

KS3 Citizenship Lesson Pack



Rights of the Child and Children Living on the Street

Structure of the Lesson Pack

This lesson pack has three parts. Lesson 1 (Children's Rights) and Lesson 2 (Children Living on the Streets) are 60 minute lessons introducing pupils to these areas of study. Lesson 3 (What can you do?) is an extension lesson designed to familiarise pupils with global decision-making and different forms of action, using children living on the streets as a case study. Together this pack represents an exciting range of lessons for the dynamic teaching of citizenship at KS3.

This Lesson Pack and the Curriculum

This lesson pack has been designed in close reference to the statutory Citizenship Curriculum. As such it aims to help equip young people with the knowledge, skills and understanding to play an effective role in public life and engages closely with the key concepts, content and processes of the national guidelines. It helps pupils to become informed, critical, active citizens who have the confidence to work collaboratively and the conviction to take action and try to make a difference in their communities and the wider world. More details about how each lesson ties in with the curriculum can be found as you move through the pack.

A BIG thank you from S.A.L.V.E

This resource has been designed by S.A.L.V.E International, a charity that works with children living on the streets in Uganda. We are so excited you're interested in using our resources to raise awareness about children's right and children living on the streets and thank you in advance for taking the time to teach your pupils about these issues!! We value you're feedback so don't hesitate to get in touch at nicola@salveinternational.org.

Lesson 1: Children's Rights

Lesson 1 and Curriculum

Using children's rights as a way of exploring the curriculum key concept 'Rights and responsibilities', this section of the lesson pack explores the idea of human rights and how these affect both individuals and communities. It helps to develop pupils understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.

Learning Objectives

- To explore the idea of 'Rights' within Citizenship
- To introduce the UN Convention on the Rights of the Child
- To explore some of the key articles of the Convention

Activity 1: (10mins)

Resources: Interactive whiteboard or projector

Use the Citizenship KS3 PowerPoint to introduce 'rights' and the UN Convention on the Rights of the Child. (You can print the slides and notes together by going to 'Print Preview' and selecting 'Notes')

Activity 2: (15mins)

Resources: 1 piece of paper per group.

Split the class into small groups. Ask each group to make a list of the ten rights they think all children of the world should have. Ask each group to tell the class what they have included. Does everyone agree with the rights that have been chosen? Why? Why not?

Activity 3: (10mins)

Resources: 1 Summary of the Convention on the Rights of the Child (included below) per pupil.

Hand out the Summary of the Convention. Get pupils to read through it independently. Ask each group to compare their list with the Convention on the Rights of the Child among themselves and then feedback as a class.

Activity 4: (20mins)

Resources: 1 large piece of blank paper per group. 1 sheet of 'rights cards', cut up (included below).

Explain that the groups will compete against each other to identify sketched rights.

To play: A player from each group comes to the front of the class so you can show them all one of the 'rights cards' simultaneously. The players rush back to their group and begin to draw while their group try to guess the article being drawn. The artist cannot talk, they can only nod or shake their head in response to their team members guesses. They must not use numbers, letters or symbols. The first group to guess correctly raises their hand and then sends their next artist up to the teacher for their second rights card (players take it in turn to be the artist). Meanwhile, the other groups continue drawing until they have also guessed the correct article, whereupon they too send up their next artist. The winning group is the first to have identified all of the rights cards.

Activity 5: (5mins)

Recap and debrief against lesson objectives.

