

## The Right Way Program Resource Manual

1. **Program**  
Introduction and Philosophy, Mission Statement and Objectives, Methodology, Program Partners
2. **Child and Youth Rights Information**  
Definitions, UN Convention on the Rights of the Child (UNCRC), Canadian Charter of Rights and Freedoms, Young Offenders Act (YOA), Rights of Youth in Conflict with the Law, Child and Family Services Act (CFSA), Responsibilities for Youth in Care, Rights and Sex, How Can Youth Promote the UNCRC, Rights Quiz.
3. **Facilitation**  
Why Youth Facilitators, Your Role as Facilitator, Popular Education, Working with your Co-facilitator, What to expect from youth in a group, Ground Rules, Tips for Brainstorming.
4. **Disclosure of Child Abuse**  
What is Child Abuse, How will I know, What do I do, Questions you might be asked, Confidentiality Agreement.
5. **Activities**  
Workshop Outline, Icebreakers, Rights Needs and Desires Activity, Rights and Reality Activity, Web of Advocates, Action Planning, Sticking up for Rights-Role Playing.
6. **Names and Numbers**  
Support Person Contact Numbers, Facilitator Contact Numbers, Youth Resource Numbers.

Additional information found in binder enclosures.





# Right Way

Program  
Information





## The Right Way: A Youth Facilitated Rights Training Program

Welcome to the Right Way Program. We are glad to have the support of another young person who shares our belief that all children and youth should know and be able to stick up for their rights. With your commitment to the Right Way we are one step closer to realizing our goal of seeing that the rights of all children and youth are respected.

Youth Facilitators are what makes Right Way work. Therefore we welcome and need your feedback at all times so that we can improve our program and keep you believing in the Right Way. In addition to doing workshops we hope to meet as a group regularly, to discuss how things are going, but also to have some fun. So please keep telling us what's on your mind.

### Philosophy of Right Way

Right Way is a response to the needs of children and youth and looks to them to guide the format and content of our program. This philosophy is drawn from the UN Convention on the Rights of the Child, which encourages child and youth participation. As facilitators we try to create spaces where children and youth can discuss their rights issues openly and help each other develop solutions to real life problems.

### Right Way's Mission Statement:

To ensure that youth are provided with information and the opportunity to practise skills to assist them in realising their rights.

**More specific program objectives are to:**

- ✌ Promote rich understanding and expanded knowledge of legal and UNCRC rights among young people in care and other "at risk" youth
- ✌ Empower young people to advocate for themselves in safe and effective ways particularly by connecting them to advocacy support
- ✌ Provide an opportunity for young people to discuss their rights issues and to help one another develop solutions to problems they face
- ✌ Support youth and community initiated rights projects
- ✌ Engage young people, particularly youth coordinators and facilitators, in all aspects of the project.

## Why we do Right Way

People sometimes ask us "But is Right Way really necessary?" The experience of Child Advocates and Youth in Care Networks as well as research by professionals and youth has told us that yes rights and advocacy education is very important for young people in care.

Young people in care don't necessarily know what rights are for.

Most young people in care, have a poor understanding of what rights are for and how rights work to keep young people safe and ensure they are heard.

Young people in care don't know their rights.

Young people in care often lack knowledge of the particular rights afforded to them.

Young people in care don't know where to go for help.

Even young people who have all the information they need to advocate for their rights, don't get the help they need from natural advocates or from people who can provide more specialized support. As a result many young people don't know what to do when their rights are being violated.

Young people in care need to be better advocates for themselves and others.

Considering how vulnerable young people in care are to rights violation and considering the difficulties they face when they try to address those violations, young people need to be excellent self-advocates.

Young people in care don't necessarily live in rights respecting environments.

Although children are taken into care to ensure that their rights are fully protected, sadly many of them experience serious abuse within the child welfare, children's mental health and young offenders systems.

## Methodology

As stated earlier, the Right Way is supposed to encourage youth participation and youth engagement. Therefore our workshops must:

1. Be relevant to the needs and experiences of children and youth.
2. Be interactive, engaging and democratic (e.g. we don't just stand in front of a group and talk - we give them things to look at, talk about and do)
3. Encourage young people to be critical not passive.
4. Integrate the personal experiences of participating youth into the presentation.
5. Create a safe atmosphere where youth not only learn about their rights, but also learn how to effectively speak up for them.
6. Emphasize that everyone has rights and help motivate youth to self-advocate when safe and to exercise the responsibilities that come along with having rights.
7. Involve young people in or from care in almost every aspect of the project.

