diseases?

Students may wish to design “I have a right to know” posters that list, with illustrations, everything young people need to know to protect themselves from sexually transmitted diseases (e.g., knowledge of the body, of sexuality, of transmission, of how to abstain, of how to use condoms etc). Some students may prefer to design posters to illustrate UNICEF’s ABCs of Safe Sex **A**bstain, **B**e faithful to one partner, and **C**onsistently use a latex condom properly.

HIV/AIDS QUIZ

Read each of the following and circle the T if you think the statement is true and F if you think it is false.

1. A large majority of the world's youth have no idea how AIDS is transmitted. T F
2. Most young people around the world do not know how to protect themselves from HIV/AIDS. T F
3. More than 10 million children have lost one or both parents to AIDS. T F
4. In Botswana, it is estimated that one half of those aged 15 in 2002 will die of AIDS. T F
5. Each day almost 6000 young people between 15 and 24 become infected with HIV. T F
6. The violation of children's rights is a large contributing factor to the rapid spread of HIV/AIDS. T F
7. Children involved in armed conflict are especially vulnerable to HIV. T F
8. Safe-sex is much less likely after drinking alcohol. T F
9. A healthy looking person can have AIDS. T F
10. In sub-Saharan Africa, more than 66% of newly infected 15-19 year-olds are female. T F
11. Children in refugee camps are often targets of sexual violence and so are vulnerable to infection. T F
12. Child soldiers are often used for sexual services. T F

Rebecca's Story: Fight HIV/AIDS in the Classroom

Summary	Students read and discuss “Rebecca’s Story: Fighting HIV/AIDS in the Classroom” on page 106 and learn about the importance of HIV/AIDS education in developing countries.
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Specifically, students will be able to:

- learn about the high rates of HIV/AIDS in developing countries
- understand the need for HIV/AIDS education in schools
- see the connection between HIV/AIDS education and children’s rights

Preparation	Photocopy the article “Rebecca’s Story: Fighting HIV in the Classroom” on page 106, for each student in the class.
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Method	Students read the article “Rebecca’s Story: Fighting HIV in the Classroom” and divide into small groups (4-5 students per group) for discussion.
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The following questions may serve as a guide for discussion.

Discussion Questions:

1. Why is HIV/AIDS particularly important for children in developing countries?
2. Discuss how rights violations such as poverty and homelessness increase the risk of HIV/AIDS infection?
3. Are the factors that make children and youth vulnerable to HIV/AIDS the same in Canada as in developing countries?
4. At what age should HIV/AIDS education begin? Why?

REBECCA'S STORY: Fighting HIV/AIDS in the Classroom¹²

"Avoid sex," says 12-year-old Rebecca Abraham. "Avoid boys," adds her friend. "Don't share razor blades or needles," shouts a boy at the back.

It's 10 a.m. as the class teacher, Martha Chadzamakono, asks an excited group of 10- to 12-year-olds at the Domasi Demonstration Primary School in Zomba, Malawi, "How do you avoid HIV/AIDS?" Mrs. Chadzamakono is clearly pleased with the responses. Rebecca has another answer.

"Avoid bars and bottle stores," the young girl replies. There is no need to explain, it seems, as her classmates nod in agreement. They all know the possible consequences of hanging out in places where the use of alcohol is likely to lead to life-threatening sexual behaviour.

In twice-weekly classes like this, Malawians as young as eight years old are learning to make decisions, solve problems, negotiate with their peers and assert themselves. Ms. Chadzamakono's simple question is designed to help these youngsters reduce their vulnerability to HIV/AIDS.

In Africa, a continent devastated by HIV/AIDS, Malawi is one of the countries worst affected. Every day an average of 267 people in the country are infected with HIV and 139 people die from AIDS related diseases. More than 300,000 people are estimated to have died of AIDS-related illnesses since the first case in Malawi was reported in 1985 and today around 9 per cent of the 10.6 million population is believed to be infected with HIV.

Malawi's Ministry of Education, Sports and Culture and the Malawi Institute of Education, with UNICEF support, have developed a life skills curriculum that is being tested in 24 primary classes. The plan is to expand this life skills programme to all schools in Malawi.

HIV prevalence in Malawi is lowest in the 10 to 14-year old age group. The hope is that in attending classes like Mrs. Chadzamakono's students will learn how to protect themselves from contracting HIV before they become sexually active and therefore keep the infection rates low. "These children will probably become sexually active when they are about 13 or 14," said Ms. Chadzamakono. "Their parents are happy to know that their children are being taught the truth about HIV/AIDS."

Rebecca and her friends are learning about more than how to avoid HIV/AIDS; they are learning about gender relations and about their abilities to take control of their lives.

As Rebecca walks home from the well with a 20-litre bucketful of water balanced on her head, she does her best to avoid eye contact with a group of local boys.

"I always go for young girls because they won't have HIV," says 18-year-old Davie. Davie's current girlfriend is only 12 and he says that they have sex about once a week. "I never use a condom because I trust my girlfriend," he explains matter-of-factly. "And if I trust her, then she should trust me."

Thanks to her life skills classes, Rebecca is clearer about the situation. "I'm not scared about getting AIDS because we are taught about HIV at school," she says. It is the self-confidence of her answer as much as any knowledge about HIV that offers hope for Malawi's future.

¹² Source: UNICEF

Child Hunger and Children's Rights

Summary

Students choose a country that has high rates of child hunger and write a report about how chronic hunger violates children's rights.

Students will be able to:

- understand the different factors that contribute to poverty and hunger in developing countries
 - see undernutrition as a violation of children's rights under the Convention on the Rights of the Child
 - research initiatives to alleviate the problems associated with undernutrition in a specific country
-

Preparation

No preparation required

Method

Students choose a country that has high rates of child hunger and write a report explaining the different factors that contribute to poverty and hunger in that country, and how chronic hunger violates children's rights. Encourage students to choose different countries to research, so that the class can benefit from information on a variety of countries.

The following questions may serve as a guide for research.

Discussion Questions:

1. What is the rate of child hunger?
2. How does this compare with Canada and other developed nations?
3. What factors contribute to child hunger in developing countries?
4. How does chronic hunger violate children's rights? Refer to the Convention on the Rights of the Child?
5. What initiatives have been taken to help alleviate child hunger?

Water and Sanitation Case Studies

Summary

Students discuss case studies and learn about the importance of clean water and sanitation for children's health and well-being.

Specifically, students will be able to:

- understand how the lack of clean water and proper sanitation affects all areas of children's development
 - learn that access to clean water is a right for all children
 - appreciate the need for Canada to provide assistance to developing countries
-

Preparation

Photocopy the cases on page 109 for each group in the class.

Method

Students divide into small groups (4-5 students per group) and discuss the following cases.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. How do you think it would feel to be forced to drink contaminated water? Compare the situation in Canada with the situation for children in developing countries.
2. What rights were violated in these case studies? Refer to the Convention on the Rights of the Child.
3. What initiatives should Canada take to assist children in developing countries whose health is compromised by drinking contaminated water?
4. Discuss how the lack of accessible clean water affects all areas of a child's health.
5. The children in each case study often missed school as a result of water problems. How might this affect their future development?

Water and Sanitation Case Studies

My name is Elizabeth. I am in secondary 6 and I am 13 years old. I could be in secondary 7 today if I had attended school regularly. I have many absences and have performed poorly because I often can't attend the school. Instead, I must accompany my Mum in a water hunt. We walk many distances. My mother is always away from home on a water hunt and she comes home late to prepare my lunch. I often do without lunch. If water comes to our home or somewhere nearby, Mum will stop going far to get water and she will cook lunch for us.

Seven-year-old Njoroge stretches and whimpers, thinking of the long walk on an empty stomach, the hours before his thirst is quenched, and his stomach stops growling. Last month, his mother had been very sick from bad water, the visiting doctor had said. Njoroge had to carry water by himself and take care of his mother, and so missed a lot of school. Now he was behind again, and his mother was determined that he do well in school. The only seasonal river where people draw water is five kilometers away and it runs for only three months a year. It is now dry, so the women and children must walk even farther to find water. Njoroge's mother hands him a five liter plastic can that he will carry his water in. She throws a thirty-liter jerry can on her back and pushes Njoroge on his shoulder. "You lazy bones, let's hurry or you will get late for school and your teacher, Mr. Kamau, will thrash you thoroughly!"

It is a two-mile walk from Jirani to the nearest river. You have to carry the water either on your back or on your head. If you have money, you can buy your water from people selling it from their donkey carts. The only source of water is the Ndarungu River and a well at the local Catholic Church. The water from the river is polluted by sewage from Egerton College and Njoro Canning Factory. Other pollution sources are donkeys fetching the water straight from the river and cattle from the surrounding farms-which are taken to the river to drink water. Typhoid and diarrhea cases are very common in Njoro, especially in the dry season when water is very scarce and available only from the polluted river. In the dry season we have three people out of ten suffering from typhoid fever. Sometimes even we do not wash our school clothes because there isn't any water. Even sometimes the children are late to arrive at school because their mothers send them to go and fetch water in the morning. The children suffer a lot because they walk for 4 miles with thirst of water. The children in the school don't bathe maybe even for weeks and months. Sometimes they get very sick and they sometimes die. The same thing is happening to our animals. They are just dying of thirst. Families are suffering too because there is no water to drink and cook.

Taking Action: Help Stop Hunger

Summary	Students research organizations that provide food for undernourished children in the developing world and select a campaign to support through fundraising.
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Specifically, students will be able to:

- learn about organizations such as Oxfam and World Vision and how they work internationally to increase public awareness and to help combat the problem of child hunger
- make a difference for undernourished children in other countries
- empathize with children who experience chronic hunger

Preparation	Students research organizations which provide food for undernourished children.
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If time and computer access is limited, research may be completed prior to class.