Summary of the UN Convention on the Rights of the Child



- Article 1: Everyone under 18 has all the rights in this Convention.
- Article 2: The Convention applies to everyone under 18, whatever their race, gender, religion, background or abilities.
- Article 3: All organisations concerned with children should work towards what is best for each child.
- Article 4: Governments should make these rights are protected.
- Article 5: Families have responsibility to help children exercise their rights and ensure their rights are protected.
- Article 6: All children have the right to life.
- Article 7: All children have the right to a legally registered name, a nationality and the right to know and, as far as possible, to be cared for by their parents.
- Article 8: Governments should respect children's right to a name, a nationality and family ties.
- Article 9: Children should not be separated from their parents unless it's for their own good.
- Article 10: Families who live in different countries should be allowed to move between those countries so that parents and children can get back together as a family.
- Article 11: Governments should take steps to stop children being taken out of their own country illegally.
- Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.
- Article 13: Children have the right to get and share information, as long as the information is not damaging.
- Article 14: Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.
- Article 15: Children have the right to meet together and to join groups and organisations.
- Article 16: Children have a right to privacy.
- Article 17: Children have the right to reliable information from the mass media.
- Article 18: Both parents share responsibility for bringing up their children, and should always consider what is best for each child.
- Article 19: Children should be properly cared for and protected from violence, abuse and neglect by their parents or anyone else who looks after them.
- Article 20: Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.
- Article 21: When children are adopted the first concern must be what is best for them.
- Article 22: Children who come into a country as refugees should have the same rights as children born there.
- Article 23: Children with any kind of disability should have special support to lead full and independent lives.
- Article 24: Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy.
- Article 25: Children looked after by their local authority should have their situation reviewed regularly.
- Article 26: The Government should provide extra money for the children of families in need.
- Article 27: Children have a right to a standard of living that is good enough to meet their physical & mental needs.
- Article 28: Children have a right to an education.
- Article 29: Education should develop each child's personality and talents to the full.
- Article 30: Children have a right to learn and use the language and customs of their families.
- Article 31: All children have a right to relax and play, and to join in a wide range of activities.
- Article 32: Government should protect children from work that's dangerous or harms their health or education.
- Article 33: Children should be protected from dangerous drugs.
- Article 34: Children should be protected from sexual abuse.
- Article 35: The Government should make sure that children are not abducted or sold.
- Article 36: Children should be protected from any activities that could harm their development.
- Article 37: Children who break the law should not be treated cruelly.
- Article 38: Governments should not allow children under 15 to join the army.
- Article 39: Children who've been neglected or abused should receive special help.
- Article 40: Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.
- Article 41: If national laws protect children better than the articles of the Convention, then those laws should stay.
- Article 42: The Government should make the Convention known to parents and children.

Rights Cards for Activity 4

<p>The right to meet together with other children; to join groups, clubs and associations.</p> <p><i>Article 15</i></p>	<p>The right to relax and play.</p> <p><i>Article 31</i></p>
<p>The right to express an opinion.</p> <p><i>Article 12</i></p>	<p>The right to a name which is legally registered.</p> <p><i>Article 7</i></p>
<p>The right to good quality healthcare.</p> <p><i>Article 24</i></p>	<p>The right to nutritious food and clean water.</p> <p><i>Article 24</i></p>
<p>The right to an education.</p> <p><i>Article 28</i></p>	<p>The right to a decent standard of living.</p> <p><i>Article 27</i></p>
<p>The right to be protected from dangerous work.</p> <p><i>Article 32</i></p>	<p>The right to be protected and cared for properly.</p> <p><i>Article 19</i></p>
<p>The right to information.</p> <p><i>Article 13</i></p>	<p>The right to think freely and have a religion.</p> <p><i>Article 14</i></p>

(Cut up to prepare)

Lesson 2: Children Living on the Streets

Lesson 2 and the Curriculum

Lesson 2 introduces pupils to the global issue of children living on the streets. In doing so it encourages pupils to take an interest in a topical issue and to engage in discussion and debate. It also highlights, and encourages pupils to challenge injustice, inequalities and discrimination, while considering the similarities, differences and interconnections between the UK and the wider world (Key Concept 1.3).

Learning objectives

- To explore attitudes to the term 'street children' and the concept of 'stereotype'.
- To introduce the life of children living on the street and the global issue of street children.
- To encourage students to explore individual rights and to begin to identify those which children living on the street can rarely access.

Activity 1: (5mins)

Resources: Pens and paper

Tell students you'll be saying 2 words to them. When they hear the words, they should write down the first 10 words which come to them. Now say 'street children' and give them a short time to write.

Activity 2: (15mins)

Ask the students to share their ideas in small groups and agree a list of no more than ten.

Now separate the list into two columns - words which are positive in one column and words which are negative in the other. Discuss the words they've chosen and the balance of positive and negative. Why do they think they have chosen the words they have? Do all the students have the same opinion? If pupils only use negative words to describe the images, ask them to consider whether they would use 'ambitious', 'independent' or 'educated'. If not, why not?

Activity 3: (10mins)

Resources: Interactive whiteboard or projector.

Use the powerpoint to introduce the issue of children living on the street.

Activity 4: (20mins)

Resources: 1 'Our Stories' handout (included below) per pupil. 1 Summary of the UN Convention of the Rights of the Child (included above) per pupil.

Give out the handout (case studies provided by Consortium for Street Children). Ask students to discuss their responses to what they read. Remind them of the different rights they've learned about. Hand out the Summary of the UN Convention. What rights are being denied or accessed by the children in each story? Annotate the handout with the relevant articles of the UN Convention.