**Right Way workshops normally include:**

- ✌ Ice breakers and energizers
- ✌ Brainstorming what the word "Right" actually means, what rights are for and how they work
- ✌ Trigger exercises such as the "rights/needs/desires" activity
- ✌ Explanations about the rights children and youth are entitled to and how they can sometimes conflict with the rights of other people
- ✌ Role plays or scenarios that involve particular rights issues
- ✌ Working together to help develop strategies to help stick up for rights that might work for young people
- ✌ Q & As
- ✌ Referring youth to other organizations and leaving the group with rights reference material
- ✌ Following up with individual youth in the group or with adults who support the group

## PARTNERS IN THE RIGHT WAY PROGRAM

### Who funds Right Way?

Right Way is generously funded by Human Resources and Development Canada, Canadian Heritage, program partners and private funders. Right Way has also received project specific funding from the Youth Employability Project and Health Canada.

### Save the Children Canada

Save the Children Canada is a child rights focused development organization, working both overseas and in Canada to improve the quality of children's lives through the realization of their rights. Save the Children Canada is a non-political, non-sectarian organization committed to promoting long-term development at the grassroots level through partnerships with local communities including children, government bodies and international organizations. We believe in involving children in issues and decisions that will directly influence their lives, as well as the communities in which they live.

Save the Children Canada has a national program with offices in Toronto, Vancouver and Ottawa. In addition, Save the Children Canada has overseas programs in Bolivia, Peru, Nicaragua, Haiti, Mali, Burkina Faso, Kenya, India, Ethiopia and Sudan. Over the past three years we have run an average of 80 projects with an average of 1.5 million beneficiaries per year.

Within Canada, SCC concentrates programming in the following areas:

1. Youth to Youth is a community development project generally offered through the Boys and Girls Clubs of Canada. At Youth to Youth older children facilitate groups of younger children who identify issues in their local communities and implement solutions to those problems.
2. PEPS (Program for Early Parenting Support) is a family support model/program to enable parents of infants and young children to meet the challenges of parenting through mutual support and shared information.

3. Out From the Shadows and Into the Light works to stop the sexual exploitation of children, particularly, children who work in the sex trade. It advocates the view that sexually exploited children are not criminals, but rather the victims of child abuse. It is building a self-help network of sexually exploited youth who receive training and support to help them heal themselves and leave the trade. Youth in the network generate information to create training materials for the legal and social services systems that sexually exploited children come into contact with.

### The Alberta Youth In Care and Custody Network

The Albert Youth In Care and Custody Network was founded in 1990 by youth in and from care or custody. It is a community organization that operates on the philosophy of youth helping youth. All of our projects and programs are either run by youth or with the assistance of youths.

The Network believes that all youth have the right to safe, quality care and that their concerns and opinions are fundamental to the development of quality care in Alberta. Our mission is to ensure that all youth have a means to voice their concerns and opinions without retribution while they are in care.

### The Children's Ombudsman of Nova Scotia

The Children's Ombudsman is mandated to oversee child serving systems of government to promote fairness, accessibility, and responsiveness to the needs of children and youth particularly in relation to designated services and programs provided or funded under a variety of Provincial Acts and Regulation.

The Children's Ombudsman is empowered to investigate complaints of alleged mal-administration of the laws of the province that could include such things as alleged negligence, poor communication, oversights, abuse of authority, inefficiency and so forth. It is responsible for ensuring that appropriate complaint and review processes are available and provides information and

advice to the government and communities about the availability, effectiveness, responsiveness and relevance of designated programs and services.

The Children's Ombudsman operates independently and exercises significant judgement and decision making authority for ordering, directing and overseeing all children's investigations in the province and for developing and implementing appropriate standards, policies, techniques, training and approaches for the conduct of investigations. A major responsibility of the Children's Ombudsman is to identify systemic and major issues relevant to children, youth and their families by examining statistical and other information from a variety of sources and making appropriate policy and strategic recommendations to the appropriate Ministries and Agencies.

#### National Youth in Care Network

The National Youth In Care Network is a national charity run by and for the over 62,000 children and youth in care in Canada. We exist to nourish the development of youth-run support networks "youth in care networks" across Canada. We help our members find their voices and regain control over their lives through support, skill building and healing opportunities. Since 1986 we have conducted research, produced publications, worked on policy issues, advised child welfare professionals, and supported the development of over 70 youth in care networks across Canada. We are a "by youth, for youth" organization: all of our volunteers, board members, and staff (save one administrator) are young people, aged 14 to 24, who are in or from government care.

#### Office of the Child, Youth and Family Advocate of British Columbia

The Office of the Child, Youth and Family Advocate helps children and youth and their families who feel they are not getting the services they need from the provincial government, particularly from the Ministry for Children and Family Development. The office also works with communities to promote and support local advocacy for children and youth and informs the provincial government and the public when children and youth in BC are not receiving

the help that they need.

The Office of the Child, Youth and Family Advocate is an office of the legislature and is independent of all other ministries and services, reporting directly to the legislature as a whole.

