Teachers pack
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GIVING IS THE GREATEST GIFT
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Children in Crossfire
GIVING CHILDREN THE CHANCE TO CHOOSE
Introduction to Advent Resource:

Warm Greetings this Advent season! We have produced this resource to support our Advent Campaign which we run each year with our supporter schools.

This short resource is intended for Key Stage 2 and Key Stage 3 teachers who wish to explore in more depth the work of Children in Crossfire, how we as human beings are connected to the rest of the world and what we can do to make a difference.

The resource consists of four 30-minute lesson plans which can be adapted according to the learning age and ability of your students. A DVD containing information about our overseas projects accompanies this resource and the lesson plans will complement the learning from the DVD.

Please find enclosed a short evaluation form. We would be grateful if you could give us feedback on how you have found the DVD and the lesson plans, so that we can improve our education work.

We hope this is useful to you and your students. We appreciate your support, during the season of Advent and throughout the year. Have a peaceful and happy Christmas.

Helen and Gráinne
The Education Team
Children in Crossfire
We’ve got the right

Learning Objectives:

- Understand what we need to live a happy, healthy life
- Introduce children’s rights.

Materials needed:

- Worksheet 1, Human Bingo
- Worksheet 2, Human Poster
- Worksheet 3, UNCRC
- Large bits of paper (flip chart/wallpaper)

Introductory Activity:

‘Human Bingo’

1. Give each student a ‘Bingo’ sheet (see Worksheet 1)
2. They must find someone in their class for each ‘box’ (cannot use the same name twice)
3. The first student to complete all boxes shouts out ‘Bingo!’
4. You must check all answers are correct, and even hear some of the stories
5. Maybe a prize for the winner?

Development Activity:

‘Human Posters’

1. Arrange students into smaller groups of 4-6 students
2. Nominate one representative to be the ‘model’ and invite the other students to carefully draw around them (see image) *Care to be taken with safety, and protecting clothing!
3. Inside the body outline, invite students to agree upon the question:
4. ‘What do I need to live a happy and healthy life’? (e.g. clothing, food, shelter, etc.) Outside the body outline, invite students to identify those people who support us in getting the things we need (e.g. teachers, parents, youth workers, friends, etc.)
5. Inform students about the UN Convention on the Rights of the Child (UNCRC) and help them make the links between the needs they scribbled inside the human outline and what rights they are connected with.

Discussion Questions:

- What are the things we need to develop fully and be happy?
- Who in our own society do not have these things?
- Why is this?

TEACHERS NOTES:

It is important to distinguish between wants and needs. For example, children do need to play and this is one of their rights however, they may not need a playstation to develop fully. A playstation is a want, not a need. The United Nations Convention on the Rights of the Child (UNCRC) is a set of agreed ‘promises’ by governments intended to ensure that children all over the world have the opportunity to lead happy, healthy lives, protected from harm and able to reach their full potential.

See Worksheet 3 for the Articles under the Convention.
Session 2

Children’s Rights all over the World

Learning Objectives:
- Learn about good practice in Children’s Rights from examples of CIC overseas projects
- Explore the underlying causes of why rights are violated

Materials needed:
- Children in Crossfire DVD
- Debrief questions (below)

Introductory Activity

Watch DVD
Show the DVD and learn about the work of Children in Crossfire in Tanzania, from a Children’s Rights perspective
- Recap UNCRC

Development Activity

Debrief Questions

1. What are your first thoughts or reactions to the DVD?
(Some things that might come up are thoughts of ‘how lucky we are’; while this is understandable and valid, we wish to guide the students away from a ‘guilt’ mentality towards asking questions of why there is such inequality in the world).

2. What issues came out of the DVD?
- Children’s Rights (in particular: Education, Health; Play)
- Unequal distribution of resources like medicines, knowledge, money
- Unfair trade rules, debt conditions
- Anything else?