Method	Students divide into small groups (4-5 students per group) and research the various organizations that raise money for undernourished children in the developing world. As a class, decide which organization to support and plan a fundraising event. Encourage students to be as imaginative as possible and to create an event that is unique to their school.
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As a follow up to this activity have students discuss the need for food assistance for children in developing countries and the need for sustainable programs to provide for children's rights. Refer to the Convention on the Rights of the Child.

Unit 8: Environment

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national, and global context
- take age-appropriate actions to demonstrate their responsibilities as citizens
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender and status
- assess the role played by economic institutions and examine their impact on private and public organizations
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- analyse and explain the ways cultures address human needs and wants
- apply knowledge of economic concepts in developing a response to current economic issues such as disparity and sustainability
- select and use appropriate geographic representations, tools, and technologies to evaluate problems and issues
- evaluate complex issues by asking and answering geographic questions and by acquiring, organizing, and analyzing geographic information
- use spatial concepts and models to interpret and make decisions about the organization, and interaction of physical and human phenomena
- evaluate how physical and human systems shape the features, uses and perceptions of place
- analyse the causes and consequences of human modification of the environment on systems within the environment
- apply concepts associated with time, continuity, and change
- interpret and predict patterns of causality and change over time
- propose and evaluate strategies that will promote a preferred future

Fact Sheet Environment

Population Growth

- It took until the beginning of the 20th century for the world's population to reach two billion people. By 1960, the world's population had grown to three billion. By 2000, in less than 40 years, it had doubled to six billion.
- Rapid increases in population mean greater pressure on fertile land, fresh water and clean air. Greater consumption (as in the industrialized world) means greater pollution.
- Population growth can be slowed through education and the provision of safe reproductive control methods.

Climate Change

- It is expected that climate change caused by the build-up of greenhouse gases will cause significant ecosystem damage, and that millions of people will be at risk of hunger.
- Temperatures and sea levels are expected to rise and there is an expectation of extreme weather events, such as intense winter storms, heat waves and tornadoes.
- Forests and farms could be at a greater risk from pests, diseases, and fires. Changing rainfall patterns will increase the threat of droughts or floods in many parts of the world.
- Tropical diseases, such as malaria or dengue fever, are expected to spread to new areas. Climate change can have serious effects on the health and well-being of Canadians. For example, air pollution is linked to increase deaths and illness from asthma and other respiratory diseases.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 6** Children have the right to survival and the state has the responsibility to ensure the child's survival.
- Article 24** Children have the right to the highest attainable standard of health and access to medical services.
- Article 27** Children have the right to an adequate standard of living and the state has the responsibility to assist parents who cannot meet their responsibilities for their children.

Other International Agreements

The United Nations Framework Convention on Climate Change (1992)

The United Nations Framework Convention on Climate Change sets out a framework for action to control and cut greenhouse gas emissions. Under this Convention, countries have pledged to bring their emissions of greenhouse gases back to 1990 levels. This Convention was adopted in May 1992 at the Earth Summit in Rio de Janeiro.

In Canada, this Convention came into force on March 21, 1994. As a result, Canada has agreed to take action to limit its emissions of greenhouse gases, mainly carbon dioxide (CO₂) and methane (CH₄). The key articles of the Convention are:

Article 2 To achieve the stabilization of greenhouse gas concentrations in the atmosphere at a level that would enable ecosystems to naturally adapt and not harm food production

Article 3 To protect the climate system for present and future generations. Developed countries are expected to provide assistance to developing countries, so they are able to fulfill the terms of the Convention

Kyoto Protocol

Realizing that the Climate Convention was insufficient and in response to ever increasing emissions, the Kyoto Protocol to the Climate Convention was adopted in 1997. The key provisions of the Kyoto Protocol are:

- (a) The Kyoto Protocol requires commitments by developed countries to reduce their collective emissions of six greenhouse gases by at least five percent by 2008-2012.
- (b) A clean development fund will be set-up. This fund will help developing nations carry out projects aimed at reducing global warming. Therefore, developed countries (such as Canada) may be able to emit more greenhouse gases if they support a project that reduced pollution in another country.

Selected Canadian Initiatives

To address the problem of climate change, in November of 2001, the Canadian government announced the details of 28 specific government of Canada climate change initiatives, totaling \$425.15 million. The initiatives are expected to cut Canada's greenhouse gas (GHG) emissions by more than 23.7 megatons by 2010. These initiatives will target key sectors such as transportation and industry that account for 90 percent of Canada's greenhouse gas emissions.

The Canadian government has created the Sustainable Development Technology Fund and the Canadian Foundation for Climate and Atmospheric Sciences to support new technology and scientific research. In addition, the federal government has created two Green Municipal Funds to help municipalities in their emissions-reduction efforts.

CIDA has been contributing \$50 million per year to population and reproductive health programs in developing countries.

Significant support has been provided through CIDA for victims of natural disasters including those affected by volcanic eruption in Congo, the victims of earthquakes in Peru and Pakistan, and flood victims in Mozambique and Malawi.

Environment 3000

Summary

Students critically examine the state of the environment and explore the long-term implications of environmental degradation.

Specifically, students will be able to:

- think critically about the state of the global environment
 - understand long-term implications of current environmental policies and trends
 - appreciate the importance of a healthy global environment for the rights of future children
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Preparation

Photocopy the Kyoto Accord fact sheet on page 117 for each group of students.

If time and computer access is limited research may be completed prior to class time.

Method

Students divide into small groups (4-5 students per group), select a date in the future, and choose one aspect of the environment (e.g., air, water, forests, and natural disasters). Groups conduct research (internet, library, newspapers, etc.) on the aspect of the environment they have selected and discuss the anticipated impact on children's rights if current trends in environmental degradation continue and if the Kyoto Accord is not ratified.

Each member of the group can then reflect that impact, and which right(s) it violates in the medium of his/her choice – poem, song, newspaper article, cartoon and so forth. Final products can be displayed in the classroom or the school hallways.

Kyoto Accord

- The Kyoto Accord requires Canada to reduce its greenhouse gas emissions to 6 percent below the levels recorded in 1990.
- Gases in the atmosphere such as carbon dioxide, methane, and nitrous oxide act as a greenhouse to keep the sun's heat in and help make the planet habitable. Without this natural greenhouse effect, the average temperature of the earth would be -18 degrees Celsius, which is too cold to support life. However, excess greenhouse gases caused by human activities, such as electricity generation, agriculture and transportation, have negative effects on the environment.
- Greenhouse gases are believed to contribute to global warming and significant damage to the ecosystem. In turn, these changes are expected to increase global problems of extreme weather events, air pollution, and agricultural difficulties. The expected impact on human health is increased hunger, scarcity of safe water, respiratory diseases, and the spread of diseases such as malaria or dengue fever to new areas.
- Canada is the ninth largest emitter of greenhouse gases in the world. At about 24 tons per person, Canada is in the top three when measured on a per-capita basis. Moreover, in Canada greenhouse gas emissions have been increasing; estimates are that Canada's emissions grew by 20 percent from 1990 to 2000.
- According to a study conducted by the Boston-based Tellus Institute, Canada's economy would benefit from ratifying the Kyoto Protocol. They conclude that the impact of implementing policies to reduce annual greenhouse gas emissions would exceed any costs involved. They estimate a net addition of 52,000 jobs in the economy due to the redirection of consumer spending from fuel and electricity toward other goods, services, activities and investments. In addition, they estimate a saving of \$1.2 billion in health costs from air pollution. Fewer mercury emissions and less acid rain would also result in the protection of fish and wildlife habitat.
- The Government of Alberta argues that the ratification of the Kyoto Protocol could cost Canada anywhere between 23-40 billion dollars per year. A survey by Canadian Manufacturers and Exporters claimed that implementing the Kyoto Protocol would erase 450,000 manufacturing jobs and cost the economy up to \$25.6 billion by 2010. And some scientists claim that global warming is a natural cycle, not caused by emissions of greenhouse gases.

Polluting Rights

Summary	Students discuss examples of how pollution affects children's rights and child health.
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Specifically, students will be able to:	<ul style="list-style-type: none">➤ understand that environmental problems affect children around the world➤ appreciate the importance of a healthy environment to the realization of rights➤ explore the rights of all children to grow and develop in a healthy environment
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Preparation	Photocopy the case studies on page 119 for each group in the class.
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Method	<p>Students divide into small groups (4-5 students per group) and discuss the following case studies which highlight the impact of the environment on child health and children's rights.</p> <p>The following questions may serve as a guide for discussion.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. How do situations like these interfere with the rights of all children globally?2. Why do such rights violations continue?3. How might we approach global cooperation to correct the existing problems and prevent similar ones in the future?
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Children in some Australian schools must wear special “Legionnaires” hats (these are hats that cover the back of the neck as well as the head) if they are to go outside at recess, because of the depletion of the ozone layer.

In some cities in South America, children must wear surgical masks if they are to be outside for extended periods of time due to the extent of air pollution. Similarly in some Canadian cities, there are days when the air pollution is so bad, it is advised that children do not go outside.

In many parts of the world, the oceans are so full of toxins that indigenous peoples are losing their food sources or eating fish that are contaminated with toxins such as PCBs – these seriously affect the breast milk of nursing mothers.

In Canada, there are some lakes where swimming is allowed only on days when the concentration of sewage is deemed acceptable – children must check water pollution ratings before going in the water.

Children living near old military sites (e.g., the Clark Air Force Base in the Philippines) are exposed to toxins that have been associated with high rates of childhood cancers.

