



Rights of the Child

Educator Handbook 2014



Table of Contents

Rights of the Child	3
Program Overview	3
Global Nomads Group: History and Overview	4
Childline Thailand Foundation: History and Overview	5
Introduction	6
Learning Objectives and Learning Outcomes	6
Unit Overview	7
Scope and Sequence	8
Collaborative Project Module	9
Collaborative Project Introduction	10
Criteria Wheel	11
Project Format Options	13
Project Team Roles	14
Challenge Letter	15
Project Guide	16
Feedback Guide	18
Cultural Exchange Module	20
Unit 1: Understanding Our Worldviews	21
LEARN	21
ACT	24
REFLECT	27
The Rights of the Child Module	28
Unit 2: Human Rights & The Rights of the Child	29
LEARN	29
ACT	36
REFLECT	42
Civic Engagement Module	43
Unit 3: Engaging Our Communities	44
LEARN	44
ACT	47
REFLECT	51
Alumni Toolkit Overview	53
Appendix A:	58

Rights of the Child

Program Overview

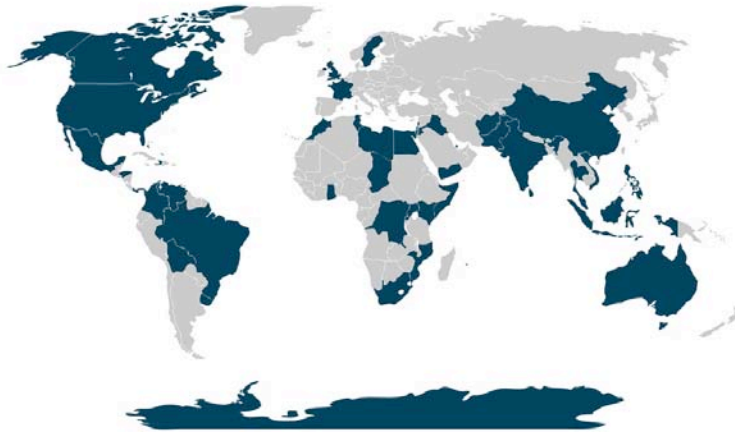
Introduction

**Learning Objectives and Learning
Outcomes**

Unit Overview

Scope and Sequence

Global Nomads Group: History and Overview



Overview: Established in 1998, Global Nomads Group (GNG) is an international NGO that develops and implements interactive programs for young people around the world. Since its founding, GNG has run programs in more than fifty countries, on all seven continents, and reached more than one million young people. With offices in New York, US and Amman, Jordan, GNG has been recognized as a leader in the fields of global education and virtual exchange. For more than a decade, GNG has demonstrated a track record of building partnerships with education and media organizations in diverse contexts worldwide. GNG has been featured on news outlets including CNN International, *The New York Times*, *Good Morning America*, and *Education Week*, awarded the Goldman Sachs Prize for International Education, and selected by UNESCO to design a curriculum promoting respect for different cultures. In a 2011 Special Report¹, USIP highlighted GNG as a key Exchange 2.0² program that effectively promotes intercultural understanding.

Mission: GNG's mission is to foster dialogue and understanding among the world's youth. GNG operates at the intersection of international and peace education, striving to serve as a vehicle for awareness, bridging the boundaries of cultural misconceptions and instilling in our audience a heightened appreciation and comprehension of the world in which they live.

Strategy & Tools: GNG engages and empowers young people worldwide using education and media, including: project-based learning curriculum, interactive videoconferencing, webcasting, social networking, gaming, documentaries, and participatory filmmaking. Through the use of the social media tools, GNG creates opportunities for global collaboration and communication.

Theory of Change: GNG's work is predicated on the belief that critical thinking and 21st century learning skills are fundamental tools in promoting positive social change and peacebuilding. This belief has been tested through years of experience promoting intercultural exchange and people-to-people connections.

¹ Himmelfarb, Sheldon and Idriss, Shamil. (2011, May). "Special Report: Exchange 2.0." *United States Institute of Peace*. Retrieved from: <http://www.usip.org/files/resources/Exchange2.0.pdf>.

² Exchange 2.0, according to the Himmelfarb and Idriss USIP report in footnote 1, is defined as, "technology-enabled programs embedded in curricula and with a cross-cultural educational purpose" that have the ability to "improve the number, diversity, and experience of international exchange participants."

Childline Thailand Foundation: History and Overview



Overview: Childline Thailand Foundation (CTF) runs a nationwide 24-hour telephone helpline with an easy-to-remember number – 1387. Childline provides its services for any child under the age of 18. The foundation works with various government and NGO stakeholders to safeguard the rights of every child as outlined by the United Nations’ Convention on the Rights of a Child (CRC). Over one hundred countries worldwide have their own child helplines and many others are in the process of starting one. Helplines for children across the world have demonstrated their effectiveness by providing direct assistance to children in need, and making comfort, help and emotional support immediately available. Children are encouraged to talk about their problems without judgment or fear of making things worse. Outreach services can link children to immediate rescue, safety and provide direct support to the child. .

Mission: CTF’s mission is to provide children in Thailand with trusted and reliable access to protection, health, and human services, as is their right, and which the Thai Government adheres to through its ratification of UN Convention on the Rights of the Child.

Our Vision: At all times, children of Thailand should have access to timely and appropriate protection, health, and human services to increase their quality of life.

Our Values: A commitment to transparency, integrity, equality, justice, and child protection

Introduction

Rights of the Child, a [Childline Thailand Foundation](#) and Global Nomads Group initiative, is a semester long civic engagement program designed to connect young people in the United States with their peers in Thailand, to build cross-cultural awareness and global citizenship. Rights of the Child pairs classrooms in the United States with classrooms in Thailand to explore the driving question, **“How do we, as youth, engage our communities to positively address human rights issues”?** Throughout the program, students engage in intercultural dialogue, explore the rights of the child, gather resources, and build leadership skills to identify and address topics and issues that are important to their collective identity as a pair. Students utilize technology and learn how to communicate and share ideas across cultures and will be equipped with the 21st century learning skills needed to positively influence relations between the United States and Thailand.

Learning Objectives and Learning Outcomes

The overall goal of the Right of the Child is to foster cultural awareness, bring to light the rights of the child, and activate global citizenship among youth through intercultural dialogue and collaboration. The program’s specific learning objectives and learning outcomes include:

Program Goal: Cultural Awareness and Global Citizenship	
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none">• Greater awareness of interrelations between people, cultures, traditions, places, and events;• Understanding the relevance of the Rights of the Child in their own lives;• Ability to identify, investigate, and address human right issues relevant to students’ communities;• Ability to use project-based learning, interactive videoconferencing, online social networking, and collaboration for engagement and understanding of cross-cultural dialogue.• Ability for Thai participants to improve their English language skills	<ul style="list-style-type: none">• Recognize cross-cultural dialogue as a tool for increasing intercultural competence;• Increased knowledge of relevant and current human right issues affecting communities;• Able to analyze complex conflicts related to Human Rights & the Rights of the Child using critical thinking skills;• Acquisition of tools, skills, and abilities to positively influence communities.• Acquisition of research and presentation skills relevant to life, college, and career ready skills.• Strengthened reading, writing and public speaking skills in English, especially among Thai participants

Rights of the Child Program Overview

Unit Overview

The Rights of the Child curriculum is project-based and includes three modules, each of which contains at least one unit. Each unit goes through three steps, designed to help integrate and support student engagement.

The following abbreviations refer to page numbers in the Educator Handbook and corresponding Student Workbook, respectively.

EH = Educator Handbook Page Number

SW = Student Workbook Page Number

Unit Overview	
LEARN	<ul style="list-style-type: none">• Students dive into the topic at hand with background information and skills relevant to the curriculum module.• Students apply the skills and knowledge gained through a short activity to share with program peers in an interactive videoconference. (IVC)
ACT	<ul style="list-style-type: none">• Students use knowledge and skills gained in step 1 to engage in an action-oriented collaborative project. This project will be showcased in an IVC with their peers.• Students prepare for the IVC with an agenda.
REFLECT	<ul style="list-style-type: none">• Students debrief and reflect on their IVC dialogue.• Students continue conversations through the online platform.• Educators give feedback via an online survey on module and IVC experience.

Scope and Sequence			
	MODULE 1: CULTURAL EXCHANGE	MODULE 2: RIGHTS OF THE CHILD	MODULE 3: GLOBAL CITIZENSHIP
Driving Question	“How do we, as youth, engage our communities to positively address human rights issues?”		
Guiding Question	<i>How does cross-cultural dialogue enhance our global awareness?</i>	<i>What are the Rights of the Child, and why and how are they relevant to my life?</i>	<i>How do we, as youth, empower ourselves to be active global citizens?</i>
Enduring Understanding	Dialogue enables mutual understanding and collaboration within our global community.	Understanding the Rights of the Child can support learning and advocacy of human rights.	Global citizens harness cross-cultural understanding and well-informed perspectives to positively engage communities and self advocate.
Module Units	Unit 1 Understanding our Worldviews	Unit 2 Rights of the Child & Building Multiple Perspectives	Unit 3 Engaging our Communities
Timeframe	Winter 2014	Winter 2014	Spring 2014
LEARN	Windows Exercise KHW Chart	Rights of the Child Literature & Activity Conflict Tree	Civic Engagement Exercise (Leadership & Advocacy)
ACT	Community Lens Introduction to Collaborative Project	Collaborative Project Milestone 1 Collaborative Project Milestone 2	Collaborative Project Milestone 3
	IVC #1	IVC #2	IVC #3
REFLECT	Reflect & Connect on Online Platform	Reflect & Connect on Online Platform	Reflect & Connect on Online Platform

**Collaborative Project Module
Overview and Supporting Documents**

Collaborative Project Introduction

What is a GNG collaborative project?

A GNG collaborative project is a project-based learning activity that challenges students to work together to develop solutions to real-world problems. Within and across classrooms engaged in GNG programs, students collaborate to define a challenge in their local or global communities and develop a project that addresses that issue by promoting positive change and community engagement.

Collaboration is defined as two or more people working together towards a common goal. Collaboration on projects (with peers in class and/or virtually, locally and/or globally) should take place in **at least** one of the following ways:

- Share feedback and reflections on projects
- Share resources for projects
- Co-construct one project with peers

What are the collaborative project's specific objectives?

1. To address the Rights of the Child program's driving question, through youth-led investigation of a challenge identified in students' local or global communities;
2. To use cross-cultural dialogue, media, and technology to deepen understanding of this challenge through collaboration;
3. To problem solve and/or raise awareness about issues or needs in the local or global community, and;
4. To engage local and global communities in this challenge by sharing projects and knowledge with wider audiences.