3. What issues affect young people here in Northern Ireland?
(These will depend on the group with whom you are working. It is good to listen to these issues, and maybe this can form the basis of further work or exploration)

4. How are these issues related to Children’s Rights?
Which rights are relevant to each of the issues?

5. Are there people living locally in Ireland who do not have access to healthcare, education, transport, play facilities? List them.
(Elderly people, no play or park facilities, travellers, etc.)

6. Who’s responsibility is it to ensure children have their rights locally and globally?)
The Right Stuff!

Learning Objectives:
- Learn more about children’s rights by applying UNCRC to practical examples
- Debate and discuss Children’s Rights from a personal, local and global perspective

Materials needed:
- 6 Scenarios (See overleaf)
- Moving Debate statements
- ‘Agree’ / ‘Disagree’ signs

Introductory Activity:
6 Scenarios...

Give students 6 scenarios

Individually, or in small groups, students match the scenarios with Articles from UNCRC

Development Activity:

Moving Debate

AGREE

Disagree

- Explain that statements will be read out loud and they have to decide whether they agree or disagree by going to the respective sides of the room (the room represents a spectrum of opinion, and if the student feels very strongly that they agree/disagree they will stand closer to that end of the room).
- Students are then asked to explain their decision, and they can move their position if they change their minds when they hear other opinions.
- Students’ opinions could be recorded on post-its, and can be stuck to the statements according to the spectrum of opinion.

TEACHERS NOTES:

The role of the teacher is sometimes to act as ‘Devil’s Advocate’ and challenge the opinions in the room but generally the students themselves will challenge each other. Make sure all sides of the argument are heard. Keep the ‘minority’ opinions safe by making them feel less isolated. When making up your own statements, keep it ‘positive’, keep it simple and keep it clear.

Statements:
- People are poor because they are lazy
- It is ok to buy products made by children
- Only girls should learn to cook in school
- Children have the right to have a say in decisions that affect them.
- Adults always listen to what young people think
- It is ok for footballers to earn millions of pounds when there is so much poverty in the world
<table>
<thead>
<tr>
<th>Scenario</th>
<th>UNCRC Article</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mohammed from Algeria has just moved to Derry. He is a Muslim and there is no local Mosque for him to go to for prayer</td>
<td><strong>Article 12:</strong> Children have the right to say what they think should happen, when adults are making decisions that affect them</td>
</tr>
<tr>
<td>2. Ruari is annoyed about having to sit a transfer test to go to secondary school, as it’s on a Saturday. No one asked him if he even wanted to do the test in the first place</td>
<td><strong>Article 28:</strong> Children have a right to an education. Primary education should be free</td>
</tr>
<tr>
<td>3. Mary lives in an estate in Coleraine where she is not allowed to play with her ball on her street</td>
<td><strong>Article 24:</strong> Children have the right to good quality health care, nutritious food and a clean environment, so that they will stay healthy.</td>
</tr>
<tr>
<td>4. Dean has been in hospital for a very long time and hasn’t been able to attend school for months, as they don’t have a school in the hospital</td>
<td><strong>Article 9:</strong> Children should not be separated from their parents unless it is for their own good.</td>
</tr>
<tr>
<td>5. Gloria is on a long drug treatment for her cancer and in the hospital there is no place for her parents to stay</td>
<td><strong>Article 14:</strong> Children have the right to think and believe what they want, and to practise their religion</td>
</tr>
<tr>
<td>6. Coca Cola has set up a factory in a small rural community in India. It uses all the water, so there is no clean water for the local people</td>
<td><strong>Article 31:</strong> All children have a right to relax and to play</td>
</tr>
</tbody>
</table>

**TEACHERS NOTES:**

1. (Article 14) May need to explore further the Islam faith, Mosque is a place of worship. Algeria is predominantly Muslim

2. (Article 12) This example is based on the current debate about children sitting ‘entrance exams’ instead of the ‘11+’ exam, which are sometimes organised on Saturdays by schools.