### **The Office of Children's Advocate of Manitoba**

The mission of the Office of the Children's Advocate is to advocate on behalf of, and with, children and youth to animate their voices and ensure their rights, interests and viewpoints are valued, respected and protected. They share self-advocacy strategies and information about the child and family services and adoption system in Manitoba. The Office of the Children's Advocate promotes systemic change through collaborative partnerships with children, youth, families and their communities, while focusing on all areas that affect children and youth who are receiving, or entitled to receive, services as prescribed under the Child and Family Services Act and the Adoption Act.

The Office of the Children's Advocate operates in an arm's length relationship with the child and family services system. The Advocate is empowered to review, investigate and provide recommendations on matters relating to the welfare and interests of these children. The Children's Advocate prepares and submits an annual report to the Speaker of the Legislative Assembly.

### **The Office of the Child and Family Service Advocacy of Ontario**

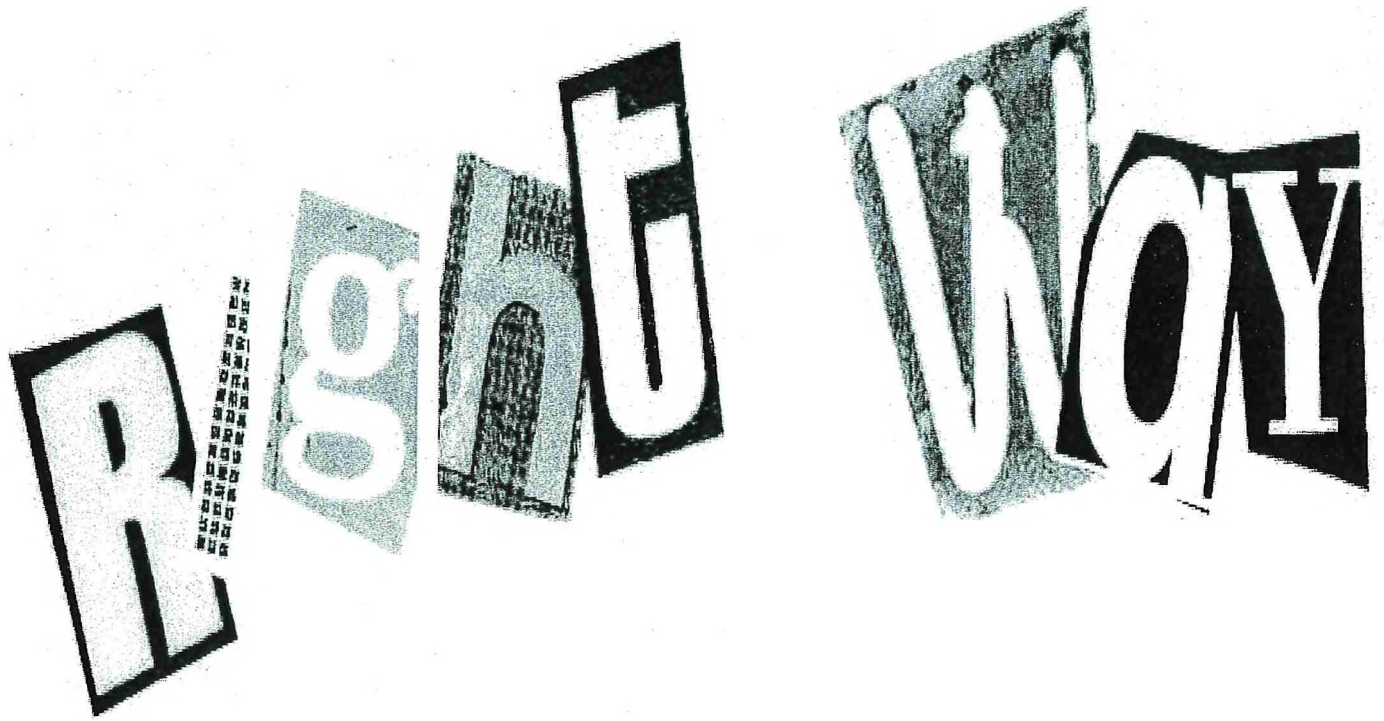
The Office of Child and Family Service Advocacy listens, problem solves, mediates complaints, negotiates with service providers or government officials, networks with the community and intercedes on behalf of children, youth or young adults when they cannot speak for themselves. Under the Child and Family Services Act, it is authorized to protect the rights and interests of children and families who are receiving or seeking services through the Ministry of Community and Social Services, anywhere in the Province of Ontario. It advises the Minister on matters that concern children and families. Any student in a residential or demonstration school



(Ministry of Education and Training) and any youth in young offender programs and facilities (Ministry of the Solicitor General and Correctional Services) is also entitled to call the Advocacy Office for help.

The Advocacy Office makes sure that children/youth in care know and understand their rights and that the laws that protect them from abuse or harsh treatment are enforced. They intercede and speak for children and their families who might not be able to get needed services or solutions without help. They help communities with complex, hard-to-serve cases where more than one government or community agency needs to be involved. In addition, Advocates continue to look into broader problems affecting groups of children and youth that can only be resolved through changes in the system.