A **driving question (DQ)** provides the purpose for the project and guides its creation. **The Collaborative Project should answer the DQ.**

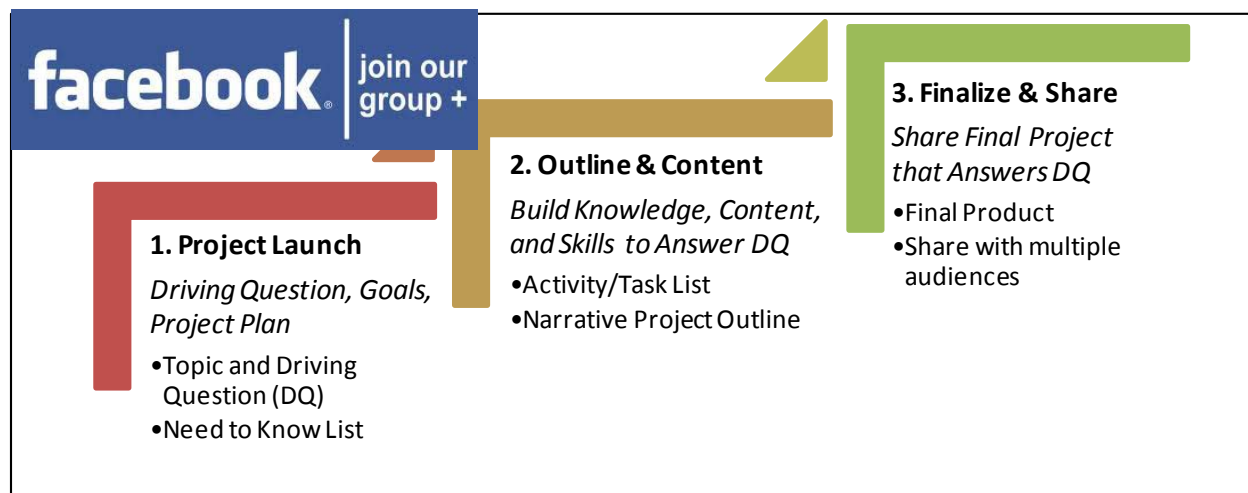
How will the curriculum support completion of the collaborative project?

Students will be introduced to the collaborative project through a **Challenge Letter** (EH p. 13; SW p. 5), calling all youth to become GLOBAL NOMADS through completion of a project with peers, addressing an issue relevant and meaningful to their local and global community. The Challenge Letter will appear as the first page of the Student Workbook and will set the framework for student participation in a GNG program.

The documents following³ will support design, planning, and completion of the collaborative project and should be referred to throughout the project. The Challenge Letter, referenced above, also appears within these documents.

³ The framing and supporting documents presented in this Collaborative Project Module were based on or adapted from resources of the 2013 Buck Institute of Education, *PBL 101 Workbook*

Three Milestones, or accomplishments, outline the step-by-step process for project completion. An overview of each milestone appears in the chart below, and is elaborated upon fully in each corresponding curricula unit. Upon completion of each milestone, students should return to the **Project Guide** to fill in or update information, as applicable. As part of the collaboration process, students will give and receive feedback to their peers as a key component of each milestone.



The **Online Platform** will serve as the space for project communication, including sharing of feedback, ideas, and resources, between schools or groups. As each milestone is completed, students should post work to the corresponding section of the online platform, for feedback from peers. Once projects are complete, these should be shared with peers on the online platform.

The **Feedback Guide** will guide students in giving and receiving feedback from their peers. **Revision** should take place every time groups receive feedback, adjusting and updating the project guide and project activities as applicable.

Revision is when one changes or alters something in light of new ideas, suggestions, or evidence. In the collaborative project, students should revise the Project Guide and Activities every time peer feedback is received.

How long will the project take to complete?

Each curriculum unit includes 60 minutes of activity time to begin the preparation for each milestone. However, additional time and student work outside of class may be needed to complete milestones, and will be necessary to complete the project by the final interactive videoconference.

What are the criteria and guidelines for the project?

The collaborative project **Criteria Wheel** outlines six elements of a strong and successful project that can promote deep community impact. Project completion depends equally on all criteria elements, which work best in tandem to achieve students' objectives and the goals of the program. The Criteria Wheel can be used as a rubric to perform peer and self-assessment throughout the project.

Criteria Wheel

The Criteria wheel outlines six elements of a strong and successful project and can be used as a rubric to perform peer and self-assessment throughout the project.



- | | |
|-----------------------|---|
| Mobilize | <ul style="list-style-type: none">• Project answers the program’s driving question.• Project positively engages youth and communities, within and beyond GNG programs and community, in an active way. |
| Investigate & Analyze | <ul style="list-style-type: none">• Topic is relevant to your local and/or global community.• Inquiry deepens your understandings of people, places, and relevant issues worldwide. |
| Communicate | <ul style="list-style-type: none">• Communication among peers involved in the project occurs throughout the project and in a timely fashion. |
| Collaborate | <ul style="list-style-type: none">• Collaboration with peers (in class, nationally, or internationally) takes place in at least one of the following ways:<ul style="list-style-type: none">• Share feedback and reflection on projects• Share resources for one another’s projects• Co-construct one project with peers. |
| Document | <ul style="list-style-type: none">• Project creation and implementation is visually documented by students, for sharing with a wider audience. This could include picture, video, or written text (online or print). |
| Share | <ul style="list-style-type: none">• Project is shared with other GNG program peers.• Project is shared with at least one additional group outside of GNG that is actively impacted by or involved in the project topic. |

Project Format Options

The collaborative project Format Options outlines types of projects across three themes: **Awareness, Advocacy, and Action**. Determine what you and your peers would like to accomplish through this project, and then brainstorm which format option will help you achieve this goal best.

	AWARENESS	ADVOCACY	ACTION
Goal <i>What do you want to accomplish?</i>	Awareness projects inform others about an issue. They expand a community's understanding of a problem, empowering people through knowledge.	Advocacy projects speak out or argue for a specific cause or policy that would address an issue. Advocates target decision-makers in a community who can help change the status quo.	Action projects develop and implement real-world solutions to community problems. They involve direct activities that support or counter a cause.
Sample Driving Questions	What impact does water scarcity have on our future?	How do we, as advocates, change city policies that would reduce water use?	How do we, as citizens, reduce our individual and school water usage?
Project Type	Public Service Announcement (PSA): <i>Widely-shared message that raises awareness or changes public attitude</i> Media Output: Visual arts, performing arts	Campaign: <i>A set of activities that promotes a specific cause, law, or change of behavior, often through media or politics</i> Media Output: Visual arts, performing arts, writing, event	
	Documentary*: <i>Media or art that objectively presents the stories of real-life people or events, often to raise awareness of a specific issue or move people to take action.</i> Media Output: Visual arts, performing arts, writing *Don't forget! Documentaries are not limited to film. They can be radio podcasts, photo/art exhibits, interactive theatre, investigative journalism, and more!	Event: <i>In-person activity that produces a particular product or outcome (voter registration, fundraising)</i> Media Output: Event-based	
	Student Choice: <i>Design and implement your own type of project! Make sure it fits the criteria on pg. ##.</i> Media Output: All!		
Media Output	Visual Arts – Photography, drawing, painting, design, crafts, mural, film, posters Performing Arts – Radio, theatre, film, music, spoken word, dance Writing – Fiction/non-fiction blog, newsletter, journalism, letter-writing, creative writing, social media Events – Debate, fundraiser, exhibition, rally, registration drive		

Project Team Roles

Team Roles will organize everyone's responsibilities around the project. Be sure every group member has at least one role!

Project Start

Project Completion and Sharing

Group Leader: You make sure all group members stay on task and meet deadlines! You are also responsible for communicating with your partner group and/or GNG and SOLA staff, as needed. As the group leader, you should keep your peers focused and on schedule, making sure your project stays on topic, is action-oriented, and involves positive collaboration, feedback, and reflection with your partner group.

Research Committee: As part of this team, you conduct or lead background research on the chosen topic, which includes finding similar projects for inspiration and comparison. You should share what you learn with the Content Creation Committee to make sure the project is accurate, relevant to your chosen topic, and has the information necessary to make it successful.

Example: In a project to reduce your community's trash output, the research committee might research how much trash the community currently produces, where the trash goes, what current recycling options exist in the area, etc.

Logistics Committee: As part of this team, you make sure that the group has all necessary supplies and materials needed for project and your community event. You will also coordinate any travel needs, event planning and/or any venue reservations required.

Examples: Reserve venue for film screening/exhibition/community event; hire bus or translation services; recruit volunteer to assist with film editing, etc.

Content Creation Committee: As part of this team, you coordinate the creation of content of the project. This doesn't mean you have to create all of the content yourselves; similar to the Research Committee, other group members may be assigned roles in the creation process.

Examples: Storyboard, draft, and collect materials for project, which could be film, photos, posters, letter writing templates, mural, etc.

Documentation Committee: As part of this team, you visually document the project – in its creation and/or completion. You will make sure it can be easily shared with online and in person audiences

Examples: short film, time-lapse photography, etc.

Outreach Committee: As part of this team, you raise awareness about your project: engage in PR, social media, and or press media campaigns. You should also plan a community event, in coordination with the Logistics Committee.

Challenge Letter

WHO ARE GLOBAL NOMADS?

Global Nomads fundamentally believe that all people, in all countries, from all cultures, are good. It's the misconceptions we're all raised with, taught or learned, that blind us to be otherwise. **Global Nomads** seek out these misconceptions and discuss them openly, honestly, and more importantly, face-to-face. **Global Nomads** are citizens of the world.

Calling All Youth:

Since 1998, Global Nomads Group has been connecting young people like you with their peers worldwide. **Global Nomads** – young people who embrace cross-cultural dialogue and celebrate both similarity and difference – are positively influencing their communities in over 50 countries, across all seven continents. Today, we ask you to join them as part of the Youth Talk program.

As a **Global Nomad** in the Rights of the Child, we challenge you to bring global voices into your local conversations. By connecting and collaborating with peers in the United States and Thailand we challenge you to answer: “**How do we, as youth, engage our communities to positively address human rights issues?**”

As a **Global Nomad**, you will:

- **Collaborate** with your peers to identify an issue that you want to **change** in your community.
- Use arts and media to **create** a real-world solution to this issue.
- **Share** the project locally and globally.

By taking action, you can become a Global Nomad, a citizen of the world.

Are you ready for the challenge? Through discussion with your peers, you will identify an issue that impacts you, as a young person, in your local or global community and that you want to positively influence. Together with your peers, you will investigate, analyze, and learn more about this issue in order to develop a project that implements a real-world solution in your local or global community.

Throughout the program, you'll use the following project documents to guide your progress:

- **Three Milestones**, or steps, will help you plan and implement your project. Curriculum activities and a **Project Guide** will lead you through completion of each milestone.
- The **Criteria Wheel** will guide you in making sure your project includes all of the elements of a successful and collaborative effort with your peers!
- In the **Format Options** guide, we've outlined **Project Types** across three themes: **Awareness, Advocacy, and Action**. Determine what you and your peers would like to accomplish through this project, and then brainstorm which format option will help you achieve this goal best.
- To streamline collaboration, review the **Team Roles** and make sure that everyone in your group has at least one role and responsibility for the project.

Be daring and creative, and don't be afraid to take risks. This is your opportunity to make a difference in the world in which you live. This is your opportunity to become a **Global Nomad**.

- The **Global Nomads Group** Team

Project Guide

As a **living document**, the **Project Guide** will lead the development of your project. Upon completion of each **milestone**, refer to this guide and fill in – **or revise** – the relevant information.