Activity 6: (5mins)

Set homework in preparation of next lesson: Research a country with a high number of children living on the streets and try to get a sense of what life on the streets is like. Use the internet to find an organisation trying to help children living on the streets in any country and write down some of the methods they are using.

Our Stories

Joseph, Sierra Leone

Joseph's parents were murdered during the civil war by rebels when he was only 7 years old. His aunt took Joseph into her care but sadly she passed away the next year. He was left in the care of his uncle who is an amputee from the war and was unable to support Joseph. He left to go to the streets because he had no food, no education and knew life wouldn't get any better for him if he stayed. During his time on the streets Joseph experienced all kinds of abuse from his peers and adults. Considered an inconvenience to society he was kicked, spat at and often beaten. Joseph spent his nights sleeping in the lorry park on stall tables and dreaming of becoming a doctor one day so he could help other people.

(Case Study provided by Street Child Of Sierra Leone and the Consortium for Street Children)

Gabriela, Brazil

Beginning her life as a young girl born into a world of drug-related crime and deprivation, Gabriela had little choice than to turn to the street to make a living begging at traffic lights. Her parents were consumed by drug addiction and her mother was a drug dealer. Soon Gabriela decided to flee from the violence she was living with at home and found herself alone and homeless in the huge city of Sao Paulo. Gabriela was vulnerable and unable to protect herself from the many dangers that life on the streets poses to a young child. She became caught up in a triangle of violence and drugs with older men. Falling pregnant at just 12 years old, Gabriela turned to a care centre for help and was looked after through the birth of her child at hospital. At 13, Gabriela now lives in the Menina Mae shelter with her son, Miro, whom she adores. She hopes he will have a better future than her.

(Fictional case study created by children living on the streets provided by Action for Brazil's Children and the Consortium for Street Children)

Maryam, Morocco

Maryam is 11 years old and should be approaching the end of her primary education. In fact, she doesn't go to school and hasn't done so for several years. Maryam describes her father as "a problem". He never does anything for her and her siblings and he sometimes hits her. He also refused to support their application for ID papers. She lives, along with her 4 siblings, her mother and her mother's colleague, in a small apartment with only two rooms. Her mother works a 12-hour day but, as the sole source of income, still struggles to provide a basic standard of living for her family. The four younger children (between 2 and 8 years) are all looked after by Maryam. She cares for them, prepares their meals and does the household chores. Maryam doesn't know how things will ever change and is thinking about leaving home to live on the street.

(Case study provided by Moroccan Children's Trust and the Consortium for Street Children)

Neya, Congo

Neya is 16 years old. He is Congolese. He lived for 3 years on the streets. His mother died of malaria and his father disappeared soon after her death. He was being looked after by his mother's brother in Kasumbelesa. However, his Aunt accused him of being a witch. After a number of degrading episodes when the family attempted to cast demons out of him he left home and gravitated towards the city. He started working and sleeping in the market where he could earn a small amount by emptying sacks of flour off lorries. About a year ago he started attending a charity run day centre. With the support of the charity he is now studying in a local school. He's been learning to paint by a local artist and has exhibited some of his pictures in the Lubumbashi art Gallery.

(Case study provided Congo's Children Trust and the Consortium for Street Children)

Lesson 3: What can you do?

Lesson 3 and the Curriculum

This lesson is designed to teach pupils about decision-making and different forms of action. Explored using the example of children living on the street, this teaches pupils transferable skills about how to take informed and responsible action that will help them play an active role in the life of their schools, neighborhoods, communities and wider society. Learning to argue a case on behalf of others as well as themselves and speak out on issues of concern develops pupils' advocacy skills and encourages them to think creatively about solving problems.

Learning Objectives:

- To encourage pupils to think creatively about what actions they can take as global citizens.
- To give students the confidence to take actions that positively change their world.
- To give pupils experience in arguing a case about a topical issue.

Activity 1: (10mins)

Use the quiz (below and in the PowerPoint) to recap some key points of the last lesson. Quiz can be completed individually or in groups. (Answers: 1A, 2C, 3A, 4B, 5B, 6C, 7A, 8C, 9B, 10C, 11B, 12B, 13A)

Activity 2: (10mins)

Remind pupils that children living on the streets are often abused, ignored, criminalised and disregarded. Unable to go to school and forced to face the harsh realities of life on the streets, they are being denied a childhood. But they're also being denied a future as children who grow up on the streets become trapped in a cycle of poverty and social exclusion. Brainstorm ways pupils can help children living on the streets at home and in other countries. (Possible answers to include: fundraising, volunteering, challenging stereotypes (via blogs/websites/social media/posters), lobbying Government/their MP, writing letters, rallies, awareness raising 'stunts' e.g. mass street sleeps, voting for political parties who talk about global education/street children, buying Fairly traded products).