# Child and Youth Rights Information



## Definitions of Child/Youth Rights

**Everyone has rights** that protect their humanity and dignity. Rights should be enjoyed equally by everyone. E.g. it is not fair to violate someone's rights because of their gender, ethnicity, nationality, race, etc. However the specific rights we have may depend on our situation. E.g. whether you are a child or an adult.

**Rights are not privileges.** Your rights can't be taken away because you are irresponsible. E.g. it would be unfair to be kicked out of school because you didn't do your homework. The only time a right can be fairly violated is when it conflicts with another right, but then it has to be given back when the conflict is over. E.g. although you have the right to express your opinion, there are laws that violate that right if you are threatening to kill someone else.

Rights are the things that you are supposed to be **provided with, protected from and take part in**, which help you survive and develop. E.g. we are provided with food which we need to survive, we are protected from all forms of abuse which harm our development and we take part in making decisions about our future.

**Rights work best when they are used together.** All the rights work with each other, like players in a team, to make sure people are respected as human beings. They are a package deal and work poorly when you are allowed some rights and denied others. Although in one situation one right may seem more important, you can't rank one right as being more important than another in all cases. You need them all! E.g. having a house to live in isn't more important than having food to eat, you need both to survive and be healthy.

Because rights work together **sometimes rights come into conflict with each other.** One person's right can conflict with another person's right or two rights can conflict within one person. E.g. we have the right to express ourselves, but if we were to threaten to kill someone that would conflict with someone else's right to feel safe... or a child

has the right to privacy but if they are hiding drugs in their room adults in their life also have to consider the child's right to be safe and healthy. When rights conflict for a child the decision that is made by the adults in their life must be the one that is best for that child and for that to happen adults should listen to what the child has to say about the decision.

You can call on the United Nations, our government, laws, rules, codes, charters, police, teachers, the media, caregivers and other young people to help you fight for your rights or to help balance rights that are conflicting. E.g. you may be able to charge someone with a crime if a right is violated, or you may be able to get someone else to help you solve the problem.

Rights can be strong or weak. Strong rights are rights that people know about, that are respected and that people fight for when they are not respected. E.g. if I don't know that I don't have to do work I think is dangerous, or if no one does anything when someone makes a racist comment, or if many children in my community don't get enough to eat, then those rights are weak.

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## A simplified version of the UN Convention on the Rights of the Child

### Article 1

The Convention covers anyone under the age of 18

### Article 2

All children have the rights listed here

### Article 3

Everything should be done in the best interests of the child

### Article 4

The government must uphold children's rights

### Article 5

The rights of parents/caregivers and family must be respected

### Article 6

Children have a right to live

### Article 7

Children have a right to a name and nationality

### Article 8

Children have a right to have their identity protected

### Article 9

Children have a right to be with their parents if this is best for them

### Article 10

Children have a right to leave a country to be with their parents/caregivers

### Article 11

Children have a right to protection from kidnapping

### Article 12

Children have a right to express their views on anything that affects them and for their views to be listened to

### Article 13

Children have a right to find out things and say what they think, through making art, speaking and writing

### Article 14

Children have a right to choose their own religion

### Article 15

Children have a right to choose their own friends

### Article 16

Children have a right to privacy

### Article 17

Children have a right to information through the media

### Article 18

Both parents have a responsibility for children

### Article 19

Children should be protected from abuse and neglect

### Article 20

Children have a right to be cared for by others if their family is unable to do so

Article 21

Children have a right to be adopted if this is in their best interest

Article 22

Children's rights to protection and care should be upheld if they have to leave their own country

Article 23

Disabled children have a right to care, education and training

Article 24

Children have a right to medical treatment if they are sick

Article 25

If children are not cared for by a family, they need to be getting the most appropriate care for them

Article 26

Children have a right to social security

Article 27

Children have a right to a decent standard of living

Article 28

Children have a right to education

Article 29

The education children receive should help them develop

Article 30

Children have a right to practise their own religion, language and culture

Article 31

Children have a right to leisure, play and participation

Article 32

Children have a right not to have to work until they are legally old enough

Article 33

Children have a right to be protected from all forms of illegal drugs

Article 34, 35, 36, 37

Children have a right to be protected from all forms of exploitation, cruelty and torture

Article 38, 39

Children have a right to be protected from having to fight in wars and a right to care if they are injured in a war

Article 40

Children have a right to defend themselves legally and to receive help if they need it

Article 41

Any other rights children have in law also apply

Article 42

The government must make the rights in this Convention widely known to both adults and children

Article 43

A Committee on the Rights of the Child will measure how well governments do in realizing this Convention



## Canadian Charter of Rights and Freedoms

Fundamental Freedoms say that everyone in Canada has the right to:

- have their own ideas about what is right and wrong and to have their own religion
- think, believe and hold opinions
- express opinions including expressing opinions through the media or through other ways of communicating
- gather together with other people if they are peaceful
- hang around with who they want to hang around with

Democratic Rights say that every citizen of Canada has the right to:

- vote to elect a member of Parliament or of Legislative Assembly or run for election
- a government that meets regularly and new elections at least every five years

Mobility Rights say that every citizen of Canada has the right to:

- enter, remain in and leave Canada

And every citizen of Canada and every person who is a permanent resident of Canada has the right to:

- move and live in any province and to seek employment within any province

Legal Rights say that everyone in Canada has the right to:

- life, freedom and protection of themselves - these rights can only be suspended if it is legal and fair to do so
- be protected from unreasonable search or seizure of their stuff
- not be held by the police or put in jail without a good reason
- if held by the police 1) be told the reasons for their arrest 2) get and instruct a lawyer quickly and be told they have that right 3) be released if there is no legal reason to keep her/him there
- if charged with breaking the law 1) be told right away what law they broke 2) go to trial in a reasonable time 3) not be made to be a witness against someone else involved in the situation 4) be treated innocent until proved guilty in a fair and public trial 5) not be denied reasonable bail unless there is a good reason 6) not be found guilty because she/he didn't say something in their trial 7) not be tried more than once for the same crime

- not be subject to any cruel or unusual treatment or punishment
- help from an interpreter if he/she needs it because they speak a different language or are deaf

Equality Rights say that everyone in Canada has the right to:

- be treated equally by the law and be protected and benefit equally from the law no matter the persons race, national or ethnic origin, colour, religion, sex, age or mental or physical disability

English and French are the official languages of Canada and are equally important and both must be used equally in all institutions of Parliament and the government of Canada. Children also have some rights to go to school in either French or English.

These rights should not take away any aboriginal or treaty rights given to First Nations peoples by land claims or other agreements.

These rights should also be interpreted in a way that respects and realizes the multicultural backgrounds of Canadians.

## Child and Family Services Act

Youth in care have the right to be heard. They have their own thoughts and opinions. They have the right to express themselves.

Youth in care have the right to participate in their plan of care decisions. They have the right to offer their opinions, ask questions and partake in discussions regarding issues that concern them.

Youth in care have the right to freedom from corporal punishment. No one can spank or slap another person, anytime, anywhere.

Youth in care have the right to appropriate health care. This includes good nutritional meals, regular medical and dental care.

Youth in care have the right to education and to develop their special talents and abilities. They also have a right to follow the religion of their choice.

Youth in care have the right to be promptly informed of their rights. Their rights need to be explained to them in a way that they can understand them.

Youth in care have to understand the rules, discipline practices and responsibilities if they are placed in a home.

## Child and Family Services Act - continued

Youth in care have the right to contact people in their life. They have a right to see or talk privately to people who are important to them. Family members, social and child care workers, probation officers, a lawyer and an Advocate from the Advocacy office are all people who they have a right to talk to.

Youth in care have the right to privacy. It can mean them being by themselves or having their own personal property. It can also mean privacy of mail. As long as it's safe for the youth, privacy is their right.

Youth in care have the right to contact the Advocacy office to make a complaint. All kids in care have a right to know about how to make a complaint and they also have the right to know how to contact the Advocacy Office.

They have a right to appropriate clothing - warm in winter, cool in summer, and clothes that are right for their age.

They have a right to recreation - games and sports that are great for their head and body.

Youth in care have the right to grow up in their own culture. That means using their own language and practicing their own religion. No matter where youth live in Ontario they have a right to take their culture with them.

If a youth in care is specially challenged, they may need care and training to get them ready for life in the world. They have a right to live as fully and happily as they can.

### Child and Family Services Act - continued

Youth in care have a right to see their agency record if they're over 12.

If a youth in care is older than 12, they also have a right to be notified of court hearings and to attend them.

Youth in care have a right to ask for a placement review.

## A Note about Responsibilities for Youth in Care

Everyone is responsible for respecting the rights of others. Understanding our own rights helps us to know how to respect the rights of others. To make the place we live in run smoothly and safely, there are rules to follow. Rules vary from place to place so it is our responsibility to find out what the rules of the home are.

Youth in care also have a right to know what happens to them if they break the rules. Then they can take responsibility for what they choose to do.

### How youth in care can handle a conflict or a rights violation

If a youth in care is having problems or feels their rights are being violated, it may be a good idea for them to talk to their worker.

If discussing the problem with their worker doesn't help, there are others they can talk to. Their parents. Their lawyer. A good friend. Then, if they are still not satisfied, they can get in touch with the Advocacy Office. Advocates are there to listen and to help make things right.

Youth can write or phone the Advocacy Office. Advocates will keep their confidence and see to it that no one punishes them for calling. Their phone number is: 1-800-263-2841.