A. Project Overview

Refer to *Project Format Options* (EH p. 13; SW p. 13) for additional guidance.

Topic: _____

Title: _____

Goal: Awareness Advocacy Action

Driving Question (DQ): _____

Objective: *Based on your DQ and goal, what do you hope to achieve with your project?*

Project Type: Campaign Documentary Event Public Service Announcement

Media Output: Visual Arts Performing Arts Writing Event-Based

Specific output (for example: radio piece, blog, photo story): _____

Calendar: *If you are engaging in Interactive Videoconferences (IVCs), milestones should be completed and shared online one week before the related IVC, so you and your peers have time to give and receive feedback. You may have more than one milestone per IVC.*

Milestone	IVC Number and Date <i>Ex: IVC 3, April 2</i>	Milestone Due Date <i>1 week before IVC (Ex: March 25)</i>
1 – Project Launch		
2 – Outline & Content		
3 – Rough Draft		
4 – Finalize & Share		

B. Target Audience

Who is the target audience? (ex: peers, teachers, community, family, country)

Why is this an important target audience?

How will we share our project with our audience? (ex: In local events? Online?)

Rights of the Child
Collaborative Project Module

C. Team Roles

Refer to Project Team Roles, (EH p. 12; SW p. 13), for additional guidance

Student Roles: *Record your group's roles here.*

Group Leader: _____

Research Committee: _____

Logistics Committee: _____

Content Committee: _____

Documentation Committee: _____

Outreach Committee: _____

Partner School Role (if applicable): *What do you need from your partner school?*

D. Activity and Materials Chart

Record the step-by-step process for completing your project in the chart below, taking into account all student roles. Specify the materials you need, deadline for each step (keep the milestone deadlines in mind!), and committee responsible for each activity.

Activity (Step)	Materials/Resources Needed	Deadline	School Responsible	Committee Responsible
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Feedback Guide⁴

Use the categories below to provide feedback on your group or partner's project or milestone. Remember to give constructive feedback that is respectful and includes specific ideas for growth, instead of general praise or criticism.

I hear/see...

What do you observe? How does the project make you feel or think? Does it motivate you to action?

I want more of...

What do you want to see expanded or enhanced? What worked well and compelled you to think or act a certain way?

I wonder...

What questions do you still have? What could strengthen the project? How could it more specifically answer the Driving Question?

⁴ Adapted from: Buck Institute of Education. *PBL 101 Workbook*. California: Unicorn Printing Specialists, 2013.

Program Curriculum

Cultural Exchange Module

In this first module, students will be introduced to the Rights of the Child program and will begin the process of cultural exchange with their peers. They will deepen and broaden their understandings of themselves and each other, reflecting on their current global knowledge and their individual perspectives on people and places worldwide. In **Unit 1**, students will assess their background knowledge as it relates to the program themes and they will identify what they would like to learn. Additionally, they will identify and share significant aspects of their own country, cultures and customs with their partners.

Unit 1: Understanding our Worldviews			
	Activity	Page (EH)	Estimated Time
LEARN	Windows Exercise	p. 21	20 minutes
	KHW Chart	p. 22-23	40 minutes
ACT	Community Lens	p. 24	60 minutes
	Interactive Videoconference (IVC) #1	p. 25 – 26	30 minutes preparation 60 minute IVC + 30 min. dial-in
REFLECT	Reflect & Connect	p. 25	15 minutes

Unit 1: Understanding Our Worldviews

LEARN

Windows Exercise ⁵	
TIME 20 minutes	MATERIALS A room with a window; pen and paper
OVERVIEW The “windows” exercise will assist students in recognizing and understanding multiple perspectives, especially moving from their individual perspectives to their global community.	
<ol style="list-style-type: none"> Observe: From their seats, instruct students to look out the window and individually identify what is outside. Allow 3-4 minutes for students to work silently and independently, free-writing or drawing what they see out the window(s). Discuss: Have students share excerpts from their writing or drawings, especially from students sitting in different parts of the room and with various vantage points. Ask the class what they notice about the selection of shared observations. <i>(Try to avoid phrasing this question using “different;” hopefully the primary comment will be that each observation was different).</i> Deepen conversation by asking students to further consider their observations, even those that seem obvious: <ul style="list-style-type: none"> If a student noted that there were leaves moving in the wind, ask, “How do you know that the wind is moving the tree?” Try to get students to come up with other possible causes for the tree moving (a person standing below, a squirrel climbing, etc.). If a student saw a car pass by, ask how they know it was a car. Did others see the car? If one student sees something that others didn’t, ask the students if they believe/trust the report of the peer. Maybe some things outside are visible from only certain angles/positions in the room, only at certain times. Ask students how their previous knowledge of what is outside the window may have informed their current observations. Maybe they make reference to a building they see as being a store or another part of the school, but what they actually see does not show any indicators of it being that type of building. If you have multiple classroom windows, ask if everyone looked out the same windows? Out multiple windows? Why do we choose to look in some directions over others? Make Connections: Use these observations to make the point that our information is always incomplete; things aren’t always as they appear (in life, or in the media). We are always getting partial pictures because we can’t know everything that happened before we arrive or everything that is happening outside the “frame” (whether that frame is the window in this exercise, our media sources, etc.). Additionally, point out to the students that our previous knowledge informs any new knowledge we receive, whether about what we think we see, a particular culture, or a local or global event. 	

⁵ Adapted from: *Windows: Channels for Communication*, <http://www.win-peace.org/>.

Know/How/Wish (KHW) Chart							
TIME 15-20 minutes	MATERIALS: "KHW" Worksheet (EH p. 23; SW p. 22)						
OVERVIEW In this exercise, students will complete a Know/How/Wish (KHW) chart about their partner country, including what they already know, how they know it, and what they wish to learn. Through this activity, students will identify prior knowledge and outline what they hope to gain from program participation.							
INSTRUCTIONS							
<p>1. Introduction: Introduce students to their partner country by having them individually, and then collectively, complete the "KHW" Worksheet (EH p. 23; SW p. 22). After, discuss as a group what they already Know about their partner country, How they got this information, and what they Wish to learn.</p> <p>2. Know: In Column 1: "What do I know/hear about my partner country," provide 2-5 minutes for students to record their ideas in a minimum of three categories.</p> <p style="padding-left: 40px;">Sample prompting questions include:</p> <ul style="list-style-type: none"> • On what continent/in what region is our partner country? • What language(s) do they speak? • Who is the political leader (President, Prime Minister, King, etc.)? • What type of government does our partner country have? • What are the current relations between our country and our partner country? • What do we know about the history, culture, or way of life in our partner country? • What do I know about human rights and/or child rights issues in my own country and in my partner country? <p>3. How: Ask students to complete Column 2: "How do I know this? Where did this information come from?" Provide 2 minutes for students to record where their knowledge comes from. Possible sources include:</p> <table style="margin-left: 80px; width: 80%;"> <tr> <td>• School</td> <td>• Internet</td> <td>• Parents</td> </tr> <tr> <td>• Newspapers</td> <td>• TV</td> <td>• Friends</td> </tr> </table> <p>4. Wish: Ask students to complete column 3: "What do I wish to learn?" to enhance the information they've listed, or gain knowledge in new areas about their partner country.</p> <p>5. Discuss: Share responses. Encourage students to add details to their answers during discussion. You may also want to ask students to consider some of the following questions:</p> <ul style="list-style-type: none"> • How is our partner country relevant in our lives? Why should we be interested in our partner country? • How will we learn about our partner country? Where will we get the information from for our "wish" column? • What do I want to learn about Human Rights in my country? In my partner country? • What do I want to get out of participation in this program? How will this program relate to other parts of my life? 		• School	• Internet	• Parents	• Newspapers	• TV	• Friends
• School	• Internet	• Parents					
• Newspapers	• TV	• Friends					

Module 1: Cultural Exchange

“KHW” Worksheet

Complete this chart with what you **KNOW**, **HOW** you know this, and what you **WISH** to learn from your partner school peers this year.

	What do I <u>KNOW</u> about my partner country? What have I heard about my partner country?	<u>HOW</u> do I know this? Where did this information come from?	What do I <u>WISH</u> to learn more about in this area?
Geography Have students locate their partner country on a map. What countries border your partner?			
People and Culture			
Human Rights			
History			
Government and Economy			
Education			
Religion			
Environment			
Other: _____			

ACT

Community Lens	
TIME 60 minutes	MATERIALS Video camera / digital camera with video option (optional), computer, Internet, Slideshow or video software
OVERVIEW Students will introduce themselves and their school/community/cultures to their peers through the creation of a short video or picture slideshow. The video/picture slideshow will be showcased during the IVC and will serve as a starting point for students to discuss their cultures, countries, and interests, as well as relevant community issues, with their peers.	
<p>1. <u>Brainstorm and Investigate:</u> Lead students in a brainstorming exercise to identify what they want to showcase of their school and community to their peers. Have students identify one of the following key themes on which to focus their video/picture slideshow:</p> <ul style="list-style-type: none"> • School Life: What makes your school unique compared to others in the area? How do you travel to school (Ex: walk, car, bus) and what does the trip look like? What types of food do students eat at lunch? • Extracurricular Life: How do you spend your free time when you are not in class? What activities do you do at school or home? Where are the popular student hangouts? • Culture and Society: What are the famous landmarks in your community or country? What customs and traditions do you, your family and your peers practice? • Community Issues: What are school or community issues that concern you regarding Human Rights and Rights of the Child? Why are these important to you? When you hear the word Human Rights what is the first thing that comes to mind? <p>2. <u>Prepare:</u> Assign roles and make your video or picture slideshow, remembering to make it as visual as possible. Consider the following:</p> <ul style="list-style-type: none"> • Who will create the script? • Who will be in charge of filming or collecting images? • Do you need narration, captions, or an on-screen moderator? How can you communicate information in a visual way? • If you are collecting original footage (i.e. video or photos), use a video camera or digital camera to create a 2-3 minute video or a 10-12 picture slideshow. Try to make it as visual as possible, as your peers may not speak the same language that you speak. • If you are creating a picture slideshow that shows images outside of your daily life or community, you may use the Internet and other media resources to gather the necessary images for a 10-12-picture slideshow. <p>3. <u>Share:</u> Upload the video or picture slideshow to the online platform.</p> <p>4. <u>View:</u> View your partner school video or picture slideshow, offer comments online, and compose 2-3 questions for the IVC!</p>	

Optional: EXPAND YOUR UNDERSTANDING
Interview Your Community

Interview peers, family, and community members to find out what they know about your partner country.

- What ideas do your interviewees hold about your partner country?
- How do these ideas or stereotypes form? How are they spread?
- Through participation in this program, what role will you play in informing the perspectives of others?

Interactive Videoconference (IVC) #1 Preparation and Outline	
TIME IVC Outline Preparation– 30 minutes (before IVC) IVC #1 – 60 minutes	MATERIALS IVC #1 Outline (SW p. 24-25)
OVERVIEW The outline below will be used as a guide for discussion during the first IVC. Have students review and complete this outline prior to IVC #1.	