3. (Article 31) Debates around safe play spaces for children is an important issue locally and globally. It would be interesting to ask the children if they have safe spaces to play

4. (Article 28) This example is taken from our overseas project, Ocean Road Cancer Institute (as seen in the DVD) which has recognised the importance of education for long-term patients and now provide this within the hospital

5. (Article 9) As above, Ocean Road Cancer Institute makes sure parents can stay with their children, and have recently built a hostel for parents to stay

6. (Article 24) This is a real example of Coca Cola setting up in Kala Dera, Rajasthan and they use the same water source as the local people, resulting in recurring droughts. See New Internationalist Issue 427 for more information, or:

Session 4

It’s not Fair!

Learning Objectives:

- Explore the underlying causes of injustice and poverty
- Identify our role in taking action on these issues

Materials needed:

- Quiz

Introductory Activity:

FACT OR FICTION?

Exploring myths about health in Africa

1. Lack of rain is what causes people to die of hunger in Africa

FICTION...

Drought is common in parts of Africa. But it is those who have been poor for a long time who will die in these conditions. They are already weak from poor nutrition, poor health and hard work. Often, when there is a famine, food is being exported because countries have to earn money to pay off their debts to the World Bank. Growing crops like coffee and fruit for export means that small farmers have been pushed onto the worst land and often out of business. Wages for agricultural labourers are so bad that people find it difficult to survive.

2. People in Africa have too many children

FICTION...

If the problem were too many people then the Dutch, whose country is densely populated, would go hungry and the people of Senegal, which is very sparsely populated, would not be poor. Families need children to work in order to survive.

One of the reasons why the birth rate is high in many African countries is because many children don’t survive birth and early childhood.

3. People in Africa die younger than people in Ireland

FACT...

Irish people can expect to live at least until they are 73 (for a man) or 77 ½ (for a woman). By contrast, the average life expectancy in Africa is 48 years.

4. African countries are always corrupt

FICTION...

Corruption is a problem in Africa like it is in many countries (including Ireland). However, there are other reasons why African countries often have little money to spend on healthcare. They are forced to spend on average three times more paying back the interest on debts than they do on health care. Since the World Bank and the International Monetary Fund forced African countries to reorganise their economies so that they could pay back their debts, many have had to introduce fees for health clinics and hospitals. This means that many people cannot afford to see a doctor or have treatment.

5. Many African people die of preventable diseases

FACT...

Malaria is the biggest killer in Africa, causing one million deaths per year. Other big killers include HIV/AIDS and TB. Many governments cannot afford medicines that would help in the fight against these diseases because of the high prices charged by pharmaceutical companies. One third of all children suffer from malnutrition making them more vulnerable to disease. While Ireland suffers from some of the same health issues people here are more likely to die of cancer or heart disease.
6. Africa is a poor continent with no resources and everyone is poor

FICTION...

Africa has reserves of diamonds, platinum, oil, gas and timber. Companies in the North own much of these reserves of wealth and often the profit goes out of the country without benefiting the average person. Like the countries on every other continent, African countries have both rich and poor. However, most of the poorest countries in the world are in Africa and 65% of people live on less than $1 a day. In contrast, America is the most unequal country in the world, with high extremes of rich and poor people.

(From LYCS, Connecting Communities' p62)

Development Activity


Aim

To have a deeper understanding of the underlying causes of Global Poverty

Materials

- Flip chart sheets
- Markers

Activity

- Global Poverty: why does it happen?
- Keep asking the question, ‘why’... to create a web of underlying causes from the original issue
- Once the list is exhausted, identify the recurring or ‘main’ underlying causes of Global Poverty
- These are the ‘new’ issues we can begin to explore to develop and deepen our understanding, and begin to think about what actions we can take to make a difference.

TEACHERS NOTES:

This is a great activity for helping children see how they connect to these big issues. The chain opens out a specific issue into many potential areas. It can be done individually, as a small group or facilitated as a big group. You may need to advise the children on some of the underlying causes as they may not have much knowledge of these.