Responding to Humanitarian Emergencies¹³

Summary	Students learn about the impact of humanitarian emergencies by planning a settlement and developing a plan to respond to an emergency.
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Specifically, students will be able to:

- learn about different types of settlements and their infrastructures
- observe how disasters affect communities
- see how humanitarian emergencies impact children's rights
- understand the need for disaster relief programs

Preparation	Each group of students should be provided with: <ul style="list-style-type: none">• one piece of chart paper• one set of markers of various colors• one Settlement Card and its corresponding Disaster Card from pages 122-125• one Disaster Impacts and Recovery Chart from page 126.
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Method	<p>Step One: Review types of settlements and their infrastructures (cities, small towns, rural area) and general patterns of settlement (near bodies of water, in mountain valley). Discuss any differences in these infrastructures and patterns related to poverty and wealth.</p> <p>Step Two: Students work in small groups (4-5 students per group) to plan a settlement. Give each group of students a sheet of chart paper, a set of colored markers and a Settlement Card. Ask the students to use their Settlement Card as a guide to design a settlement. Students can include such features as:</p> <ul style="list-style-type: none">• Geographical/topographical features• Population density• Types of residences• Basic service infrastructure including roads, sewage, water source(s), schools, health care facilities, and power.
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¹³ Based on UNICEF

Step Three: Once their designs are complete, each group of students are given the Disaster Card that corresponds with their Settlement Card, and a Disaster Impacts and Recovery Chart. The Disaster Card describes an event that will lead to a humanitarian emergency. Students discuss how this event will affect their settlement and what recovery assistance will be required. The students then complete the Disaster Impacts and Recovery Chart.

Step Four: Each group will show the class their original settlement, describe the disaster, and summarize its impact and what they believe necessary for recovery. A general class discussion follows.

The following questions may serve as a guide for discussion.

Discussion Questions

1. What makes a settlement particularly vulnerable to the impact of natural disasters?
2. Why might children be more vulnerable than adults to the impact of disaster?
3. How are children's rights violated in humanitarian emergencies?
4. What assistance do communities need to recover from disasters?

Settlement Cards	Disaster Cards
<p>A. A town located between the mountains and the sea. The poorest families live on the mountain slopes.</p>	<p>A. Hurricane: Damaging winds reach 125 km/hour accompanied by thunder, lightening, and heavy rains and sea swells.</p>
<p>B. Due to high unemployment and poverty rates, many people live in low-income trailer parks on an open field.</p>	<p>B. Tornado: A destructive, violent, whirling wind is accompanied by a funnel-shaped cloud. The wind speed at the vortex is between close to 200 km/hour.</p>
<p>C. Large populations of displaced people live in a refugee camp "tent city" with no sewage system, and are reliant on the river for water for all their needs.</p>	<p>C. Cyclone: Rotating winds bring a violent storm and heavy rainfall.</p>
<p>D. The city is built on a floodplain at the mouth of a large river basin. The poorest people live in makeshift homes along the river and tributary banks.</p>	<p>D. Flood: Due to heavy rains, the local river rises, flooding out all the buildings. Water has risen almost over the treetops. The flooding occurs during the night. In the aftermath, some areas are permanently submerged and others are newly formed.</p>

<p>E. Densely populated urban area in an affluent country.</p>	<p>E. Ice Storm: Extraordinary weather conditions cause huge amounts of ice to form on everything, cutting off power, freezing water pipes, and causing road accidents.</p>
<p>F. A small, isolated, rural community of soybean farmers in a developing country who must work very hard to make a profit.</p>	<p>F. Locusts: Swarms of grasshoppers descend, eating every bit of vegetation in sight.</p>
<p>G. A beach town in a developing country, reliant on tourism and the fishing industry.</p>	<p>G. Tsunami: A large destructive sea wave is generated by an earthquake or volcanic eruption.</p>
<p>H. A huge city in a developing country, with many poorly constructed buildings. Often, due to unfair labour practices, workers are locked in buildings during employment hours to prevent theft.</p>	<p>H. Earthquake: Violent shaking is caused by earth tremors.</p>

<p>I. In this big city in a mountain valley, many of the economically disadvantaged families live on the outskirts. There is one road into/out of the city.</p>	<p>I. Landslide: Masses of rock and earth slip down the mountain side, brought on by heavy rains.</p>
<p>J. A small community in an affluent country, dependent on farming for its livelihood.</p>	<p>J. Drought: A long period persists without rain.</p>
<p>K. A small farming community in a developing country that has one main road into/out of town. The children have to travel along this road to get to their school.</p>	<p>K. Armed Conflict: A rebel group landmines the road to/from the community, and the farmland around it.</p>
<p>L. A bayside community that relies heavily on the shellfish industry for income. Most people live close to the bay and spend a great deal of time in or around the water.</p>	<p>L. Water Pollution: A local industry dumps highly toxic chemicals into the bay.</p>
<p>M. A small settlement in a developing country, with one communal water source - a small lake. There has been a long dry season, and farm animals have begun to use the lake as well.</p>	<p>M. Disease Outbreak: The local water supply becomes contaminated with bacteria, causing epidemics of diarrhea and cholera.</p>

<p>N. A medium-sized city in a developing country. Great strides have been made in providing health care, education and other rights and services to the people.</p>	<p>N. HIV/AIDS: Over the last decade, a steady increase in the HIV/AIDS epidemic has come to a crisis, and one in every ten people have HIV/AIDS. Schools and medical clinics are being closed for lack of teachers and health workers, and children are being orphaned and left to care for younger siblings.</p>
<p>O. A large city in an affluent country, reliant on a nearby nuclear power plant for employment and energy.</p>	<p>O. Nuclear Accident: A nuclear reactor, about 20 km away, has suffered a meltdown.</p>

Deconstructing Disaster: Disaster Impacts and Recovery Chart

Disaster: _____

Type of Impacts	Description of Impacts	Assistance for Recovery
Physical Environment	•	•
Residences	•	•
Roads	•	•
Sewage	•	•
Water Source(s)	•	•
Schools	•	•
Health Care Facilities	•	•
Power	•	•
Daily Life	•	•
Children's Well-Being	•	•

A Children's Environment Bill of Rights

Summary

Students consider where there are needs for environmental protections and draw up a corresponding statement of environmental rights and responsibilities.

Specifically, students will be able to:

- articulate their responsibilities for a healthy environment
 - think critically about the state of the environment
 - appreciate the links between rights and responsibilities
-

Preparation

Write the following quote on the board
“...there should be urgent steps...to ensure the well-being and security of future generations by safeguarding the environment at global, national and local levels.” *The Global Movement for Children, 2002.*

Method

Students divide into small groups (4-5 students per group). Ask them to read the quote on the board. Then explain that although a right to a healthy environment is implied in the UN Convention on the Rights of the Child, there are no specific rights to protection from environmental toxins, environmental degradation, or from environmental disasters, and there are no rights to disaster preparedness.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. List all the ways that children can be harmed by unhealthy or unsafe environments.
2. List what needs to be done to safeguard the environment and children's environmental health.
3. Draw up a Children's Environment Bill of Rights. Keep in mind that since responsibilities accompany rights, with each right comes a corresponding responsibility or obligation. These obligations for action can be for

international groups, national or local governments, or for parents, youth and children. (For example, if there is a right to protection from environmental tobacco smoke, then there might be obligations on all not to smoke where children are, and on governments to enact and implement anti-smoking legislation.)

When the Bill of Rights is complete, each group can report back to the class. The ideas from each group can then be pooled to create a class consensus on their Environment Bill of Rights. If students so wish, this can be written up and distributed both within the school and the community.

Taking Action: International Global Warming Conference

Summary Students stage a mock international global warming conference to inform other students about the affects of global warming and industrial pollution on children and families around the world.

Specifically, students will be able to:

- learn about the effects of global warming
- become aware of the strategies being employed to reduce the effects of global warming in a specific country
- see how global warming affects children and families
- understand how the effects of global warming violate children's rights

Preparation Reserve space in the school (gymnasium, multipurpose room, large classroom, etc.) to hold the conference. Invite students and staff in the school to attend as members of the audience. Organize chairs and/or desks in a semi-circle at the front of the room where participants will be seated. Designate a speaking area where representatives from each country will make his/her presentation.

Method Students divide into small groups (4-5 students per group). Each group will choose an industrialized country (such as Japan, Australia, Canada, the United Kingdom, France, Belgium, Germany, and the Netherlands) and research the impact of global warming on its children and families. Once research is complete, one student from each group will be chosen to represent their country in the mock conference. The remaining students will participate as members of the audience and should be encouraged to ask questions. Groups will collaborate to prepare the presentation and a list of possible questions for those participating as audience members.

The following questions may serve as a guide for research and presentations.

Discussion Questions:

1. What is global warming?
2. What factors contribute to global warming?
3. How are communities, families and children affected by global warming?
4. How does global warming violate children's rights? Refer to the Convention on the Rights of the Child.
5. What, if any, actions has the country taken to reduce the effects of global warming?
6. Has the country signed/ratified the Kyoto Accord? Discuss.
7. What initiatives could students/youth take to help reduce the effects of global warming?

Unit 9: Family

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national, and global context
- take age-appropriate actions to demonstrate their responsibilities as citizens
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender and status
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- analyse and explain the ways cultures address human needs and wants
- analyse the factors that contribute to the perception of self and the development of a world view
- analyse and evaluate the opportunities and challenges of an increasingly interdependent world
- evaluate and propose solutions to issues resulting from interactions among individuals, groups, and societies

Fact Sheet Family Issues

International Adoptions

- Every year, it is estimated that there are 20,000 international adoptions around the world, of which 2,000 involve Canadians. War, poverty and social upheaval are critical factors in international adoptions.
- China's population control policy, which penalizes families for having more than one child, results in discrimination against girls because male children are more highly valued in the culture. This has led to the abandonment of infant girls, overcrowded orphanages and an increase in international adoptions.
- Overseas adoptions account for the majority of adoptions in Canada. International adoptions offer fewer restrictions than many adoption agencies in Canada. This means that many children will be raised outside their birth culture.