INTERACTIVE VIDEOCONFERENCE #1: UNDERSTANDING OUR WORLDVIEWS	
Day	
Date	
Tech Dial-in Time	____:____ (Hour: Minute AM / PM)
Conference Start Time	____:____ (Hour: Minute AM / PM)
IVC #1 Backup Day, Date, Time	(Day, Date, Time)

IVC Outline

I. Introduction to Rights of the Child (5 minutes)

GNG facilitator welcomes all participating students to the Rights of the Child program and poses program’s driving question, How do we, as youth, engage our communities to positively address human rights issues to students. One representative from each school introduces him/herself and their classmates to their partner school.

<ul style="list-style-type: none"> ➤ Name of Class Representative: ➤ Number of students participating in IVC #1: ➤ Interesting background about your school or community (something that isn't shared in your Community Lens, but will be useful for your partners to know about where you live/study):
--

II. LEARN: Understanding our Worldviews (20 minutes)

After reflecting on how our individual perspectives shape our worldviews and brainstorming what you know/want to know about your partners, record two comments on how the Windows activity impacts the way you think about people and places worldwide. Then, record three questions for your peers that you would like to learn more about from a first-hand source.

Two Comments: <ul style="list-style-type: none"> ➤ ➤ Three Questions: <ul style="list-style-type: none"> ➤ ➤ ➤

Module 1: Cultural Exchange

III. ACT: Presentation of Community Lens (20 minutes)

Each group introduces their school, community and cultures to their peers through the presentation of the Community Lens video/picture slideshow. View the Community Lens of your peers on the online platform and record three questions to ask during the IVC.

Introduction of Community Lens

➤ Name of Class Representative:

Three Questions:

-
-
-

IV. 60-Second Showcase! (10 minutes)

In each IVC, students will have the opportunity to share more about their personality through showcasing personal talents or interests for their peers. Students are encouraged to participate *only once*, until all classmates have shared with their peers. As part of Show and Tell, students will have the opportunity to ask questions or comment on their peers' presentations.

60-Second Showcase can include: playing a musical instrument, singing, dancing, reciting poetry, exhibiting art (paint, sculpture, etc.); showing any equipment, pictures or medals associated with a sports hobby; sharing any dress or dance associated with a custom or holiday; or explaining a family heirloom or other artifact of significance; or something else!

Encourage students to keep their presentations visual (or require little technical explanation), especially for IVCs using consecutive translation. Presentation of the talent should not exceed 60 seconds.

Select three student representatives to share a personal interest or talent for their peers in this IVC.

- Name of Representative:
- Name of Representative:
- Name of Representative:

V. Collaborative Project Reminder & Conclusion (5 minutes)

GNG facilitator thanks all students and teachers for participating and reminds participants to contribute to the online platform and prepare Unit 2 activities for the upcoming IVC in addition to reminding students to continue working on their collaborative projects.

REFLECT

IVC #1 Debriefing Conversation	
<p>TIME 15 minutes <i>(Either immediately following or shortly after IVC)</i></p>	<p>MATERIALS Pen, paper, internet access to online platform</p>
<p>OVERVIEW Following each IVC, engage your students in a short reflective conversation on the module topic, the module activities, and the IVC experience.</p>	
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> 1. REFLECT on your Conversation: <ul style="list-style-type: none"> • By preparing the video or picture showcase about your school/community, what did you realize/learn about your own culture(s)? • By engaging with your peers in real-time dialogue, what did you learn about their cultures? What surprised you? • Did you feel prepared for the IVC? • What questions do you have after the IVC? • What do you hope to further share about your own community? • What do you hope to learn about Human Rights and The Rights of the Child now that you have had the first IVC? 2. CONNECT on the Facebook Page <ul style="list-style-type: none"> • Visit our Facebook page to answer today’s poll question(s,) posted by GNG: <ol style="list-style-type: none"> i. What was your favorite part about your first IVC? <ol style="list-style-type: none"> a. Sharing my Community Lens b. Viewing the Community Lens of my partner school c. Learning something new about my partner school peers d. Show and Tell 	

The Rights of the Child Module

In this module, students will be introduced to the evolution of Human Rights and the Rights of the Child. In **Unit 2** they will deepen and broaden their understandings of Human Rights and the rights that every child has. Additionally, they will identify and share significant aspects of their own country, cultures and customs with their partners.

Unit 2: Human Rights & The Rights of the Child			
	Activity	Page (EH)	Estimated Time
LEARN	Rights of the Child Literature & Activity	p. 29-31	40 minutes
	Conflict Tree	p. 32-35	40 minutes
ACT	Collaborative Project Milestone 1&2	p. 36-39	60 minutes
	Interactive Videoconference (IVC) #2	p. 40-41	30 minutes preparation 60 minute IVC + 30 min. dial-in
REFLECT	Reflect & Connect	p. 42	15 minutes

Unit 2: Human Rights & The Rights of the Child

LEARN

What Are Human Rights?⁶

TIME

30 - 45 minutes

MATERIALS

Projector, speakers, computer, and internet.

OVERVIEW

In this activity students will define human rights and identify how issues related to human rights are relevant to their daily lives. Students will gain context on the development of human rights throughout history. Students will then be asked to draw connections between international human rights and how they relate to their daily lives, and the lives of their peers in U.S./Thailand.

1. Discuss: Prior to diving into the activity, break class up into 3-4 groups and ask students to define what human rights are. Allow students 10-15 minutes to brainstorm. After, regroup as a class and ask students to share some of their responses.



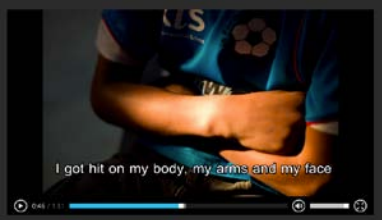
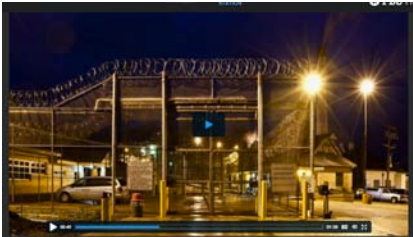

2. Watch: Following a class discussion, share this YouTube video that helps to define and explain the history of human rights. <http://youtu.be/oh3BbLk5UIQ>

3. Share: Have students reflect as a class on what they just watched. Deepen conversation by asking students to share what surprised them most about the video. It's important to have students draw upon the human rights examples that may not seem obvious to them or their peers internationally.

4. Make Connections: Use students' observations, comments, and opinions on human rights to make the point that the issue of human rights directly affects us in our everyday lives. Take

it a step further and ask your students how they believe issues of human rights relate to them, personally as young people/children.

⁶ Adapted from: *Windows: Channels for Communication*, <http://www.win-peace.org/>.

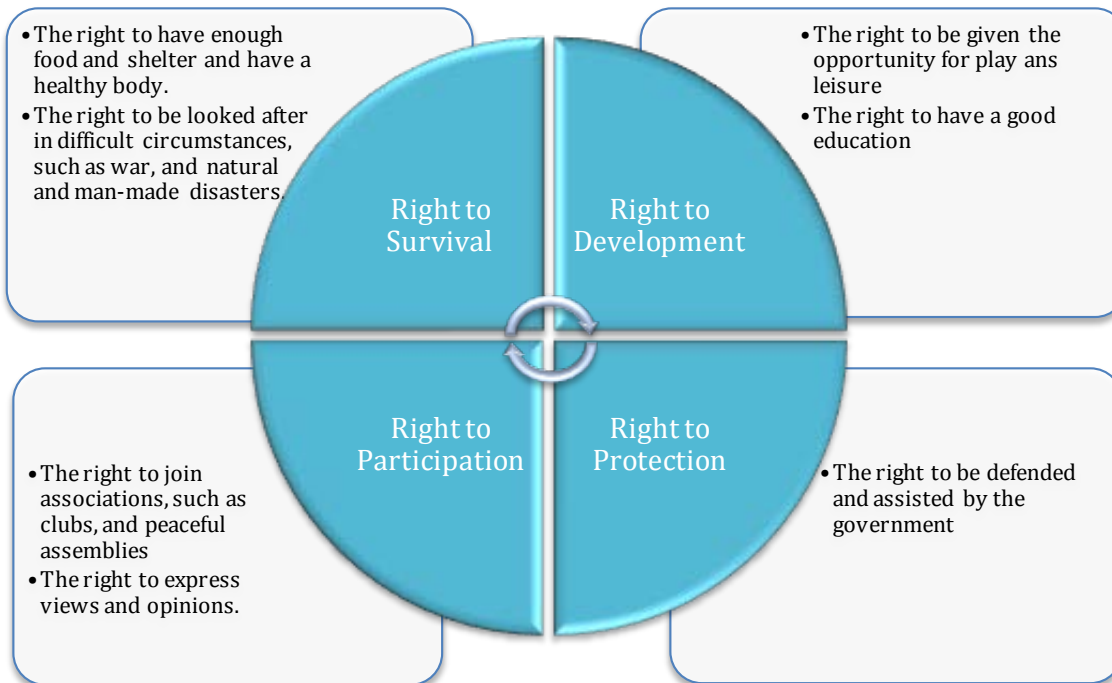
Introduction to the Rights of the Child	
<p>TIME 30 – 45 minutes</p>	<p>MATERIALS: Appendix A: Declaration of the Right of the Child</p>
<p>OVERVIEW In this exercise, students will become familiar with the Rights of the Child Treaty. Students will learn the content of the Declaration of the Rights of the Child and be asked to relate it back to their personal lives, and the lives of other young people around the world.</p>	
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> Watch: Have students watch this introductory video on Rights of the Child as a class. http://www.youtube.com/watch?v=mJggYdw3IOk Watch & Discuss: Split your class up into three groups. Each group will watch one of the provided examples below and identify the different types of rights that can be denied. Following this discussion, each group will read and discuss the Declaration of the Rights of the Child: http://www.un.org/cyberschoolbus/humanrights/resources/child.asp 	
<p>EXAMPLES OF RIGHTS BEING DENIED</p>	
	<p>Group 1: Domestic Violence Watch this video created by young people in Bangkok, Thailand: https://skydrive.live.com/?cid=757098834adbbac2&iid=757098834ADBBAC2%217347&sf=1&authkey=!AF3H1RkjSAfywoQ</p>
<p>Watch this video about Juvenile Justice in the U.S.: http://video.pbs.org/video/2328669166/</p>	
	<p>Group 3: Cyber-Bullying Watch this video about cyber-bullying: http://vimeo.com/18790651</p>
<ol style="list-style-type: none"> Connect: As a class have students make connections between their group examples and the Declaration of the Rights of the Child. Ask students: Do you see similarities between some of the identified rights? Group similar rights together to complete the chart below. 	

Type of Rights Exercise ⁷

There are four groups of child rights. These are:

- **Right to survival**
- **Right to development**
- **Right to protection**
- **Right to participation**

Have your students, using what they've learned about the Declaration of the Rights of the Child; provide three examples for each of the groups below.



5. Share: Conclude this activity with a gallery walk. Place the four categories of Child Rights on paper on the wall around the room. Students can then walk around and add examples to each to make a broad class table, and to facilitate further conversation.