Some causes of global poverty include:

- Inequality between the global north and the global south. There is enough money and food in this world for everyone but it is just the way it is distributed. Some people have too much and some people have too little. When the children ask why they may mention how people don’t share with others, they are greedy or waste too much.

- Unfair trade: farmers in poor countries usually get a very low price for their produce and this barely covers the costs of production.

- Interest payments on loans: Tanzania pays out over 40% of its annual income (GDP) on interest payments for loans that were taken out a long time ago that had unfair conditions attached to them. Our government has the power to help get the debt cancelled so they can use this money to improve their hospitals and schools.

- Power of big companies: Drug companies can charge a massive amount of money for their medicine that is used to help sick children such as those from the Ocean Road hospital. This is unfair as the companies make big profits as they drugs do not cost that much to make.
This activity can either be facilitated by the facilitator in one big group, or the ‘model’ shared and people work in smaller groups then feed back.
Worksheet 1

**Someone who goes to school**
(Right to Education)

**Someone who had breakfast this morning**
(Right to food, water and healthcare)

**Someone who is part of a football team**
(Right to Play)

**Someone with their own room**
(Right to Privacy)

**Someone who socialises with a group of friends**
(Right to meet together and join groups)

**Someone who has access to the internet**
(Right to information)

**Someone who broke their leg and got help**
(Right to special care and support if they have a disability)

**Someone who has a name**
(Right to a name)

**Someone who knows about their rights**
(The government should make rights known to children)
<table>
<thead>
<tr>
<th>Rights</th>
<th>Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Definition of the child</td>
<td>23. Children with disabilities</td>
</tr>
<tr>
<td>2. Non-Discrimination</td>
<td>24. Health and health services</td>
</tr>
<tr>
<td>5. Parental guidance</td>
<td>27. Adequate standard of living</td>
</tr>
<tr>
<td>6. Right to life, survival and development</td>
<td>28. Right to education</td>
</tr>
<tr>
<td>7. Name and Nationality</td>
<td>29. Goals of education</td>
</tr>
<tr>
<td>8. Preservation of identity</td>
<td>30. Children of minorities/indigenous groups</td>
</tr>
<tr>
<td>9. To live with your parents</td>
<td>31. Leisure, play and culture</td>
</tr>
<tr>
<td>10. Family reunification</td>
<td>32. Child labour</td>
</tr>
<tr>
<td>11. Protection from Kidnapping</td>
<td>33. Drug abuse</td>
</tr>
<tr>
<td>12. Respect for the views of the child</td>
<td>34. Sexual exploitation</td>
</tr>
<tr>
<td>13. Freedom of expression</td>
<td>35. Abduction, sale and trafficking</td>
</tr>
<tr>
<td>14. Freedom of thought</td>
<td>36. Other forms of exploitation</td>
</tr>
<tr>
<td>15. Freedom of association</td>
<td>37. Detention and punishment</td>
</tr>
<tr>
<td>16. Right to privacy</td>
<td>38. War and armed conflicts</td>
</tr>
<tr>
<td>17. Access to information: mass media</td>
<td>39. Rehabilitation of child victims</td>
</tr>
<tr>
<td>18. Parental responsibilities</td>
<td>40. Juvenile justice</td>
</tr>
<tr>
<td>19. Protection from all forms of violence</td>
<td>41. Respect for superior national</td>
</tr>
<tr>
<td>20. Protection for children deprived of family environment</td>
<td>42. Knowledge of rights</td>
</tr>
<tr>
<td>21. Adoption</td>
<td>43. Monitoring and Implementation measures</td>
</tr>
<tr>
<td>22. Refugee Children</td>
<td></td>
</tr>
</tbody>
</table>
“How wonderful it is that no one need wait a single moment before starting to change the world”  Anne Frank.

Contact Us

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