International Child Abductions

- Increased rates of cross-cultural marriage and rising divorce rates, coupled with greater accessibility to international travel, have increased the numbers of international child abductions.
- There are hundreds of active cases of missing children who have been abducted and removed from Canada. However, 375 Canadian children have been returned home since the signing of the Hague Convention on the Civil Aspects of International Child Abduction.
- As of December 2001, Canadian law was amended so that children may no longer travel on a parent's passport. Children who travel out of the country must now have their own valid passport with a photograph and other identifying information. This should reduce rates of international abductions by parents.

Street and Homeless Children

- Millions of children from industrialized and developing countries live on the streets because of poverty and/or abuse at home.
- Children who work or live on the streets face much greater risks than most children. They are vulnerable to harassment, sexually transmitted diseases, substance abuse, violent injury and early death. To survive, many must beg, rob, or sell their bodies. A few find work sporadically, most often washing dishes or cleaning cars.
- In some areas, such as Guatemala City where it is estimated there are around 5000 street children, street children are also at risk of being murdered as an effort toward "social cleansing".

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 5** Parents have the responsibility to provide children with guidance in the exercise of their rights in a manner consistent with the child's evolving capacities.
- Article 7** Children have the right to a name and to acquire a nationality and, as far as possible, the right to know and be cared for by their parents.
- Article 9** Children have the right to live with parents and maintain contact with both parents unless this is not in the child's best interests.
- Article 10** Children have the right to leave or enter any country for purposes of family reunification and to maintain contact with both parents.
- Article 11** The state is to take measures to combat the illicit transfer and non-return of children abroad.
- Article 18** Parents have the responsibility to provide for the best interests of the child and the state has the obligation to assist parents in their child-rearing responsibilities including in the area of child-care services.
- Article 20** Children deprived of a family environment have the right to special protection and assistance from the state.
- Article 21** The state has the responsibility to regulate the process of adoption where it is permitted and to ensure the child's best interests shall be the paramount consideration.

Other International Agreements

The Hague Convention on Protection of Children and Co-operation in Respect of Intercountry Adoption (1993)

The Hague Convention on Protection of Children and Co-operation in Respect of Intercountry Adoption is a multi-lateral treaty, which Canada ratified in 1996. This Convention has three main purposes: (1) it reinforces the protection of children's rights with regard to international adoption (2) it establishes a mechanism for cooperation between state parties in respect to international adoptions (3) it ensures the recognition of adoptions certified according to the Convention. The key articles of the Convention are:

- Article 1** All necessary measures must be taken to ensure that intercountry adoptions are in the best interests of the child, and that the child's fundamental rights are respected.
- Article 2** The Convention only applies when the child to be adopted resides in a country that has implemented the Convention and when the prospective adopting parents live in an area that has also signed the Convention.
- Article 4** The Convention states that a child may be adopted only if the authorities of the country of origin:
- (a) have established that the child is adoptable
 - (b) have determined, after possibilities for placement of the child within the State of origin have been given due consideration, that an intercountry adoption is in the child's best interests
 - (c) have ensured that informed and voluntary consent from legal guardians has been obtained
 - (d) have ensured, that age-appropriate consideration has been given to the child's wishes and opinions

The Hague Convention on the Civil Aspects of International Child Abduction (1980)

The Hague Convention on the Civil Aspects of International Child Abduction was ratified by Canada in 1983. The major purpose of this Convention is to ensure the prompt return of children who have been abducted from their home country. The key articles of the Convention are:

- Article 1** States are to take all appropriate measures to secure the prompt return of children wrongfully taken to any contracting state, and to ensure that rights of custody and of access under the law of one State are effectively respected in the other State.
- Article 3** The removal or retention of a child is wrong if it violates the rights of custody granted to another person.

General Assembly Resolution 48/136 on the Plight of Street Children (1993).

This Resolution developed from a concern about the growing number of street children worldwide, the squalid conditions in which these children are often forced to live, and the violence against and killing of street children. Governments are urged to actively seek comprehensive solutions to end violence against street children and to provide them with adequate nutrition, shelter, health care and education, and to take measures to restore their full participation in society.

Selected Canadian Initiatives

Canada has initiated a unique program called *Our Missing Children*. Under this program, the RCMP, Revenue Canada, Citizenship and Immigration, Foreign Affairs, and International Trade operate as a unit to locate and return abducted children.

CIDA has supported an initiative operating in Brazil, the *National Movement for Street Kids*, that aims to prevent the spread of HIV/AIDS among street children.

CIDA's Canada Fund for Local Initiatives has provided support for a shelter for street children, known as the *Center for Integrating Children With Love*, in Lima, Peru.

Who Gets the Kids?

Summary

Students examine an international custody battle within the context of the Convention on the Rights of the Child and the Hague Convention on International Child Abduction.

Specifically, students will be able to:

- appreciate the need for children's rights to be respected in custody disputes
- understand the difficulties children experience when involved in custody cases
- explore how the justice system deals with international child abductions

Preparation
group.

Photocopy the case on page 137 for each discussion

Method

Students divide into small groups (4-5 students per group) and read and discuss the following case.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. What rights in the Convention on the Rights of the Child apply to this case?
2. Was the decision to return the children consistent with the Hague Convention?
3. Was the decision in the best interests of the children?
4. How would you resolve international custody disputes to be consistent with children's rights?

Francoise Lauzan was awarded custody of her two children, Etienne, 6 months, and Madelaine, 28 months, after a long and bitter custody fight with her recently divorced husband Phillippe. A few weeks later, during a visit with the children, Phillippe abducted them and left their home in France. Five years later, Francoise found Phillippe and the children. They had been happily living in the United States since leaving France. When discovered, Phillippe took the children and fled to Canada where they quickly were identified. Phillippe was arrested, and the children, now close to 6 and 8 years were reunited with their mother and returned to live in France.

Street Children and Social Cleansing

Summary

Students read and discuss the article “Death Threats Against Nicaragua Street Children”, which describes the murder of street children as an effort toward social cleansing.

Specifically, students will be able to:

- increase awareness of the rights violations experienced by children who live on the streets
- explore the violation of children’s rights as a contributing factor in youth crime
- become aware of the occurrence of social cleansing

Preparation

Photocopy the article “Death Threats Against Nicaragua Street Children” on page 140 for each student in the class.

Method

Students read the article “Death Threats Against Nicaragua Street Children”, then form small groups (4-5 students per group) for discussion.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. What factors contribute to children living on the streets? How do these factors differ between Canada and developing countries such as Nicaragua?
2. Why do children who live on the streets become involved in crime?
3. What rights are violated when children live on the streets? Refer to the Convention on the Rights of the Child.
4. What is social cleansing? Why are street children a target?
5. In the article, the murder of street children was proposed as a way to combat high rates of youth crime in underdeveloped countries. Discuss more appropriate solutions to the problem.
6. In Canada, for the most part, children view the role of police as to protect and promote peace.

Based on the article, how do you think
Nicaraguan children view the police?

Death Threats Against Nicaragua Street Children¹⁴

An anonymous phone caller to the Casa Alianza Nicaragua office in Managua has threatened to start murdering street children and Casa Alianza staff after the press reported on Casa Alianza's efforts to prosecute policemen who illegally detained street children.

On April 17th, at 11:05am, an unidentified male caller asked to speak with Casa Alianza staff member Alvaro Osorio, whose photo had appeared in a December 5th, 2001 article in the La Prensa newspaper regarding a violent police round-up of 30 street children last year. With video evidence in hand, Casa Alianza is demanding an investigation into the violation of the basic human rights of the street children.

Osorio was not in the office at the time of the call, but another colleague in the agency's Legal Aid Program, Merardo Jose Solis Romero, answered. The agitated caller said that, "Casa Alianza defends young delinquents" and that his wife had been robbed by street children and that "we are fed up with all the crime". Despite polite responses by Solis, the caller went on to say, "We are now organizing our barrio San Luis to start killing the delinquents like they do in Guatemala and Honduras. and in such a manner that you will never know who is doing it". He also went on to threaten violence against the Casa Alianza staff in Managua before hanging up without wanting to give his name.

Literally hundreds of children and youth have been murdered in Guatemala and Honduras over the past several years by both the police and unidentified individuals and groups in a so-called effort of "social cleansing". Casa Alianza is extremely concerned that even the threat of initiating such killings in Nicaragua should be taken very seriously.

Casa Alianza tried unsuccessfully to trace the call but notified the authorities of the incident. This is the first such death threat received by Casa Alianza's program in Nicaragua which provides both residential and non residential programs to more than 1,500 street children each year. More than 75 children have been re-integrated with their families during the past year.

"We are concerned that people threaten violence against homeless children who are not on the street because they want to be", commented Zelmira Garcia, the National Director of Casa Alianza in Nicaragua. "If people offered the children hope and an opportunity to go to school instead of violence and rejection, the children would take it".

¹⁴ Source: Casa Alianza

Lost Girls: China's One Child Policy

Summary

Students read and discuss the article "*China's 'One Child Policy' Results in Abortion, Infanticide*" and critically examine China's One-Child Policy from a variety of perspectives.

Specifically, students will be able to:

- think critically about China's One-Child Policy from a variety of perspectives
 - understand how children's rights, particularly the rights of the girl child, are violated by such family planning policies and practices
 - appreciate the difficulties experienced by Chinese families who have more than one child
-

Preparation

Photocopy the article *China's 'One Child Policy' Results in Abortion, Infanticide*, on page 143-144, for each group.