⁷ Adapted from Bamboo Shoots

Introduction to Collaborative Project: Milestone 1	
<p>TIME 60 minutes</p>	<p>MATERIALS Flipcharts, markers, Sample conflict tree (EH p. 33-35; SW p. 32-33) Collaborative Project Module (EH p. 9, SW p. 9)</p>
<p>OVERVIEW</p> <p>In this exercise, students will be introduced to the Conflict Tree⁸ as an analytical tool. Analytical tools help organize information and explain context by looking at complex topics through different lenses. Students will use the conflict tree to deepen their understanding of child rights and complete Milestone 1 (project topic and driving question) of the Collaborative Project (refer to Collaborative Project Module: EH p. 9, SW p. 9).</p>	
<p>INSTRUCTIONS</p> <p>1. Introduction: What is a “Conflict Tree?” Introduce the “Conflict Tree” as an analytical tool. Explain that analytical tools help organize information so that we can understand the context by looking through different lenses. Use a pre-prepared conflict tree (EH p. 33-35; SW p. 32-33) to explore the components of a conflict tree. Specifically, guide students through:</p> <ul style="list-style-type: none"> • Roots of the tree = Causes • Trunk of the tree = Core Problem • Branches of the tree = Effects <p>Use “Additional Notes” (EH p. 33; SW p.32) to provide added context to the conflict tree components.</p> <p>2. Warm-up: Gaining familiarity with “Conflict Trees” Divide students into four groups. Assign each group a different level of conflict (interpersonal, local, national, and international). Have each group select a conflict to analyze within their assigned level. For example, the “interpersonal” group may select a conflict such as a sibling or parent-child disagreement; the “local” group may select a community problem such as traffic or sanitation removal.</p> <p>Instruct each group to draw a conflict tree within the scope of their assigned context. Have students label the different parts of the tree including:</p> <ul style="list-style-type: none"> • What is the name/trunk of the tree (the core problem)? • What are the roots (causes) of the conflict tree? • What are the branches (effects) of the tree? <p>3. Review and Discuss: Have groups display their trees on the walls and have students do a gallery walk in order to get an overview of the trees produced by their fellow participants. Then discuss the following:</p> <ul style="list-style-type: none"> • How did using this tool enhance your understanding of the conflict? • What difficulties did you face in drawing the conflict tree? • Was the process similar or different for groups looking at personal conflict and those looking 	

⁸ Adapted from www.peacepaces.com; United Nations Department of Economic and Social Affairs, Division of Public Administration and Development Management, Developing Capacities for Conflict Analysis and Early Response. A Training Manual. <http://unpan1.un.org/intradoc/groups/public/documents/un/unpan011117.pdf>

- at national or international conflict?
- How does personal connection to an issue aid or hinder conflict analysis?
 - Does using a tool like this help you see potential ways to address the conflict?
 - Where would you begin addressing each conflict? At the roots, trunk, or branches? Is the starting point the same for every conflict?
4. **Milestone 1: Understanding Human Rights and Child Rights through Conflict Trees:** Now that students have gained familiarity with using a conflict tree as an analytical tool, **they will apply the conflict tree model to an element of Human Rights and Child Rights they want to explore further with their partner school in the Collaborative Project.**
In one or two groups, use the same analytic process as above to create a conflict tree analyzing the collaborative project topic. **The issue addressed through students' collaborative project topic should serve as the trunk, or core problem being addressed.**
5. **Share:** Once complete, have students upload the document (if in .doc; docx; .ppt, or .pdf format) or scan and upload a picture (if created on paper) of the conflict tree to the Facebook Page.
6. **View:** Instruct students to view the conflict tree posted by their partner school, offer comments online, and compose 2-3 questions or comments to share during the IVC.

Additional Notes⁹: Conflict Trees and Their Various Components

Overview:

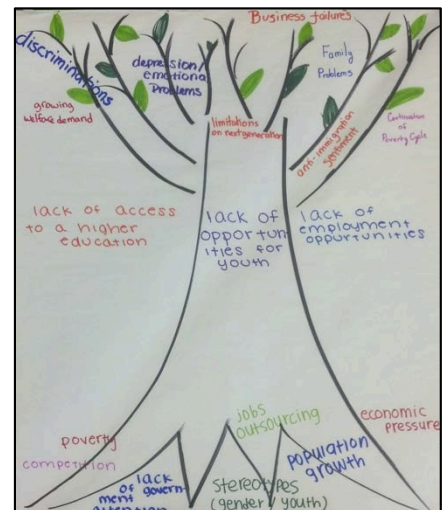
Every conflict or problem has root causes, manifestations and effects, which can be likened to a tree with three main parts or elements: Roots, Trunk and Branches. Conflict analysis depends on who analyzes the conflict, and from what vantage point.

Roots:

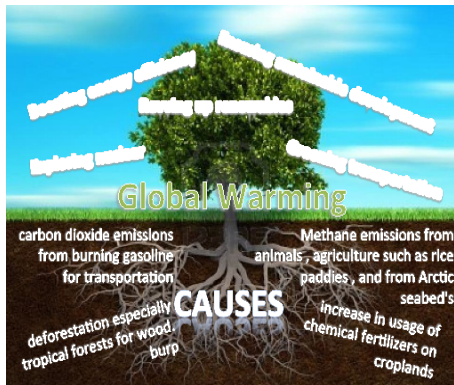
The roots are the structural or causal factors. Although they are the invisible contents of the tree, the roots are the anchor and source of life for the tree. Some examples of root causes are for a lack of youth opportunities (Sample Conflict Tree A) are: poverty, lack of government attention, stereotypes, economic pressure and job outsourcing.

Tree trunk:

The trunk is the largest visible content of the tree. It is where all of the roots have converged, yet it is difficult to identify how different roots connect to different parts of the trunk. On its own, the trunk offers some clues about the nature of the tree, or the nature of the conflict. However, it can be dangerous to associate conflict with only the visible core problem. The core problem is actually a convergence of many roots with particular differences, so that the trunk comprises multiple dimensions of the conflict.



⁹ Adapted from: "Developing Capacities for Conflict Analysis and Early Response: A Training Manual," United Nations Public Administration Network, <http://unpan1.un.org/intradoc/groups/public/documents/un/unpan011117.pdf>



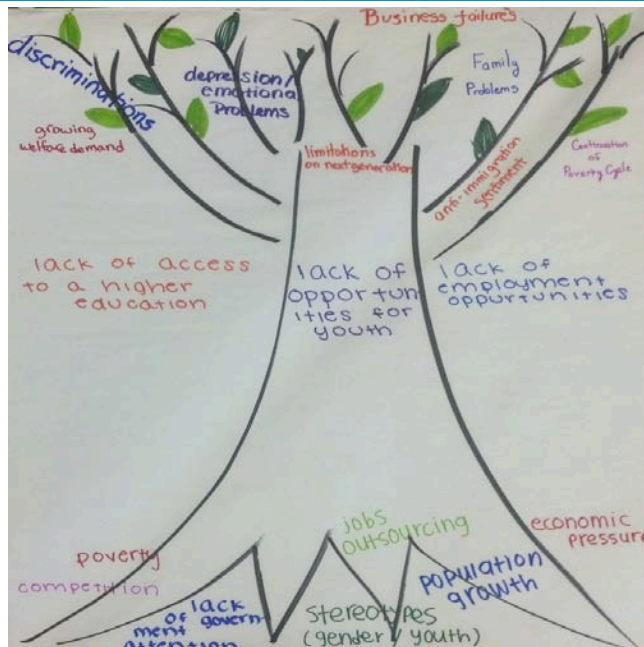
Branches, Leaves and Fruits:

Branches, leaves and fruits are the multitude of smaller conflicts or dimensions of the conflict emerging out of the trunk. They are sometimes referred to as effects of the conflict. For example, effects of a lack of youth opportunity (Sample Conflict Tree A) may include family problems, business failure or a growing number of people on welfare.

Beyond the Original Tree:

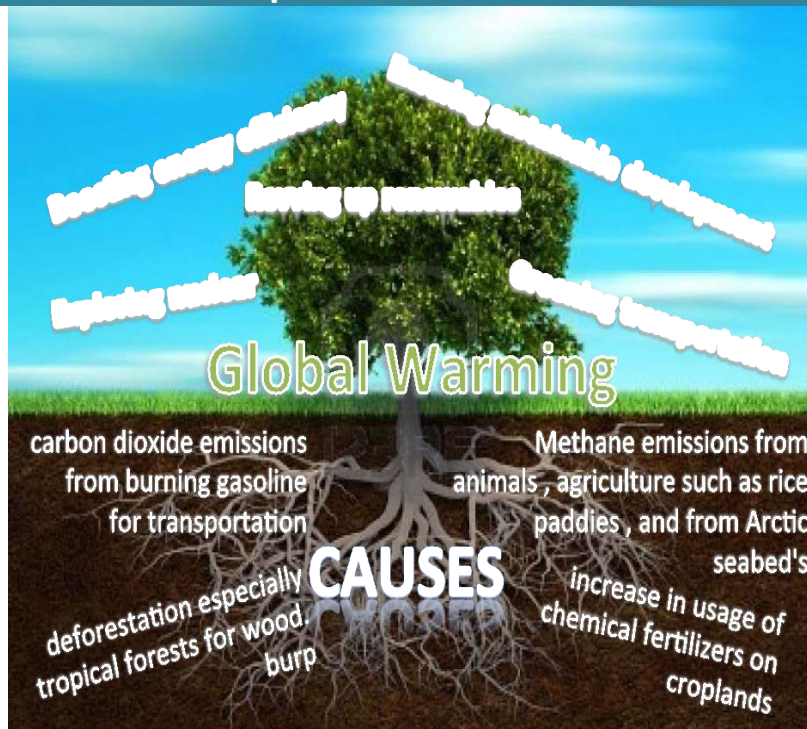
Over an extended period of time the effects or fruits of a particular conflict can fall into the fertile soil, germinate and develop other trees, separate from the original tree. Once this has happened one may need to address problems associated with the new tree outside of the earlier one. Sometimes the old tree is even dead and gone but the new tree grows in strength. This illustrates some of the complexity of conflicts.

Sample Conflict Tree A¹⁰



¹⁰ Student-developed conflict tree, Global Nomads Group: Global Citizens in Action, 2013

Sample Conflict Tree B¹¹



¹¹ Student-developed conflict tree, Global Nomads Group: Youth Talk, 2013

ACT

Milestone 2

Project Outline & Content

TIME 45 minutes in-class planning 45 minutes additional preparation (outside of class if needed)	MATERIALS Project Guide: Part C & D (EH p. 17 & 38-39; SW p. 16) Project Team Roles (EH p. 14; SW p. 14) Feedback Guide (EH p. 18; SW p. 17)
--	--

OVERVIEW
In this second collaborative project milestone, students will view a completed sample project in one of the three categories: awareness, advocacy, or action. To guide them in their own project creation, students will identify the steps in creating the sample project, and define what made it successful in achieving its goal. Then, students will model this process to outline the steps needed to complete their own project. Students will identify team roles and draft a narrative project overview.
To complete Milestone 2, students must fill-in Part C: Team Roles and Part D: Activity and Materials Chart of the Project Guide (EH p. 17 & 38-39; SW p. 16)).