## The Young Offenders Act

Young offenders have the same rights as other youth in care. However, since they're under the Young Offender's Act, they have specific rights too.

The Act applies to all young people who are 12 to 17 years old at the time they are said to have broken a federal law.

### **Young offenders...**

Have the right to be informed of their rights and freedoms in the criminal law system.

Have the right to be heard when decisions are being made about them.

Have the right to get assistance from an adult at any stage of the judicial process.

Have the right to legal counsel and will be given the chance to obtain that counsel.

Have the right to request a transfer to a different facility. They can ask their probation officer or the Custody Review Board.

Have the right to the least possible interference with their freedom as long as the public is protected and the needs of young people and the interests of their families are considered

## Rights of Youth in Conflict with the Law

Youth do not have to answer any questions when the police stop them. However, it is a good idea for them to give the police their name, address and age. Answering these questions politely can help as well. It is important for youth to ask the police why they are being asked these questions.

If youth are arrested, they should call a lawyer right away! They do not have to talk to the police or answer any questions until they have a lawyer with them. Anything the youth say can be used against them in court. Also, youth do not have to sign anything until their lawyer arrives.

The police must explain rights to the youth when they are under arrest. These rights should be explained in a way that youth can understand them. If youth don't understand their rights, they should say so.

If the youth are under 18, the police are required by law to notify their parents or guardian if they are arrested. Youth have the right to see their parent, or another adult, as well as their lawyer, before they talk to the police, sign anything, or are videotaped.

The police have the right to take the youth's fingerprints and photograph after they charge them. The youth cannot refuse to do this or they can be charged with another offence.



## Rights of Youth in Conflict with the Law - continued

It is against the law for the police to use force to make youth talk or answer questions. If the police treat youth badly, they can:

- get the name and badge number of the officer
- see a doctor right away if they are hurt
- get the name and phone numbers of any witnesses
- talk to a lawyer right away



## Rights and Sex

- Sexual contact includes sexual intercourse, touching someone in a sexual way, or showing them your genitals.
- You have the right to say no to sexual contact and to be protected from sexual exploitation and abuse.
- You have the right to stop sexual activity at any point even if you said yes to it earlier.
- If someone has sexual contact with you when you are drunk or high on drugs, they could be charged with sexual assault.
- If someone threatens or hurts you or someone you know in order to make you agree to have sexual contact they could be charged with sexual assault.
- You have the right to apply for a restraining order (a legal document that says someone must stay away from you) if you feel harassed (someone's stalking or threatening you).

**If you, or your sexual partner, are under 18 there are more laws you should know about.**

- If someone more than two years older than you has sexual contact with you, if you are under 14 they could be charged with sexual assault even if you agreed to the sex.
- If someone in a position of trust or authority (like a teacher) has sexual contact with you, if you are under 18 they could be charged with sexual assault even if you agreed to the sex.

## **Incest**

- It is against the law to have sexual intercourse with: your brother or sister, half-brother or half-sister, parent or grandparent, child or grandchild.
- You are **not** guilty of incest if you had sexual intercourse because you were forced to, or because you were afraid of the other person.

## **Some other things to remember**

- In all other cases if both you and your sexual partner want to have sex, then you are free to have it.
- You have the responsibility to respect the sexual rights of others. All people have sexual rights.
- Good communication, honesty and trust, along with good information and self-knowledge, can help protect both partners' sexual rights.
- Both males and females have the responsibility to protect each other from sexually transmitted disease or unplanned pregnancy.

## How Can Youth Promote The Convention on the Rights of the Child...

Here are some things you can do. Always be on the lookout for other things you can take part in. At every level of action, you first have to find out what is going on. Then you can act to change things.

### ...On a local level?

- Find out about the services for children and youth in your area – does every child have equal access (legally or in reality) to education? Health care? Recreation facilities?
- Volunteer to work or fundraise for a local organisation that provides services to children.
- Take part in local action - environment clean-up days, cultural festivals, building playground equipment, etc.
- Write letters to the editor of the local newspaper to express your ideas on children's rights.
- Lobby local city councillors to provide better services for children and families in your area.

### ...On a national level?

- Find out who in the government has responsibility for seeing that the Convention is implemented, and whether any changes in the law, in social services, and/or in education services have been brought about since Canada signed the Convention.
- Contact the UNICEF office nearest you to find out how you can participate in the promotion of children's rights.
- Write to your local Member of Parliament if you feel that more could be done to implement the Convention.

### ...On a global level?

- Find out about places in your part of the world and in other countries where children's rights are infringed.
- Join an international human rights organisation; campaign or fundraise for it.
- Use your role as a consumer to express your opinions: for example, avoid buying products from companies that use child labour, pollute the environment, discriminate against minorities, etc.
- Lobby your representatives in international organisations, including the United Nations. But also give them your support for action they are taking in favour of children's rights!