Activity 3: (20mins)

Split the class into groups of four. Each member of the group should assume one of the following roles (each pupil must play a different role): a child living on the street, a local politician, a journalist, a UK citizen. In character, each group should discuss the following questions.

- How do you think we should be helping children living on the street?
- What do you think about children on the streets? How can we change people's views?
- What might governments be able to do to help children living on the streets?
- What would you like to say to children living on the streets around the world?

Ask groups to perform their role plays in. Follow this with class discussion of the issues raised.

Activity 4: (20mins)

Get pupils to write a letter to their MP explaining the problem of children living on the street and urging them to take action. Or get pupils to design a poster to raise awareness of children living on the streets. What would their key messages be?

Take Further Action!

If after learning about children on the streets you and your pupils are interested in taking further action, please see the '[Schools Awareness Raising Pack](#)' on our website (www.salveinternational.org/educate) for suggested actions and activities, campaigning advice and guidance on how to contact your MP and the local media. There's also a [Fundraising Pack](#) and a whole host of ways you can get involved with the work of S.A.L.V.E. International to reduce the number of children living on the streets in Uganda.

THANK YOU!

Thank you again for using these resources – we hope they were useful. We'd really value your feedback so don't hesitate to get in touch at nicola@salveinternational.org.

Accreditation:

Lesson 1, Activity 4: Activity based on an original idea by the British Council One Voice for All campaign, created by Charlotte Hunt, UNICEF.

Lesson 2, Activity 4: The case studies in 'Our Stories' are from the Consortium for Street Children and their partner organisations: Congo's Children Trust, Action for Brazil's Children and Street Child Of Sierra Leone.

Lesson 3, Activity 3: Activity based on an original idea included in the Consortium for Street Children's International day of the street child schools resources pack. (www.streetchildrenday.org/media)

Photo Credits for teaching pack:

Picture 1: Mike Asiya, Salve International

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Slide 3: (Top to bottom) 1. Public Domain Photo, US Federal Government 2. Wilfred Huss 3.

<http://www.liberty-human-rights.org.uk/index.php>

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Slide 10: Jonathan McIntosh

Slide 11: Sumanth Garakarajula

Slide 12: Tanvirul Islam

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Children's Right and Children Living on the streets Recap Quiz!?

1. Human rights are egalitarian. This means...

- A. They're the same for everyone
- B. They're easy to understand
- C. They're decided by the people

2. The UN was set up in...

- A. 1921
- B. 1965
- C. 1945

3. The Universal Declaration of Human Rights, adopted in 1948, was significantly inspired by...

- A. World War 2 and the Holocaust
- B. The suffragette movement
- C. 1940s popular music

4. The UN Convention on the Rights of the Child applies to...

- A. All children in the Western World
- B. All children under 18 everywhere
- C. All children under 16 everywhere

5. The only two countries who haven't signed up to the Convention are...

- A. Russia and USA
- B. USA and Somalia
- C. China and Afghanistan

6. Under the Convention, families...

- A. Should have control over their children
- B. Should never split up
- C. Should help children exercise their rights

7. Which one of the 3 things below is NOT a child's right within the Convention...

- A. The right to have everything they want.
- B. The right to nutritious food and clean water.
- C. The right to relax and play.

8. The Committee on the Rights of the Child, which monitors how well countries are following the Convention is based in...

- A. Paris
- B. London
- C. Geneva

9. There are estimated to be how many children living on the streets worldwide...

- A. 500,000
- B. 100 million
- C. 5 million

10. Children end up living on the streets...

- A. Because they are lazy
- B. Because they refuse help
- C. For a huge number of different reasons

11. Children living on the streets are...

- A. Worthless
- B. Just like you
- C. Nothing to worry about

12. Labelling children 'street children'...

- A. Help to give them a better identity
- B. Stigmatises and stereotypes them
- C. Is useful for everyone

13. Children living on the streets are often...

- A. Abused, ignored and criminalised
- B. Old enough to look after themselves
- C. Don't want to go to school.