INSTRUCTIONS

- 1. View Sample Project:** Based upon the intended goal of their own project, have students select one of the six projects below to view/read/observe:

Awareness	<i>OneLENS: Public Service Announcement</i> http://www.youtube.com/watch?v=Xn3aCGUG1qs&list=SP9807DC6DB80322F1	<i>YouthLINKS: Collaborative Mural</i> http://www.youtube.com/watch?v=mhPU1MjJr1A&list=PLJo_lhg1LV0CuEU-sia2PqevX0F8ebsMO
Advocacy	<i>One Million Bones: Join the Movement!</i> http://www.youtube.com/watch?v=FFukmsLLG0k	<i>ETN: Student Interactive Theater</i> http://www.slideshare.net/mollyjevine/etn-vocational-school-student-interactive-theater
Action	<i>Kids vs. Global Warming – Video and Blog</i> http://www.youtube.com/watch?v=PpMYkijvNjuw&feature=relmfu (Video) http://www.imatteryouth.org/home.html#!blog/ci6c (Blog)	<i>Shumate Middle School, STOMP Out Bullying Campaign:</i> http://www.thenewsherald.com/articles/2012/05/23/news/doc4fbc105f4d2ba723260472.txt?viewmode=fullstory

After exploring the project, have students answer the following either in small groups or as a class:
What did this project make you feel, think, or want to do as a result of viewing?

What elements of this project helped it reach its goal of awareness, advocacy or action?

What could have been strengthened to better reach the project goal?

In what ways do you think this project impacted its school and community?

2. Team Roles: It took more than one person to complete the project you viewed. Have students indicate what roles they think individuals played in completing the project they viewed, referring to the Project Team Roles (EH p. 12; SW p. 13) for guidance.

- Group Leader
- Research Committee
- Logistics Committee
- Content Committee
- Documentation Committee
- Outreach Committee

3. Activities and Materials: Ask students – What steps do you think the group took to complete the project you viewed? What materials or resources do you think the project team needed?

Have students imagine that they were on that project team. In small groups or as a class, record all of the steps, materials, resources, and roles students think were needed to make the sample project successful.

Activity (Step)	Materials/Resources Needed	Committee Responsible
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

4. Now it's your turn! Identify Project Activities and Team Roles for Your Own Project:

Using their notes on what made the sample project successful, have students list the team roles, step-by-step process, and materials/resources needed to complete their own project.

Encourage students to be as specific as possible in outlining steps. Remind them to include deadlines with the IVC dates in mind!

Have students use the **Project Team Roles** (EH p. 14; SW p. 14) to make sure **every person in the group has a role** in the collaborative project. If applicable, be sure students are prepared to discuss team roles with their partner school.

5. Project Guide: Using the information recorded in step 4 above, direct students to the Project Guide (EH p. 17 & 38-39; SW p. 16)) to record this information in Part C: Team Roles and Part D: Activity and Materials Chart.

6. Narrative Project Outline: It is important that students are able to describe the story of their project. As a group, have student create a narrative outline for the project. Project outlines could be in the form of:

- Image criteria/subject list for photo story
- Argument points for letter-writing campaign
- Storyboard for a short film
- Bulleted narrative of theatre/radio piece
- Interview questions for live debate

7. Presentation, Feedback, Revision: Have students present their narrative project outline to their peers for feedback, in class and during the IVC. Presentations should be 5-8 minutes in length and give peers a sense of the narrative, story, or argument that the project will tell. Use the **Feedback Guide** (EH p. 18; SW p. 17) to give and receive feedback.

Project Guide –Part C and D (Also on SW p. 16)

C. Team Roles

Refer to Project Team Roles (SW p. 14) for additional guidance.

Student Roles: *Record your group's roles here.*

Group Leader: _____

Research Committee: _____

Module 2: Rights of the Child

Logistics Committee: _____

Content Committee: _____

Documentation Committee: _____

Outreach Committee: _____

Partner School Role (if applicable): *What do you need from your partner school?*

D. Activity and Materials Chart

Record the step-by-step process for completing your project in the chart below, taking into account all student roles. Specify the materials you need, deadline for each step (keep the milestone deadlines in mind!), and committee responsible for each activity.

Activity (Step)	Materials/Resources Needed	Deadline	School Responsible	Committee Responsible
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Module 2: Human Rights & The Rights of the Child

Interactive Videoconference (IVC) #2 Preparation and Outline	
TIME IVC Outline Preparation– 30 minutes (before IVC) IVC #2 – 60 minutes	MATERIALS IVC #2 Outline (SW pg. 37-38)
OVERVIEW The outline below will be used as a guide for discussion during the second IVC. Have students review and complete this outline prior to IVC #2.	

INTERACTIVE VIDEOCONFERENCE #2: RIGHTS OF THE CHILD & BUILDING MULTIPLE PERSPECTIVES	
Day	
Date	
Tech Dial-in Time	____:____ (Hour: Minute AM / PM)
Conference Start Time	____:____ (Hour: Minute AM / PM)
IVC #2 Backup Day, Date, Time	(Day, Date, Time)

IVC Outline

I. Introduction and Greetings (5 minutes)

GNG facilitator welcomes all participating students to the third IVC meeting. One representative from each school shares:

- Number of students participating in today's IVC:
- Something interesting that has happened in your community since the last IVC:
- A interesting fact your learned about human rights since the last IVC:

II. LEARN: Milestone 1: Presentation of Conflict Tree (20 minutes)

Students share and discuss their conflict trees, including the general knowledge they are gaining on Human Rights and Child Rights. Students will offer three questions/comments on the conflict tree of their peers.

Conflict Tree Description

- Name of Class Representative; Explanation of Core Problem and relationship of topic to collaborative project goal:
- Name of Class Representative; Explanation of Causes of Problem:
- Name of Class Representative; Explanation of Effects of Problem:

Three Questions/Comments:

-
-
-

III. ACT: Milestone 2: Presentation of Outline & Content (20 minutes)

Module 2: Human Rights & The Rights of the Child

In this 2nd IVC, students will share their narrative project outlines for feedback from their peers. If applicable, students will also inform peers of what will be needed to help carry out the collaborative partnership of the project.

Use the **Feedback Guide** (EH p. 18; SW p. 17) to guide your responses to your peers, and be sure to have someone recording notes to make revisions to your own work!

- Narrative Project Outline Presentation:
- Current Events on Collaborative Project Topic:

-
- Feedback Guide notes:
 - I hear / I see...
 - I want more of...
 - I wonder...

IV. **60-Second Showcase! (10 minutes)**

Select three student representatives to share a personal interest or talent for their peers. Presentation of the talent should not exceed 60 seconds. *Try to maintain the 60-Second Showcase as predominately visual or requiring little technical explanation, especially for IVCs using consecutive translation.*

- Name of Representative:
- Name of Representative:
- Name of Representative:

V. **Conclusion (5 minutes)**

GNG facilitator thanks all students and teachers for participating and reminds participants that all collaborative projects must be completed by the next, and final, IVC.

REFLECT

IVC #2 Debriefing Conversation	
<p>TIME 15 minutes <i>(Either immediately following or shortly after IVC)</i></p>	<p>MATERIALS Pen, paper, internet access to online platform</p>
<p>OVERVIEW Engage your students in a short reflective conversation on their experiences to date. Complete the online educator feedback survey with your students' reflections in mind.</p>	
<p>INSTRUCTIONS</p> <p>1. REFLECT on your Conversation:</p> <ul style="list-style-type: none"> • What were some of the similarities and differences between the conflict trees that you and your partner country peers created? • What similarities and differences in views around Human Rights and Rights of the Child did you notice between you and your partner country peers. • Did anything surprise you about the conflict trees that your peers presented? • How did feedback from your peers influence your plans for finalizing your project? • What questions would you like to ask your partners during the final IVC? <p>2. CONNECT on the Facebook Page:</p> <ul style="list-style-type: none"> • Share what surprised you most in this IVC? 	

Civic Engagement Module

In this module, students will be introduced to the evolution of Human Rights and the Rights of the Child. In **Unit 2** they will deepen and broaden their understandings of Human Rights and the rights that every child has. Additionally, they will identify and share significant aspects of their own country, cultures and customs with their partners.

Unit 3: Engaging Our Communities			
	Activity	Page (EH)	Estimated Time
LEARN	Activism Case Study Exercise	p. 44	20 minutes
	Leadership Styles Worksheet	p. 46	40 minutes
ACT	Collaborative Project Milestone 3	p. 47-48	60 minutes
	Interactive Videoconference (IVC) #3	p. 49-50	30 minutes preparation 60 minute IVC + 30 min. dial-in
REFLECT	Reflect & Connect	p. 51	15 minutes

Unit 3: Engaging Our Communities

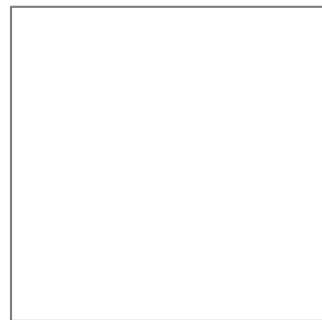
LEARN

Activism Case Studies	
<p>TIME 20 minutes</p>	<p>MATERIALS Case Study Overview (EH p. 45; SW p. 42) “Leadership Types” Worksheet (EH p. 46; SW p. 43)</p>
<p>OVERVIEW In this activity, students will learn about young people who took on active roles in their communities to promote positive social change. Students will consider the skills and methods used by others to engage communities, and how they could likewise harness these skills when engaging their own communities.</p>	
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <p>Warm-Up: Distribute the “Case Study Overview” worksheet (EH p. 45; SW p. 42). In small groups, have students read a case study provided, or do research on a case study of their own. Guide small group discussion:</p> <ul style="list-style-type: none"> ○ What prompted the young leader in your case study to engage their community? ○ What goal was the young person trying to accomplish? ○ What obstacles or challenges did the young person face in trying to reach this goal? ○ What skills, qualities, or tools did the young person use in order to achieve this goal? ○ What skills or qualities exhibited by the young person in your case study are relevant to your own role as a young person in your community? <p>Recognizing Different Leadership Types: Distribute the “Leadership Types” worksheet (EH p. 46; SW p. 43). Have students review the different types of leaders, add a sixth leadership type, and identify where both they and the young person of their case study fit within the spectrum of leadership types. <u>Stress that all leadership types work together to promote positive change.</u></p> <p>Discussion: Debrief as a class.</p> <ul style="list-style-type: none"> ○ What characteristics, qualities and leadership types were similar or different among students? ○ Does being a leader refer to a single person or a group working together? ○ Must all leaders possess each of the characteristics you identified promote positive action, or do different characteristics still yield influential leaders? <p>Share: On the online platform, post new leadership types that you identified, and its significance.</p> <p>View: View and comment on the leadership types posted by peers.</p> 	
<div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">Optional: EXPAND YOUR UNDERSTANDING Tomorrow’s Leaders, Today</p> <ul style="list-style-type: none"> • Many of today’s well-known leaders began as individuals leading everyday lives, who possessed determination and ambition. In your community and country today, what rising leaders do you see? • Reflect on your leadership qualities and draft an action plan of a project you would like to implement in your local community. </div>	