Students may wish to conduct background research to prepare their position statements. If so, students will need access to the Internet and/or library resources.

If time or computer access is limited, research may be completed prior to class.

Method

Students divide into small groups (4-5 students per group) and read and discuss the article *China's 'One Child Policy' Results in Abortion, Infanticide*.

Each group should then be assigned one of the following roles and asked to prepare a brief position statement reflecting the perspective of their assigned character.

Roles:

- Chinese parents expecting their second daughter
- A representative of the Chinese government
- A family planning official
- A children's rights advocate
- The tourist who found the baby girl in the gutter

Position statements may be based on the personal experiences of their character, background research, the UN Convention on the Rights of the Child, etc.

Extension Activity

Students may wish to speak out against the children's rights violations that result from China's One-Child Policy by writing letters to their Minister of Foreign Affairs, the United Nations Committee on the Rights of the Child, or human rights organizations who are working to protect children.

China's 'One-Child Policy' Results In Forced Abortion, Infanticide¹⁵

London (CNSNews.com) - Shocking pictures of an apparent victim of China's "one-child policy" - a newborn baby girl lying dead in a gutter, ignored by passers-by have prompted shock and revulsion in Britain.

The photographs were taken by a horrified visitor and smuggled out of China after police questioned her for photographing the dead child, and confiscated films.

The woman said the baby's naked body, spotted lying alongside a road in a small town in Hunan province, was still warm - she had clearly been dumped and had just died.

Many passers-by on their way to work ignored the child, the Mirror quoted her as saying, while some stopped to look, they then walked on. Pictures showed life going on as normal, until an elderly man eventually put the tiny body into a box and carried it away.

The woman said she called the police, who took more than three hours to arrive. When they did, they questioned her for an hour, checked her identification papers, and took all her film, except for one she managed to hide.

China's population is expected to increase from 1.26 billion at the end of 1999 to 1.6 billion in 2050.

Under a "one-child policy," introduced in 1979 to help slow down the galloping population growth rate, parents are routinely sterilized, and face large fines if they have more than one child.

The government claims it has successfully prevented 250 million births since it was introduced.

But it has also been estimated that the policy has resulted in there being 60 million more males in China than females. Many parents, aware they will only have one child to look after them in their old age, want that child to be a son, say human rights campaigners.

As a result, parents who can afford it have their child screened in the womb, and then abort girls. Those who give birth to girls may abandon them or leave them to die.

Determination of gender during ultrasound scans has been officially banned for a number of years, but the practice continues. One 1999 report on the International Planned Parenthood Federation website says that between 500,000 and 750,000 unborn Chinese girls are aborted every year after sex screening.

¹⁵ Source: Taken from *China's 'One-Child Policy' Results In Forced Abortion, Infanticide* Patrick Goodenough, CNS London Bureau Chief, February 14, 2001. Full text article available at the American Center for Law and Justice [www. http://www.aclj.org/news/nr_010215_chinaonechild.asp](http://www.aclj.org/news/nr_010215_chinaonechild.asp)

Last August Western newspapers reported a case in which family planning officials had killed an unauthorized baby in front of its parents.

The Huang family already had three children when the mother fell pregnant again, according to the reports. Having botched an attempt to induce an abortion, family-planning officials then ordered the father to kill the newborn baby, which he instead tried to hide away. Eventually they found the baby boy and drowned him in a rice paddy, in front of the parents.

"China's population-control policies allow petty bureaucrats across the country a free hand to ruin people's lives as they extort bribes and gifts and dispense life-or-death decisions," one London newspaper reported at the time.

After a public outcry, authorities reportedly arrested three family planning officials.

According to information provided by the Chinese Embassy in the UK, the government views the policy as benefiting the whole of society. It insists that "forced abortion and sterilization are strictly prohibited by the Chinese laws and offenders will be punished according to law."

A Taiwan newspaper last December quoted the director of China's state family planning commission as admitting that the policy has led to forced abortions, sex-selective abortions, as well as infanticide and the abandonment of newly born baby girls.

But China would go on implementing the policy, he said, while continuing to oppose "coercion" and "induced abortion."

The policy has been relaxed in some areas, and some parents are allowed to have a second child, in return for paying a fee, often more than a year's wages.

Britain's largest pro-life organization, Life, said that while the pictures were deeply upsetting, it was grateful to the photographer for getting out images depicting so vividly "the depths that China's so-called family-planning policy has sunk to."

Life spokesperson Nuala Scarisbrick commented on the obvious indifference of passers-by to the abandoned baby.

"Evidently in China they have become as desensitized to the horror of culling newborn children as we in the western world have become to destroying preborn children."

Cross Cultural Traditions in Marriage: Child Marriage in India

Summary

Students examine cultural traditions in marriage by comparing local marriage announcements with the announcement of a child marriage in India.

Specifically, students will be able to:

- see diversity in cultural traditions in marriage
 - explore differences in family structures across cultures
 - understand how children's rights relate to marriage traditions in different cultures
-

Preparation

Teachers/students collect marriage announcements from current or past editions of local or Canadian newspapers.

Photocopy the "marriage announcement" on page 147, and the article from which it was taken on pages 148-151 for each group in the class.

Method

Students divide into small groups (4-5 students per group) and compare and contrast a marriage announcement from a local newspaper with the announcement of a child marriage in India.

Students should then read the article "Child Marriages, Though Illegal, Persist in India" for additional background information, and discuss the problem of child marriage.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. Discuss the reasons why people in Canada get married. How might this be different for people in rural Indian villages like Hansa's?
2. What rights are violated when children like Hansa are forced to get married? Refer to the Convention on the Rights of the Child.
3. Although child marriages are illegal in India they are still quite common, particularly in rural communities. According to the article, why do they still occur?

4. Laws which make child marriage illegal in India have not been successful in stopping this traditional practice. Based on what you've learned about the reasons they still occur, what other strategies might help to eliminate child marriages?

Marriage Announcement: Hansa and Sitaram, Rajasthan, India

Early in the starlit evening, the smoke from the sacred fire began searing Hansa's eyes. The rituals pushed the ceremony deep into the night, in a crucible of heat and haze. After the first two hours, Hansa was quietly sobbing. By midnight, with Hindu priests leading Hansa and her new husband, Sitaram, in the climactic ritual, involving seven purifying circuits of the wood-burning fire, Hansa's wailing was drowning the rhythmic mantras of the priests.

"I want to go to bed," she cried. "Please, Mama, Papa. Let me sleep!"

Bafflement can only have worsened the ordeal, since Hansa, the youngest of six sisters being married in a joint ceremony to boys from other villages, was only 4. Her husband was 12.

Child Marriages, Though Illegal, Persist in India¹⁶

MADHOGARH, India -- If a wedding is supposed to fulfill a girl's earliest dreams, Hansa's in this tiny hamlet in Rajasthan state seemed more like a nightmare.

Early in the starlit evening, the smoke from the sacred fire began searing her eyes. The rituals pushed the ceremony deep into the night, in a crucible of heat and haze. After the first two hours, Hansa was quietly sobbing. By midnight, with Hindu priests leading Hansa and her new husband, Sitaram, in the climactic ritual, involving seven purifying circuits of the wood-burning fire, Hansa's wailing was drowning the rhythmic mantras of the priests.

"I want to go to bed," she cried. "Please, Mama, Papa. Let me sleep!"

Bafflement can only have worsened the ordeal, since Hansa, the youngest of six sisters being married in a joint ceremony to boys from other villages, was only 4. Her husband was 12.

Such weddings are common in Rajasthan, a state known for its desert landscapes, hilltop forts and maharajahs' palaces, as well as its persistence in feudal traditions, including child marriages, that have kept Rajasthani women among the most socially disadvantaged in India.

Indian law sets 18 as the minimum age for a woman to marry and 21 for a man. When India's Parliament adopted the Child Marriage Restraint Act in 1978, legislators hoped that the statute would curb child marriages and the social ills they perpetuate.

Concern focused on an arc of populous northern states where child marriages are most deeply rooted: Rajasthan, Madhya Pradesh, Uttar Pradesh, Bihar and West Bengal, with a combined population of 420 million, about 40 percent of all Indians.

According to decades of research, child marriages contribute to virtually every social problem that keeps India behind in women's rights. The problems include soaring birth rates, grinding poverty and malnutrition, high illiteracy and infant mortality, and low life expectancy, especially among rural women.

In Rajasthan, a survey of more than 5,000 women conducted by the national government in 1993 showed that 56 percent had married before they were 15. Of those, 3 percent married before they were 5 and another 14 percent before they were 10. Barely 18 percent were literate, and only 3 percent used any form of birth control other than sterilization.

Large families and poor health for children and mothers were among the results. The survey showed that of every 1,000 births, 73 children died in infancy, and 103 were under

¹⁶ Source: *Child Marriages, Though Illegal, Persist in India*, John F. Burns, The New York Times Online, May 11, 1998.

the age of 5 when they died. Sixty-three percent of children under 4 were found to be severely undernourished. Average life expectancy for women was 58.

In every case, the figures were among the worst for any Indian state.

Social workers report that many husbands tire of their marriages after the third, fourth or fifth child, when their wives are still teenagers. Alcoholism contributes to domestic violence, with sometimes fatal beatings.

In some cases, husbands sell their wives, and even their unmarried daughters, as sexual partners to other men. In scores of cases every year, village women strike back by killing their husbands, only to face long terms in prison.