## How Can Young People Promote The Convention on the Rights of the Child...

Here are a few things you can do. Always be on the lookout for other things you can do. Pay attention to what's going on around you. Once you know what's going on, then you can do something to change things that you think are not right.

### ...in your family

- Read more about your rights at home from the booklet that we gave you.
- Talk to your parents about things that you think are not right in your family.
- Tell your brothers and sisters about what you learned at school about your rights and their rights.
- With your family, make a list of rules at home that everyone has to follow. Put it on your fridge to remind everyone about rules of respect, about the right to not be bullied, and other things that you think need to change to help promote the rights of the children in your family.

### ...in your school

- Talk to your principal if you think something not right is going on.
- Talk to your teacher if you think that someone is not being treated fairly.
- Join a club that looks after other students' rights in your school.
- Join the school council to help promote all the students' rights.
- You can create a group in your class, or with other classes to look after your rights in the school, such as the right to have a safe school, or a clean school.
- Do fundraising in your school for activities at school that promote children's rights. Or you can also raise money at school for organisations who work outside of school like the Boys and Girls Club.
- Talk to your teacher about getting someone from UNICEF to come to your school to talk about what UNICEF is doing about children's rights.
- Advertise the United Nations Convention on the Rights of the Child at school (posters, etc.)

### ...in your community

- You can make sure that the park or the playground or sports fields where you play are safe and clean. Call your local Parks and Recreation Department and let them know if you think they are not clean and safe. The number is in the Blue pages in the telephone book.
- Get involved in activities to promote the things that you think are important, like environment clean-up days, festivals, etc.
- Get your friends to do the same thing as you, like calling the Parks and Recreation Department; or go together with your friends to the environmental clean-up days.
- Volunteer to help raise money for organisations like UNICEF that you think do good work. You can go door-to-door to raise money.
- Call the Volunteer Centre nearest you (the number is in the phone book) to find out what organisations work in your neighbourhood to promote children's rights. Then call them and see what you can do to help them.
- Advertise the United Nations Convention on the Rights of the Child in your community (posters, etc.)

## Rights Quiz 1

The following questions are either true or false.

1. Youth have rights and freedoms but they do not include those in the Canadian Charter of Rights and Freedoms.
2. Youth have the right to be told about all their rights and freedoms in the criminal law system.
3. Young offenders will not always be held as responsible or get the same punishment as adult offenders.
4. The Young Offenders Act applies to all youth between the ages of 12 and 17 at the time they are said to have broken a federal law.
5. Students can be suspended from school for a maximum of 20 days.
6. Suspended students can return to the school property during their suspensions.
7. Students do not need to be given written notice of reasons for their suspension.
8. Students do not have a right to appeal suspensions.
9. Only parents, and not the students themselves, have a right to see student records.
10. Children and youth have a say in custody and access decisions.

11. Youth must be 18 years of age or older before they can decide where they want to live.
12. Youth are entitled to receive welfare benefits if they are 16 years or older.
13. Youth 12 years of age or older who are involved with the Children's Aid Society have the right to be present in court when decisions are being made about their placement.
14. Youth must be over 16 if they wish to have a review of their placement.
15. Youth living in a group home have the right to speak with and visit family members on a regular basis except when there is a court order which states otherwise.
16. If youth misbehave in a group home, they lose their right to be protected from physical punishment.
17. Youth have the right to participate in sport and recreation programs.
18. Within reasonable limits, youth have the right to privacy and to their own personal property.
19. Youth in care must receive permission to call the Advocate's Office before they voice a complaint.
20. There is nothing that youth can do if they are treated badly by the police.



## Rights Quiz 2

1. The Convention is the most widely accepted human rights document in history.
2. The majority of the rights in the Convention deal with nurturance rights, those related to survival and development.
3. The least controversial aspect of the Convention is related to children's participation rights. These rights allow children to speak on issues that affect them.
4. The main rights themes of the Convention include survival, development, protection and promotion.
5. Youth have rights but they do not include those in the Canadian Charter of Rights and Freedoms.
6. Youth have the right to be told about all their rights and freedoms in the criminal law system.
7. Young offenders will not always be held as responsible or get the same punishment as adult offenders.
8. The Young Offenders Act applies to all youth between the ages of 12 and 17 at the time they are said to have broken a federal law.
9. Children and youth have a say in custody and access decisions.

10. Youth under 18 years of age are not allowed to decide where they want to live.
11. Youth have the right to develop their special talents or abilities.
12. Children and youth have a right to play and leisure.
13. Countries who have signed the Convention can receive sanctions from the UN if they do not comply with the Convention's requirements.
14. The United States was one of the first countries to sign and ratify the Convention.
15. Cultural belief systems play a role in how children's rights are interpreted.
16. One of the main thrusts of the Convention deals with the notion of the 'best interests of the child'.
17. Under the Convention, a child is considered anyone under the age of 16.
18. Article 42 of the Convention says that it is the responsibility of governments to make young people aware of their rights.
19. If there are standards of national or international laws that are superior to the Convention, the higher standards will always apply.