Case Study Overview

AMANI EL TUNSI – GIRLS ONLY RADIO:

In 2008, 25-year-old Amani El Tunsi launched Girls Only (Banat wa Bas) Radio because she was concerned about the future of women in Egypt and the lack of media content relevant to women. The station, which is run by women for women, is the first of its kind in the Arab region and began with eight female presenters and a small following, but has grown to over 25 presenters and five million subscribers in 2013.¹² The radio serves as an open space for female presenters and audience members to discuss topics related to women's rights: politics, religion, sexual abuse, and family. Amani, who holds a college degree in computer science, has faced opposition to her work with Girls Only Radio; she was fired from her job as a graphic designer, arrested, and lost financial investors. However, she continues her commitment to providing radio programming relevant to women in her community. Despite hardships and opposition, Amani lives by her motto: "I will resist and won't follow the others. I can make a change."¹³ This belief drives her desire to strengthen and educate the female community in Egypt.¹⁴



BABAR ALI – YOUNGEST HEADMASTER:

Babar Ali has been called the "youngest headmaster in the world" by BBC News.¹⁵ In 2002 at the age of 9, Ali opened a school in his family's backyard for the children in his village in West Bengal, India, with the goal to provide education for all. His interest in teaching began at age 9 when some of his friends, who were unable to attend school, wanted to learn what Ali was learning in the government-run school that he attended. The informal lessons he gave to his friends inspired a passion for teaching and a desire to help children in his village who could not afford to go to school: "It's my duty to educate them, to help our country build a better future."¹⁶ Ali opened the

school and served as headmaster while he was still a student himself, and recruited friends to serve as additional volunteer teachers. During the day, he attended a school and in the afternoon he operated and taught at the school in his backyard. In 2002, when it started, the school served 8 students; by 2009, over 600 students attended the school. Babar Ali has received numerous awards for his work, including recognition by CNN-IBN's program "Real Heroes," and has been a TED Talk guest speaker.¹⁷

STUDENT'S CHOICE:

Who inspires you?! Students may also choose to investigate a case study of their choice, looking at young people (or one specific young person) taking on active roles in their community. Students may consider selecting a case study and leader of their partner country, or a case study from their own country that they would like to share with their partner school.

¹² "Girls Only Radio Station," *World Summit Youth Award*, 2013, <http://www.youthaward.org/winners/girls-only-radio-station>

¹³ "Egyptian Divorcees, Girls Only, Burst onto Web Radio Scene," *Huffington Post*, 21 September, 2009, http://www.huffingtonpost.com/magda-abufadi/egyptian-divorces-girls-o_b_293425.html

¹⁴ For additional information on Amani El Tunsi, see: "Amani El Tunsi," *Ashoka Innovators for the Public*, 2013, <https://www.ashoka.org/fellow/amani-el-tunsi>

¹⁵ "Hungry to Learn Across the World," *BBC News*, 12 October, 2009, <http://news.bbc.co.uk/2/hi/8299780.stm>

¹⁶ *Ibid.*

¹⁷ For additional information on Babar Ali, see: "Babar Ali," *Real Heroes*, <http://www.realheroes.com/babar-ali.php>

“Leadership Types” Worksheet¹⁸

“What it means to be a leader is not in a single form. We need to embrace and encourage and support different approaches to leadership. [Solving] the complex challenges that exist in the world today is about convergence of those approaches to leadership.” – Jennifer Corriero, TedxTeen, 27 March 2010

Individuals who engage their communities to promote positive change come in all shapes and sizes, with different skills, qualities and methods that aide in their success. Below are five types of leaders. Each leadership type is individually influential, and collectively powerful.

Different Types of Leaders

1. Reflecting on the young person of your case study discussion and the free write/draw, develop a sixth leadership type in the final row and indicate why this role is significant in positively engaging communities.

2. What leadership type(s) are you? What is one way in which you will showcase this type in your own community engagement through the collaborative project?



¹⁸ “Different Types of Leaders” chart compiled from:
 Jennifer Corriero. “Next Generation Youth Leadership,” *TedxTeen*, 27 March 2010, <http://www.youtube.com/watch?v=hl6Czn7GeSw>
 “Five Practices,” *The Student Leadership Challenge*, 2011, <http://www.studentleadershipchallenge.com/About/Five-practices.aspx>

ACT

Milestone 3

Final Product & Sharing

OVERVIEW

In this final collaborative project activity, you will incorporate feedback from the rough draft, gather any additional content needed, and finish the creation of the final product. You will also implement a distribution plan to share the project with multiple audiences.

INSTRUCTIONS

1. **Reflect and Revise:** Return to your Project Guide (SW p. 13) and “Need to Know List” (Milestone 1) and update with feedback from your peers on your rough draft.
 - a. Is your project addressing all six elements of a successful project according to the Criteria Wheel (SW p. 12) If not, what elements of your project still need to be addressed to ensure your project is meeting the relevant criteria.
2. **Finalize the Product:** Based on feedback from peers on the rough draft of your project, and any additional content gathered, move forward with creation of the final product. You should be able to answer the following upon completion of the project:
 - a. How does your project address your target audience and their needs and/or interests?
 - b. How does your project answer the DQ?
3. **Craft a Distribution Plan:** Use the “Call to Action” planning worksheet (SW p. 45) to identify where and how to share your project with your target audience (Project Guide, Part B).
4. **Keep Going!** You have completed your final product, but make sure to share it with multiple audiences beyond your partner group! Share in local events, online, and more!

“Call to Action” Planning Guide

WHO:

- ✓ Who is the target audience? (Hint: See Project Guide, Part B: Target Audience)

WHY:

- ✓ Why is this an important target audience?

HOW:

- ✓ How will we engage this audience? (i.e. in what format? Film screening, art showcase, poetry reading, food festival)
- ✓ Where will we hold this event?
- ✓ On what day and time should we plan this event? Is this the best time to engage our target audience?
- ✓ How will we advertise our event to our target audience?

Module 3: Engaging Our Communities

Interactive Videoconference (IVC) #3 Preparation and Outline	
TIME IVC Outline Preparation– 30 minutes (before IVC) IVC #3 – 60 minutes	MATERIALS IVC #3 Outline (SW p. 46-47)
OVERVIEW The outline below will be used as a guide for discussion during the fourth IVC. Have students review and complete this outline prior to IVC #3.	

INTERACTIVE VIDEOCONFERENCE #3: ENGAGING OUR COMMUNITIES	
Day	
Date	
Tech Dial-in Time	____:____ (Hour: Minute AM / PM)
Conference Start Time	____:____ (Hour: Minute AM / PM)
IVC #3 Backup Day, Date, Time	(Day, Date, Time)

IVC Outline

I. Introduction and Greetings (5 minutes)

GNG facilitator introduces all participating students to the final IVC of the program. One representative from each school shares:

- Name of Representative:
- Number of students participating in today's IVC:
- Something interesting that has happened in your community since the last IVC:
- Favorite moment of this program:

III. LEARN: Activism Case Studies Discussion (10 minutes)

Students share reflections on the activism case studies and discuss rights that may have been denied, in addition their own skills and qualities, in relation to the Leadership Types. This should include how students can use these skills in engagement of their own community through the collaborative project.

Case Study Observations and Comments:

My own style and qualities that help me positively engage my community:

Module 3: Engaging Our Communities

II. **ACT: Milestone 3: Final Product & Sharing (20 minutes)**

Students share their completed Collaborative Project with their partner school. Introduce your project, discuss its significance to your community, any challenges or triumphs in completing the project, and your “Call to Action” distribution plan.

- Name of Representative; Introduction of Project
- Name of Representative; Explanation of Project’s Significance
- Name of Representative; Explanation of Challenges or Triumphs

“Call to Action” Distribution Plan:

Comments for Your Peers:

III. **60-Second Showcase! (10 minutes)**

Any students who have not yet shared their talents with their peers will have the opportunity to do so in this final IVC.

- Name of Representative:
- Name of Representative:
- Name of Representative:

IV. **Culminating Discussion (10 minutes)**

This is the final IVC meeting. Reflecting on the module topics and your experiences to date, record any final questions for your peers.

V. **Conclusion (5 minutes)**

GNG facilitator thanks all students and teachers for participating, reminds students to remain connected through the online platform, and invites all to join the Youth Talk alumni network! Select one student representative to express final “thank you and goodbye” remarks on behalf of the class.

Name of Representative; Final Remarks:

REFLECT

IVC #3 Debriefing Conversation	
<p>TIME 15 minutes <i>(Either immediately following or shortly after IVC)</i></p>	<p>MATERIALS Pen, paper, internet access to online platform</p>
<p>OVERVIEW Engage your students in a short reflective conversation on their experiences to date. Complete the online educator feedback survey with your students’ reflections in mind.</p>	
<p>INSTRUCTIONS</p> <p>1. REFLECT on your Conversation:</p> <ul style="list-style-type: none"> • Did you realize anything new about yourself and your own ability to engage others? • How was the process of completing your collaborative project? Did you face any unanticipated challenges? If so, are you content with how you and your peers overcame them? • How do you feel about engaging a wider audience around the issue addressed in your project? <p>Have students capture their feelings and reflections on their Youth Talk experience in a 200-word paragraph or one-page visual image (photo or drawing). Share these reflections on the online platform and with GNG staff.</p> <p>2. CONNECT on the on the Online Platform: Continue to use our Facebook page as a place for students to continue our conversation.</p> <p>Make sure you and your students also join Global Nomads Group’s Google+ Page (https://plus.google.com/u/0/b/109565674376618689920/109565674376618689920/posts) to stay up to date with GNG’s adventures!</p> <p>Remember to post your collaborative projects on these platforms as well!</p>	

Alumni Toolkit

	Educator Handbook (EH) Page Numbers	Student Workbook (SW) Page Numbers
Alumni Toolkit Overview	p. 53	p. 50
Planning and Event: Getting Started	p. 54	p. 51
Planning and Event: Before, During and After	p. 55	p. 52
Planning and Event: Options	p. 56	p. 54

Alumni Toolkit Overview

Congratulations! As a student who has successfully completed a Global Nomads Group program you are now part of the GNG Alumni Network! Even though your virtual exchange program has ended, we hope you'll stay connected with your peers and share your experiences through any or all of the following activities:

Stay Connected

- Reach out to your partner school peers
- Meet peers from other schools
- Start discussion forums on the online platform
- Post updates about your school and community to the online platform

Share Your Experience

- Display your final project(s) at your school
- Give a presentation about your experience to friends, clubs, and/or family
- Write letters to future GNG participants

Plan an Event

- Plan a film screening of your final project(s) and/or related documentaries
- Host a cultural exchange event (food festival, holiday celebration, music & dance)
- Arrange a guest speaker to share information about a related topic (religion, culture, politics, current events from your partner country, etc.)

Planning an Event: Getting Started

Whether you are planning an event at your school, in your community, or sharing on an individual level, it is important to organize all logistical details in advance and prepare a back-up plan in case of last-minute challenges.