"It is a tragedy for these little flowers, and for our country, that they are snatched away into marriage before they even have a chance to bloom," said Mohini Giri, 60, chairwoman of the National Commission for Women, a government agency established in the early 1990s that has become a driving force for raising awareness about the plight of women.

In Rajasthan, child marriages remain so popular that virtually every city, town and village takes on a holiday atmosphere ahead of the day set by astrologers for the annual Akha Teej festival -- the moment judged most auspicious for marriages.

On the day of the festival, usually in late April or early May, roads are choked with tractors pulling trailers filled with gaily dressed wedding guests. On the outskirts of every settlement there are open-sided wedding tents in brightly patterned fabrics known as pandals.

Each year, formal warnings are posted outside state government offices stating that child marriages are illegal, but they have little impact.

Three strangers arriving at Madhogarh, the village where Hansa was married, had only to pull off the main road running south from the town of Alwar, 125 miles southwest of New Delhi, and drive a mile to spot a wedding pandal.

Villagers were unhesitating in their welcome, even when one of the visitors was introduced as a reporter.

"Of course, we know that marrying children is against the law, but it's only a paper law," said Govind Singh Patel, a village elder in the cattle-herding Gujjar community, which is among the poorest in Rajasthan and the most resistant to social change.

Sociologists say the Gujjars and similar groups trace the origin of child marriages to Muslim invasions that began more than 1,000 years ago. Legend has it that the invaders raped unmarried Hindu girls or carried them off as booty, prompting Hindu communities to marry off their daughters almost from birth to protect them.

Today, the stories have an echo in the local view that any girl reaching puberty without getting married will fall prey to sexual depredations, some from men imbued with the common belief that having sex with a "fresh" girl can cure syphilis, gonorrhoea and other sexually transmitted diseases, including AIDS.

Tradition has been reinforced by necessity. In villages like Madhogarh, a family can be fortunate to have an annual income of \$500, less in years when there is drought or flood. Securing early marriages for daughters can mean the difference between subsistence and hunger.

Traditionally, this has meant seeking grooms in neighboring villages, since the fear of inbreeding has generated a taboo against marriage between boys and girls from the same village.

Hansa's father, Shriram Gujjar, 40, works an acre of land beside the family's thatched home of mud and straw, with three cows to supplement his crop of mustard and wheat. Villagers say his troubles were compounded when his wife, Gyarsi Devi, gave birth to seven daughters but no sons.

But Gujjar's fortunes improved when a network of community contacts found husbands for the first six daughters, ranging in age from 4-year-old Hansa to Dohli, 14. An infant girl of 18 months, and another child on the way, will await another marriage ceremony in the future.

Gujjar, a fierce-looking man with a handlebar mustache and a luxuriant white turban, said he had borrowed about 60,000 rupees, about \$1,500, to pay for the dowries required by the grooms' families and for the wedding festivities. While the loan will be a problem for years, he said, the weddings mean that he can now look forward to growing old without being trapped in penury by the need to support his daughters.

"Tonight I am a free man again!" he said, grinning as he circulated proudly among the scores of wedding guests seated cross-legged beneath the pandal.

After a moment to check the register in which cash donations from the guests were being entered, he returned, thrust his hands into the air in a gesture of release and added, "Thanks to God, the heaviest of my burdens has been lifted."

The brides spend the night of their weddings in their homes, and then join their husband's families the next day for a journey to their in-laws' village.

In Hansa's case, this entailed traveling half a day by oxcart and bus to a village 25 miles away. After a few days there, tradition required that she return to her family in Madhogarh and await the onset of puberty, when another ceremony known as the Gauna would mark her fitness to join her husband's family.

But not all grooms' families are prepared to wait for puberty. In many cases documented by sociologists, girls as young as 6 or 7 have been taken away by their husbands' families to begin working as servants or field hands.

"With the addition of a girl to the household, the in-laws get a laborer, someone who will feed the cattle and clear the house, a servant who comes free of cost," said Ratan Katyani, a social worker in the Rajasthan city of Jaipur.

In 1994 the National Commission for Women urged the national government, then headed by Prime Minister Narasimha Rao, to consolidate the separate marriage laws that exist for each of the major religious communities -- Hindu, Muslim and Christian -- and to include a provision requiring that all marriages be legally registered. That, the commission reasoned, could be used to bar any under-age marriages.

But the government rejected the proposal, as did its successor, headed by Prime Minister Deve Gowda, in 1996.

"It has been the consistent policy of the government not to interfere in the personal laws of the distinct communities unless the initiative comes from the communities themselves," the government said in a statement. "The government is of the view that it is only through social and economic upliftment of these sections of the community that the practice can be eradicated."

Taking Action: Being a Friend

Summary	Students develop friendships with children living in refugee or immigrant families.
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Specifically, students will be able to:	<ul style="list-style-type: none">➤ understand the changes faced by children moving to a new culture➤ understand that all children have the same rights➤ appreciate the benefits of intercultural friendships
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Preparation	No preparation required
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Method	<p>Students identify children or youth in their school or community who are recent arrivals to Canada. They then form a “buddy system” in which they spend time with the new Canadian. The primary purpose is to inform the child about the routines and expectations of our culture. There may also be some opportunity for tutoring in English or French as well as in social and commercial practices. In exchange, the student can learn about the new Canadian’s cultural practices.</p> <p>Extension Activity Students may ask their refugee/immigrant “buddy” to talk to the class about their country of origin and their current experience of living in a different country.</p>
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Unit 10: Participation

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national, and global context
- take age-appropriate actions to demonstrate their responsibilities as citizens
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender and status
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world
- propose and evaluate strategies that will promote a preferred future

Participation Fact Sheet

- Youth participation has emerged as an important issue and objective worldwide, especially since the recognition of the children's participation rights in the UN Convention on the Rights of the Child.
- Numerous international youth organizations have grown to promote youth participation including the International Youth Foundation and the Youth Advocate Program International.
- The goals of the International Youth Foundation are to strengthen programs across the globe that make a positive difference in young lives, to encourage youth participation in programs and in the community, to develop youth skills, and to increase global awareness of children and youth issues.
- The goals of the Youth Advocate Program International are to give youth across the globe a voice in issues that affect them and to advocate on behalf of youth in issues such as child labor and the commercial sexual exploitation of children.
- The United Nations sees youth participation to be so important that it now seeks the greater inclusion of youth representatives in Member State delegations to the UN General Assembly, recognizing the unique perspectives and important role that youth can play in decision-making.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 12** Children have the right to express opinions in matters affecting the child and to have the opinions heard and given weight in accordance with the age and maturity of the child.
- Article 13** Children have the right to freedom of expression and to seek, receive, and impart information subject to reasonable limits.
- Article 14** Children have the right to freedom of thought, conscience, and religion, subject to guidance from parents.
- Article 15** Children have the right to freedom of association and peaceful assembly.
- Article 16** Children have the right to protection against arbitrary or unlawful interference with privacy.
- Article 17** The state has the responsibility to ensure that children have access to information from a diversity of national and international sources.
- Article 42** The state has the responsibility to make children (as well as adults) aware of the rights of the child under the Convention.

Other International Agreements

Resolution 55/26 on Preparations for the Special Session on Children (2001)

The key points of this Resolution, which was adopted on January 9, 2001 include:

- (a) A reiteration of the importance of a participatory process at the national, regional and international levels with a view to establishing partnerships among a broad range of actors, including children and young people, in order to raise momentum for the rights and needs of children.
- (b) Highlighting the important role of children and young people in this process and in this regard encouraging governments to facilitate and promote their active contribution to the preparatory process, including in the work of the Preparatory Committee and the Special Session.

Agenda 21 - Environment and Development Agenda of UNEP (1992)

The Agenda was adopted at the United Nations Conference on the Environment and Development in Rio De Janeiro on June 14, 1992 and signed by Canada the same day. It describes a comprehensive plan of action to be taken globally, nationally and locally by organizations of the United Nations System as well as other groups and governments. It also systematically includes youth participation as in section A.

- Involves advancing the role of youth and actively involving them in the protection of the environment and the promotion of economic and social development.
- Urges governments to recognize the unique perspective of children and youth.
- Promotes youth representation at the United Nations.

Selected Canadian Initiatives

In 1998, in British Columbia, Canada hosted *Out From The Shadows: An International Summit of Sexually Exploited Youth* which brought together youth from North America, Latin America and the Caribbean to tell their stories and to make recommendations for children exploited in the commercial sex trade.

In Winnipeg, in September 2000, the Canadian government hosted the *International Conference on War-Affected Children*. The conference included youth as part of the group who developed recommendations for action by governments and civil society.

Canada, working with UNICEF, lobbied for greater attention to child participation issues at the UN Special Session on Children, held in New York in 2002. Senator Landon Pearson (the prime minister's representative to the Special Session) chaired the Youth Participation Session at the meetings. Reflective of Canada's success in making youth participation a priority, 120 young people attended the workshop on youth participation.

Kids Do Make a Difference

Summary

Students learn about child initiated projects that have had a positive impact on communities and think about ways that they can become involved in their communities.

Specifically, students will be able to:

- realize that children around the globe are empowered through taking action
- appreciate the effectiveness of meaningful youth participation
- critically examine their roles as global citizens

Preparation

Photocopy the cases on page 158 for each group in the class.

Method

Students divide into small groups (4-5 students per group) and read and discuss the following cases. Each case shows that when children can identify rights violations in their communities, they can find ways to make a difference and take responsibility for protecting and promoting the rights of others.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. How do these cases show that taking responsibility for your community helps others realize their rights?
2. How do you think the youth who undertook these projects felt about themselves?
3. Brainstorm rights violations that you feel you could have an effect on - these could be in the local area, but students can also think about their role as global citizens and consider ways of making a difference on a global level. As a class, develop a plan of action.

In three communities of Lima, Peru, 240 young people have taken responsibility for educating their peers about a healthy and responsible sex life. They do this in singing on public transport, speaking on local radio shows, and by putting on exhibitions at fairs. These approaches have been highly successful.

Igogo, Tanzania has few roads, no electricity, water or adequate sanitation. Children play in drainage tunnels. A group of children got together and designed and helped build a playground. A committee of children oversees construction of the playground which is now working toward selling treats there to help pay for maintenance and security.

Many young people have volunteered with a UNICEF supported group in El Salvador that was set up after hurricane Mitch in 1998. The group, Defensorias de los Derechos de la Ninezy Adolescencia (Defenders of Children's and Adolescents' Rights), trains young volunteers to work with children traumatized by natural disasters, such as the two major earthquakes in 2001 that killed thousands and left almost one-quarter of the population homeless. The young people are also working towards disaster prevention education for youth.

In India, a group of teenaged daughters of wealthy landowners organized a “Children for Children” movement of the protection and care of the children of bonded laborers who were forced to walk hundreds of kilometers to work the fields of the sugar lords in Gujarat. Although threatened with rape and murder as they built shelters for the children, the girls persisted and finally obtained formal support for their initiative.

In Canaansland (an African squatter camp) and Ferreirasdorp (an Indian community) in Johannesburg, South Africa, 15 children ages 10 – 14 years met on Saturday mornings, researched their communities identifying problems and suggesting improvements. They submitted reports to officials. Among their many successes is a new children’s centre named by one of the children “Ubhle Buyeza” – “Good things are about to happen.”

Teenager Silvia Tarachi and her friends live in a poor shantytown in Santa Cruz, Bolivia. To improve their community, the friends meet every weekend and undertake projects to help others. Their projects have included cleaning at a children’s home, collecting donations of food for the poor, and visiting people with physical challenges. These teens have made an important difference to the well-being of their community.

Farliz's Story: Organizing for Peace

Summary Students read "Farliz's Story: Organizing for Peace" and develop skits to illustrate the importance of youth participation.

Specifically, students will be able to:

- increase their understanding of children's rights and children's issues from a global perspective
 - appreciate the importance of youth participation in local decision making
 - see how youth participation can make a difference locally and internationally
-

Preparation Photocopy "Farliz's Story: Organizing for Peace" on page 160 for each student in the class.

Method Students read "Farliz's Story: Organizing for Peace" and divide into small groups (4-5 students per group) for discussion.

Groups should discuss ways that children and youth can act as peace builders in their communities. Give each group enough time to create a skit depicting their ideas. Ask each group to present their skit to the class.

Discuss which rights and responsibilities were represented in each skit. Refer to the Convention on the Rights of the Child. Students should make a commitment to be "peace builders" in their school.

Extension Activity

Ask students to keep a journal of the work they do as "peace builders" over the next week.

Farliz's Story: Organizing for Peace¹⁷

In 1996, 2.7 million Colombian children raised their collective voice for peace in a nationwide election. They demanded an end to 40 years of internal warfare in the election, sponsored by the "Children's Movement for Peace." Their action won the children a nomination for the 1998 Nobel Peace Prize.

"When we started the process our goal was to get 1,000 votes," says youth leader Farliz Calle, who comes from the town of Apartado, Uraba. "When the final results came in, I couldn't believe it. I jumped for joy."

The children's peace ballot depicted 12 major rights. Each voter had to pick one right they considered the most important. A majority of the young voters chose the right to live.

Inspired by the children's election, nearly 10 million Colombians went to the polls on 26 October 1997, where they received two ballots, one listed municipal candidates, the second was a ballot for peace. Many refused to mark the political ballot, but virtually all cast their vote for peace. The massive turnout in the election was partly due to the prodding of many children who refused to let their parents abstain.

The idea of a child vote was first proposed by UNICEF but the impetus to organize a nationwide peace movement came from Colombia's youth leaders, many of whom have grown up amid bloodshed.

"In Uraba, you have to mature fast. Children who lose parents have to grow up a lot quicker," says Farliz. Boys and girls as young as 13 also become targets for recruitment by armed groups.

They drew up a mandate for peace and organized peace marches. They elected 15-year-old Farliz their youth mayor with the idea of giving young people a voice in local decision-making.

The municipal council and the Colombian government formally recognized her status, but Farliz discovered she had little clout in council meetings. "They wouldn't listen to me," she remembers. Farliz and her fellow students realized that they needed more voices.

UNICEF's Nydia Quiroz did what they could not do: she organized a workshop bringing together regional youth leaders and over 20 organizations working with children.

The conference spawned the national "Movement of Children for Peace" aimed at holding a countrywide vote for peace and for greater recognition of the international rights of the child.

UNICEF launched a multimedia publicity campaign and developed teaching material. Youth leaders tried to encourage pupils to become "peace builders" with rights and obligations.

"Not just to demand, but to give too." Farliz explains. "For example, you have the right to an education, but you have to go to school every day to make the most of that opportunity. And help the family too, because maybe your mother has to work to earn the money to send you to school."

The Children's Movement for Peace is now active in other areas. When an earthquake in January this year left 250,000 people homeless in Western Colombia, the Movement deployed 150 volunteers to help children overcome the trauma.

¹⁷ Source: Child Newline, www.gn.apc.org/childnewline/index.html

Iqbal's Legacy

Summary Students read "Iqbal's Legacy" and learn about the positive impact of child and youth participation around the world.

Specifically, students will be able to:

- increase understanding of children's rights and children's issues from a global perspective
 - understand the importance of meaningful child and youth participation
 - learn about the value of inter-country cooperation of youth
-

Preparation Photocopy "Iqbal's Legacy" on page 163 for each student in the class.

Method Students read "Iqbal's Legacy" and divide into small groups (4-5 students per group) for discussion.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. Why do you think Iqbal used his experiences as a child laborer to speak out on behalf of other children?
2. How did Iqbal make a difference? Discuss.
3. Why do you think it is so important for youth to take action to address social problems?
4. Margaret Mead once said "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." What actions can youth in your community take to make a difference in the world?

Extension Activity

Discuss the lyrics of the song, *Free the Children*.

Free the Children

Tuesdays Suzie goes from school right to her soccer game
She doesn't know she's lucky that for some it's not the same
On another side of the world Suhail seldom gets to play
Cause she works in a factory nearly every day.

Free the children... to be the children once again
Know the difference ... you could make for some of them
Use the power ... of your choices and your pen ...
Kids can free the children of the world ... to be children once again.

There are things that we take for granted that for some are only dreams
And the world may be exotic but it isn't all it seems
It's true that other cultures aren't the same as what we know
But kids are still just kids no matter where it is you go.

Free the children... to be the children once again
Know the difference ... you could make for some of them
Use the power ... of your mind and hands ...
Kids can free the children of the world ... to be children once again.

If kids will raise their voices other kids won't feel alone
And kids can help free the children round the world ... and here at home.

Free the children... to be the children once again
Know the difference ... you could make for some of them
Use the power ... of your choices and your pen ...
Kids can free the children of the world

Free the children... to be the children once again
Know the difference ... you could make for some of them
Use the power ... of your mind and hands ...
Kids can free the children of the world ... to be children ... once again.

Iqbal's Legacy¹⁸

When Iqbal Masih was four years old, his father sold him to a carpet weaver for \$12. That's how Iqbal became a slave, a bonded worker who could never make enough money to buy his freedom. He was chained to his loom, and worked 12 hours a day making carpets. At the age of 10, Iqbal escaped and he began to speak out against child labour. People listened, not only in Pakistan where Iqbal lived, but around the world. In 1994, Iqbal went to North America, where he visited Broad Meadows Middle School in Massachusetts and talked to North American children about child labour. A few months after returning to Pakistan from his visit to the USA, Iqbal was murdered. He was shot while he was riding his bicycle with his friends. He was 12 years old.

Craig Keilburger was also 12 years old when Iqbal Masih was killed. Inspired by Iqbal, when Craig was 14 he had started the organization, Free the Children. Free the Children started as a group of 20 kids in a suburb of Toronto, Canada. Free the Children is the largest network of children helping children in the world with over 100,000 members active in more than 35 countries.

Over a period of 7 years, Kids Can Free the Children has touched the lives of hundreds of thousands of children by providing for their basic needs and fighting for the protection of their rights. Inspired by Iqbal and as a result of Craig's dedication, Free the Children has:

- built more than 300 primary schools providing education daily to over 15,000 children.
- shipped over 100,000 school and health kits to countries such as Sudan, Uganda, Kenya, South Africa, Jamaica, Costa Rica, Nicaragua, Ecuador, Brazil, Guatemala, Uzbekistan, the Philippines, Sierra Leone, Kosovo, Haiti, India and Afghanistan
- shipped over \$2.5 million dollars worth of medical supplies to clinics in developing countries.
- established two rehabilitation centers for freed bonded child laborers in India.
- provided resources and supports for families throughout Asia and Central America to prevent children from leaving school to work to support their families.

¹⁸ Source: Free the Children

Canada Leads the Way

Summary Students learn about Canada's involvement of youth at the 2002 UN Special Session on Children.

Specifically, students will be able to:

- appreciate the importance of meaningful youth participation at an international level
 - understand the need for the participation of youth from diverse cultures in international meetings
 - appreciate the leadership role played by Canada in fulfilling its obligations under article 12 of the Convention on the Rights of the Child
-

Preparation Photocopy the fact sheet on page 165 for each group of students.

Method Students read the fact sheet then divide into small groups (4-5 students per group) for discussion.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. Why is youth participation at the global level important?
2. Why do you think it had not happened before this meeting?
3. How do you think youth should be selected and who should they represent?
4. How would you deal with disagreements among youth delegates?