- Goals for the Event:** Determine your goals before planning the event. Defining your motivations will help ensure successful participation (and turnout).

Sample Goals:

- ✓ Raise awareness about a social issue, which you discussed in the program;
- ✓ Share what you learned in the program about a topic such as culture, religion, food, education, family, etc;
- ✓ Take action by promoting participation in future GNG programs.

- Choosing the Date:** Choose a date that works best for both you and your audience but which also meets the goal you have set for the activity. For example, if you wish to use this event to motivate your audience to participate in a holiday celebration, consider when you will coordinate additional activities and schedule these activities accordingly.

A few general suggestions for picking a date:

- ✓ Ensure you have enough time to plan and promote the event.
- ✓ Consider holidays and/or school breaks. To keep momentum going, any additional activities should be held within two weeks of the event.
- ✓ If you need to reserve a special room/venue, be sure it is available on your desired date.

- Reserving the Venue:**

- ✓ Can the venue accommodate everyone planning to attend?
- ✓ Will everyone be able to hear? Is it possible to set up sound equipment if necessary?
- ✓ How is the lighting in the venue?
- ✓ Does the venue include all necessary video and sound equipment for your event, or will you need to arrange equipment separately?
- ✓ If applicable, is there space to store refreshments or snacks if you are providing?

- The Event: Hospitality**

- ✓ Do you wish to track attendance? If so, set up a registration area outside the main entrance to the event with formal sign-in sheets. If you plan to send out additional information post-event, include an area on the sign-in sheet for guests to include an email address.
- ✓ Do you want to offer light refreshments? This is a great way to get the community involved -- check in with your local bakery or coffee shop to see if they would be willing to donate for the event. If possible, this is an opportunity to prepare treats from your partner country.
- ✓ Do you need help with setting up and facilitating the event? If so, enlist volunteers well in advance to ensure you have adequate support.

- Advertising – Reaching Target Audience**

- ✓ Share information about your event with posters, emails, school and/or community newspapers, and social media (Facebook, Twitter, etc.)
- ✓ For planning purposes, it may be helpful to request RSVPs to track attendance.
- ✓ Make sure to send out a reminder prior to the event.

Alumni Toolkit

- **Plan a Discussion:** After a film screening or guest speaker facilitate a discussion on themes that arose from the event. Start any discussion with the brief summary of your personal involvement in the GNG project before proceeding with questions.

Sample Discussion Questions:

- ✓ How do you think GNG programs are contributing to the process of fostering dialogue?
- ✓ What questions would you be interested in asking the students from the partner school?
- ✓ After watching this event, has your perception of the partner country changed? How?
- ✓ What did you find most surprising? What would you like to discuss further?

Anticipate questions from the audience:

- ✓ Were the students from the partner schools who participated in the project able to keep in touch with one another after the videoconferences?
- ✓ What other activities did these students participate in together?

Planning an Event: Before, During, and After

□ **Before the Event:**

- ✓ Ensure venue/equipment is reserved.
- ✓ Confirm that internet connection is available, if needed.
- ✓ Make sure that the refreshments have been ordered (if applicable).
- ✓ Ensure materials are printed (e.g. sign-in sheets, information on GNG).
- ✓ Be sure you have a digital camera to take pictures to document your event (depending on your audience, you may require photo releases).

□ **Day of the Event:**

- ✓ Arrive early to begin set-up.
- ✓ Check audio/visual prior to event start.
- ✓ If you are having a sign-in sheet, ensure the table is in a visible location and a volunteer is there to greet people when they arrive.
- ✓ Make sure you have sufficient materials printed for your anticipated audience (e.g. further information on GNG programs) and display these in a visible location. Hand the materials out when guests sign-in, or have the materials set on each seat prior to audience arrival.
- ✓ Begin with an introduction to GNG and a brief explanation of what you hope the audience will gain from the event. This is an opportunity to facilitate a brief discussion with probing questions. If you will be holding a discussion after the event, be sure to reference this prior to the event so the audience is prepared to participate.

□ **Concluding the Event:**

- ✓ Conclude by thanking everyone for participating. Encourage them to visit the GNG website and “Like us” on Facebook (<http://www.facebook.com/globalnomadsgroup>).
- ✓ Give the audiences ideas for ways to get involved!

□ **After the Event:**

- ✓ If you have collected email addresses, follow up with an email thanking everyone for their participation and including any relevant follow-up information
- ✓ If you had any special guests, send them a personal thank you note.
- ✓ Debrief to determine what went well and what could have been improved.
- ✓ Post your photos on the GNG Facebook and NING pages!

Planning an Event: Options

Film Screening

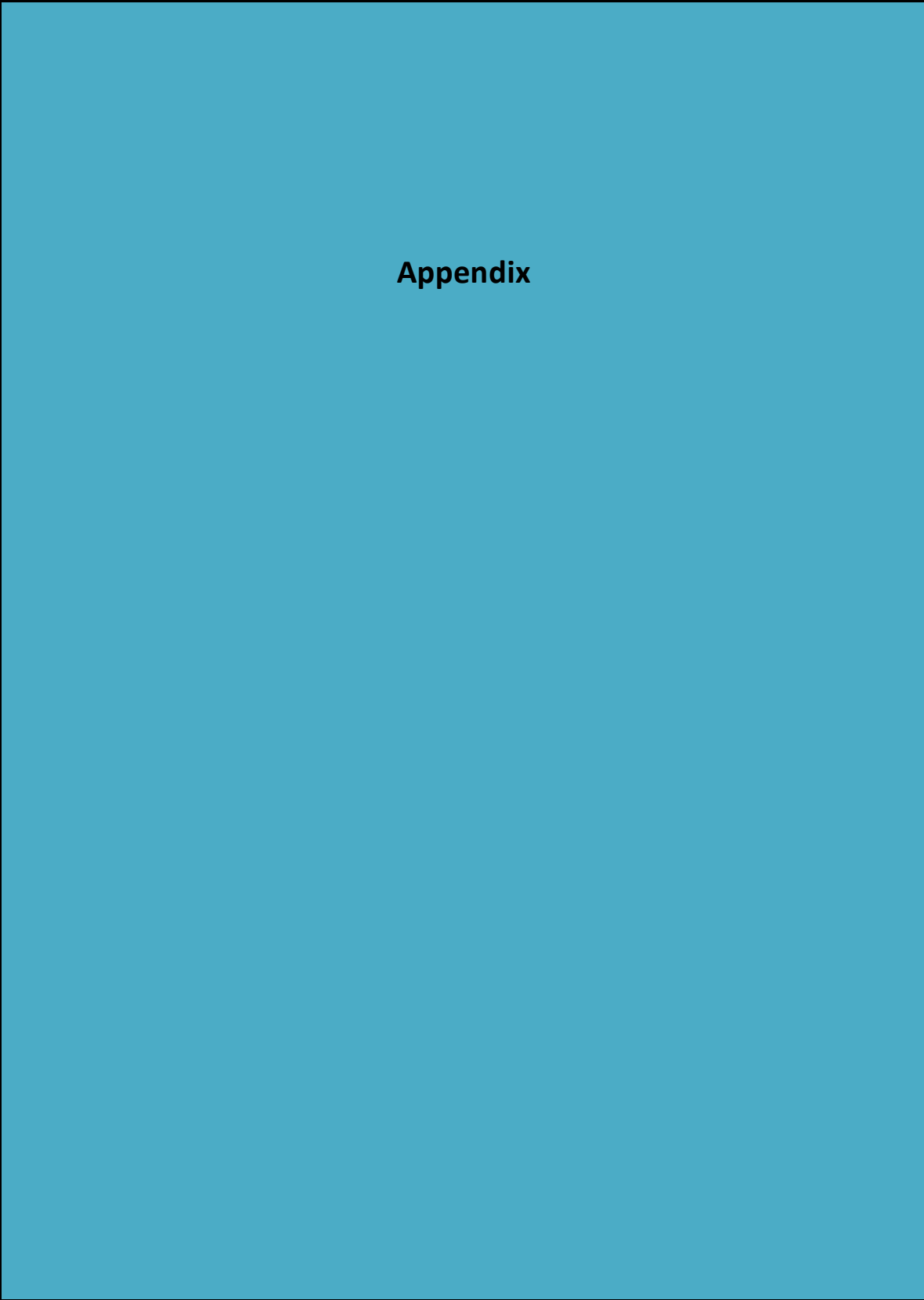
- Based on audience size, find an appropriate space for the screening (auditorium, classroom, etc.).
- Make sure you have the proper equipment with the proper adapters, most projectors and TV sets can be connected directly to a laptop, and therefore the video can be streamed from the Internet.
- Make sure you have the right size screen for your audience size.
- In case of technology issues the day of the screening, make sure to have the contact name and number for a person that can be reached during your event.
- Create a program with background and context about the videos to distribute at the screening.

Cultural Celebration

- Possible ideas include a religious celebration, food festival, music & dance.
- Find a space (park, gymnasium, etc.) that is the appropriate size for people to come and go and able to move around during the event.
- Arrange food/refreshments with a local restaurant and be mindful of possible diet restrictions amongst your audience.
- If technology or sound equipment is required, ensure in advance that it works.
- Create a program with background and cultural context about the holiday, tradition, music, etc. to distribute at the event.

Guest Speaker

- Research experts or officials in your community and contact them about their interest and availability for your event.
- Find out if the guest(s) have special requirements or fees.
- Create a program with guest speaker biography and background about the topic to distribute at the event.



Appendix A:



DECLARATION OF THE RIGHTS OF THE CHILD¹⁹

Adopted by UN General Assembly Resolution 1386 (XIV) of 10 December 1959

WHEREAS the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

WHEREAS the United Nations has, in the Universal Declaration of Human Rights, proclaimed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

WHEREAS the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth,

WHEREAS the need for such special safeguards has been stated in the Geneva Declaration of the Rights of the Child of 1924, and recognized in the Universal Declaration of Human Rights and in the statutes of specialized agencies and international organizations concerned with the welfare of children,

WHEREAS mankind owes to the child the best it has to give,

The General Assembly

Now, therefore,

Proclaims

THIS DECLARATION OF THE RIGHTS OF THE CHILD to the end that he may have a happy childhood and enjoy for his own good and for the good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals, and upon voluntary organizations, local authorities and national Governments to recognize these rights and strive for their observance by legislative and other measures progressively taken in accordance with the following principles:

- 1 The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.
- 2 The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration.
- 3 The child shall be entitled from his birth to a name and a nationality.
- 4 The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, including adequate pre-

¹⁹ Declaration of the Rights of the Child, United Nations Cyber School Bus, Adopted by UN General Assembly Resolution 1386 (XIV) of 10 December 1959:

<http://www.un.org/cyberschoolbus/humanrights/resources/child.asp>

Appendix A

Declaration of the Rights of the Child

- natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.
- 5 The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.
- 6 The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.
- 7 The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education, which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.
The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.
The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.
- 8 The child shall in all circumstances be among the first to receive protection and relief.
- 9 The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.
The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.
- 10 The child shall be protected from practices, which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.