A representative from each group should report back to the class, and following a general class discussion, students may write a brief to the Prime Minister stating their views and providing their recommendations for the involvement of youth at future national and international conferences (Be sure they include Article 12 of the Convention on the Rights of the Child).

Canada and Youth Participation at the Special Session on Children

“What we put together from this conference is meant to last from 10 to 12 years. This is going to be the voice of children from now for a long time. You heard our voices now. Are you going to keep listening?”

- A Canadian youth delegate at a press conference at the UN Special Session on Children

Canada is committed to youth participation and the development of responsible citizens. At the beginning of the process of organizing the United Nations Special Session on Children, Canada identified as a priority the “meaningful participation of children and youth in the preparatory process, both nationally and internationally, as well as during the Special Session”.

In order to realize this goal Canada was involved in number of different initiatives:

1. A Youth Participation Session, chaired by Senator Landon Pearson, was organized on February 14, 2000, to better understand what youth involvement really means.
2. Two young persons - a 13 year-old girl from Vancouver and a 17 year-old from Iqaluit – took part in the First Substantive Session of the Preparatory Committee as members of the official Canadian delegation. Canada was the only country to include young people in their official delegation at the meeting and youth were included on all subsequent Canadian delegations to the preparatory committee meetings.
3. 120 youth representatives attended a workshop on youth participation, coordinated by Canada, at the Fifth Ministerial Meeting on Children and Social Policy in the Americas in Jamaica in October 2000. The workshop focused on different areas of child and youth participation such as the family, school, community, institutions, as well as national and international levels of activity.
4. For National Child Day 2000, Health Canada developed an interactive website to provide children and adolescents with an opportunity to express their views about their priorities and thoughts on issues related to the United Nations Special Session on Children.

UNICEF strongly supports the active role of youth participation and encourages all of its partners to work with youth to bring their issues to the forefront. The Children’s Forum, which preceded the United Nations Special Session on Children, was attended by almost 400 young people from around the world, including two Canadians. The outcome document from the Forum, “A World Fit For Us”, is a powerful statement outlining the future as envisioned by the children (www.unicef.org/specialsession/index.html).

During the Special Session, which took place from May 7-10, 2002, there were 250 children who were part of the official delegations from 132 countries. Children and youth were very involved in the Special Session: chairing meetings, questioning their leaders, sharing their experiences and views, and making a real difference.

The Canadian delegation was led by Deputy Prime Minister John Manley and included 5 young people from across Canada. They participated in many events over the course of the Children's Forum and the Special Session. The youth delegates were:

- a 17 year-old from Saskatoon who participated in one of the two Round Tables held during the Special Session
- a 17 year-old from Montreal and a 15 year-old from Victoria who participated in the Children's Forum
- a 15 year-old from Goose Bay who attended the Opening Ceremonies of the Special Session
- a 19 year-old from Lethbridge who witnessed the adoption by the General Assembly of the Special Session outcome document, "A World Fit for Children".

Taking Action - National Child Day (November 20th)

Summary	Students plan an event or activity to educate their peers about children's rights and children living in especially difficult circumstances
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Specifically, students will be able to:

- increase their understanding of children's rights and children's issues from a global perspective
- develop a sense of empathy for children living in especially difficult circumstances
- help other children and youth in developing or war-torn countries through fundraising or public education

Preparation	No preparation required
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Method	<p><u>Step 1</u> Have students research National Child Day.</p> <p>The following questions may serve as a guide for research.</p> <ul style="list-style-type: none">• What is the purpose of National Child Day?• When was it established?• What is the UN Convention on the Rights of the Child?• Which countries have ratified the Convention?• What does the Convention mean for children living in underdeveloped or war torn countries?• What have other youth done to celebrate National Child Day? <p><u>Step 2</u> Encourage students to plan an event or activity to celebrate National Child Day. Activities should increase awareness of the situation for children living in developing or war torn countries or aid children living in especially difficult circumstances.</p> <p>Some examples include:</p> <ul style="list-style-type: none">• Organize an information booth in your school to educate other students about children's rights
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violations in developing countries. Some examples include, exploitive child labor, child hunger, children in armed conflict, child health issues, and lack of education opportunities for children in developing countries.

- Organize a fundraising campaign to support an organization that helps children living in developing or war-torn countries. Some examples include UNICEF Canada, Save the Children Canada, Canadian Red Cross, Oxfam Canada, World Vision, etc.).
- Organize a poster contest or essay contest to increase awareness of international children's rights in your school

Students may also be encouraged to develop their own ideas about ways to celebrate National Child Day and increase public awareness of international children's rights.

APPENDIX A

Internet Resources

A World Fit for Us

<http://www.unicef.org/specialsession/documentation/documents/childrens-statement.pdf>

Amnesty International

<http://www.amnesty.org/>

Canadian Coalition for the Rights of Children

<http://www.rightsofchildren.ca>

Canadian International Development Agency (CIDA)

<http://www.acdi-cida.gc.ca/INDEX-E.HTM>

Casa Alianza

<http://www.casa-alianza.org/EN/index-en.shtml>

Children's Rights Centre

<http://faculty.uccb.ns.ca/childrensrights/>

Department of Foreign Affairs and International Trade

<http://www.dfait-maeci.gc.ca/menu-en.asp>

Free the Children

<http://www.freethechildren.org/>

Health Canada

<http://www.hc-sc.gc.ca/english/index.html>

Oxfam

<http://www.oxfam.org/>

Save the Children

<http://www.savethechildren.org/home.shtml>

Senator Pearson's Information Sidewalk

<http://www.sen.parl.gc.ca/lpearson/index-e.html>

UNICEF

<http://www.unicef.org/>

Voices of Youth

www.unicef.org/voy

War Child

<http://www.warchild.org/>

APPENDIX B

The UN Convention on the Rights of the Child: Unofficial Summary of Articles

United Nations Convention on the Rights of the Child
Unofficial Summary of Articles

- Article 2** Children have the right to be protected from any form of discrimination.
- Article 3** The best interests of the child must be a primary consideration in all matters that affect children.
- Article 5** Parents have the responsibility to provide children with guidance in the exercise of their rights in a manner consistent with the child's evolving capacities.
- Article 6** Children have the right to survival and the state has the responsibility to ensure the child's survival.
- Article 7** Children have the right to a name and to acquire a nationality and, as far as possible, the right to know and be cared for by their parents.
- Article 8** The state has the responsibility to preserve or re-establish the child's identity (name, nationality, family).
- Article 9** Children have the right to live with parents and maintain contact with both parents unless this is not in the child's best interests.
- Article 10** Children have the right to leave or enter any country for purposes of family reunification and to maintain contact with both parents.
- Article 11** The state is to take measures to combat the illicit transfer and non-return of children abroad.
- Article 12** Children have the right to express opinions in matters affecting the child and to have the opinions heard and given weight in accordance with the age and maturity of the child.
- Article 13** Children have the right to freedom of expression and to seek, receive, and impart information subject to reasonable limits.
- Article 14** Children have the right to freedom of thought, conscience, and religion, subject to guidance from parents.
- Article 15** Children have the right to freedom of association and peaceful assembly.
- Article 16** Children have the right to protection against arbitrary or unlawful interference with privacy.
- Article 17** The state has the responsibility to ensure that children have access to information from a diversity of national and international sources.
- Article 18** Parents have the responsibility to provide for the best interests of the child and the state has the obligation to assist parents in their child-rearing responsibilities including in the area of child-care services.
- Article 19** All children should be protected from all forms of abuse, neglect and exploitation.

- Article 20** Children deprived of a family environment have the right to special protection and assistance from the state.
- Article 21** The state has the responsibility to regulate the process of adoption where it is permitted and to ensure the child's best interests shall be the paramount consideration.
- Article 22** The state has the responsibility to provide protection and assistance to children who are refugees.
- Article 23** Children with disabilities have the right to special care and assistance.
- Article 24** Children have the right to the highest attainable standard of health and access to medical services.
- Article 25** Children placed in care have the right to have all aspects of the placement reviewed regularly.
- Article 26** Children have the right to benefit from social security.
- Article 27** Children have the right to an adequate standard of living and the state has the responsibility to assist parents who cannot meet their responsibilities for their children.
- Article 28** All children have a right to education.
- Article 29** Education should help children develop to their full potential and to develop respect for human rights and the natural environment.
- Article 30** Children of minority communities and indigenous populations have the right to enjoy their own culture, practice their own religion, and use their own language.
- Article 31** Every child has the right to rest and leisure, and to engage in play and recreational activities.
- Article 32** All children have the rights to be protected from economic exploitation and from doing any work that is harmful to their health, safety or education.
- Article 33** The state has the responsibility to protect children from illegal narcotic drugs.
- Article 34** Children have a right to be protected from all forms of sexual exploitation including engagement in prostitution and pornography.
- Article 35** The state has the responsibility to prevent the sale, trafficking, and abduction of children.
- Article 36** The state has the responsibility to protect children from all other forms of exploitation (in addition to sexual and economic exploitation).
- Article 37** Children in trouble with the law have the right to due process of law, to be separated from adult offenders, to maintain contact with family members, and to have prompt access to legal assistance.

- Article 38** The state has the responsibility to ensure that children under 15 do not engage in armed conflict and that children affected by armed conflict benefit from protection and care.
- Article 39** The state has the responsibility to ensure the recovery and social reintegration of child victims of abuse and neglect.
- Article 40** Children in trouble with the law have the right to due process of law and to have available alternatives to institutional care.
- Article 42** The state has the responsibility to make children (as well as adults) aware of the rights of the child under the Convention.

APPENDIX C

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