# Right Way

Facilitation



### Why youth facilitators?

What youth learn from each other usually has more impact and staying power than anything they are told by adults.

Some children and youth may have learned to mistrust the advice and attention of adults. They can best be reached through peer attention.

For some children and youth, it is very difficult to trust and rely upon others. Learning to do this usually begins with peers.

Attention from adults cannot substitute for acceptance by peers.



## Your Role as Facilitator

### YOUR ATTITUDE!

- ✌ Focus on the process not the content
- ✌ Listen with sensitivity - Not just to the content of what someone is saying but to the feelings behind it
- ✌ Be a co-learner
- ✌ Be flexible - Think bamboo, not oak
- ✌ Believe in and follow the ground-rules
- ✌ Be open and frank and don't be defensive
- ✌ Work for equity
- ✌ Be impartial - You can never be neutral, but try to be fair

### YOUR JOB!

- ✌ Ensure that the physical setting is comfortable
- ✌ Make introductions - Try to learn and use everyone's names and if you feel comfortable, share a little bit about yourself
- ✌ Confirm expectations - Explain why you are here
- ✌ Establish guidelines - Include the rules, process, agenda, time limits
- ✌ Keep focus and enforce the guidelines
- ✌ Check people's perceptions - Are people confused, bored, tired and if so, do something!
- ✌ Send questions/problems back to the group and if you don't have the answers, say so!
- ✌ Reflect back what you see, hear and sense to the group - Don't forget body language or tone of voice!
- ✌ Note agreement (common ground) or disagreement
- ✌ Encourage the group to explore ideas and feelings

## YOUR JOB - continued

- ✌ Add new information, change the pace, or mix up the group if things get stuck
- ✌ Don't criticize, don't judge
- ✌ Make sure everyone feels heard
- ✌ Develop trust

## YOUR TECHNIQUES!

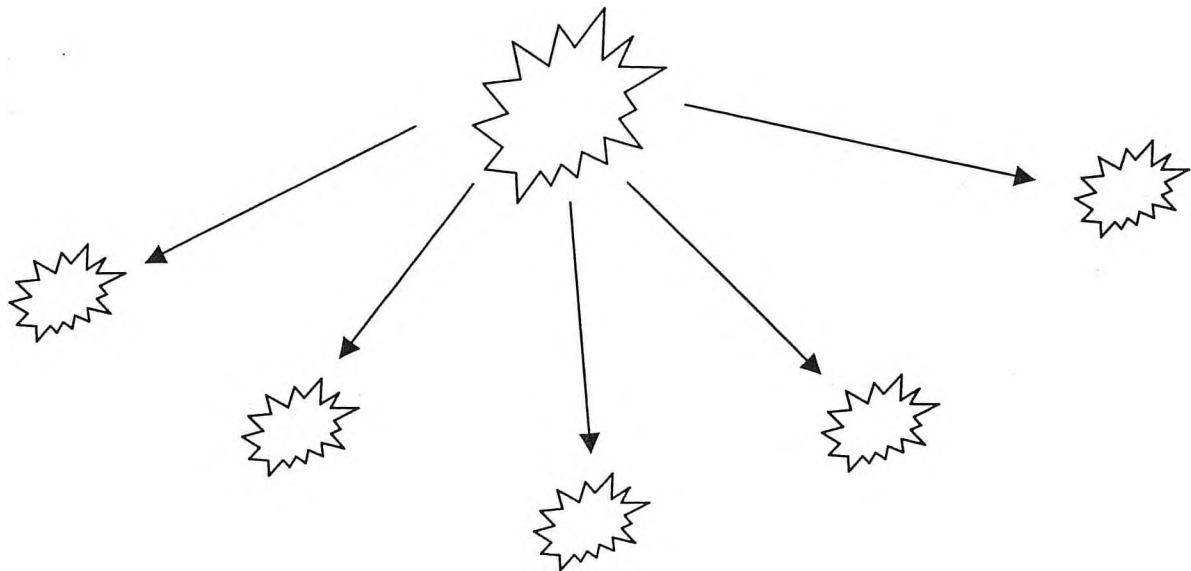
- ✌ Ask questions
- ✌ Speak in plain language
- ✌ Restate the problem or question - Try repeating the same thing in different words
- ✌ Ask people to tell you more
- ✌ Allow people to vent their feelings.
- ✌ Brainstorm
- ✌ Clarify statements and feelings - always do this when you don't understand what someone is saying... asking for clarification often works when someone is being silly
- ✌ Summarize what is said, organize what is being said and report back to the group
- ✌ Give lots of positive feedback
- ✌ Don't come up with solutions or decide on one answer too early
- ✌ Use fun and humour

## WATCH OUT FOR!

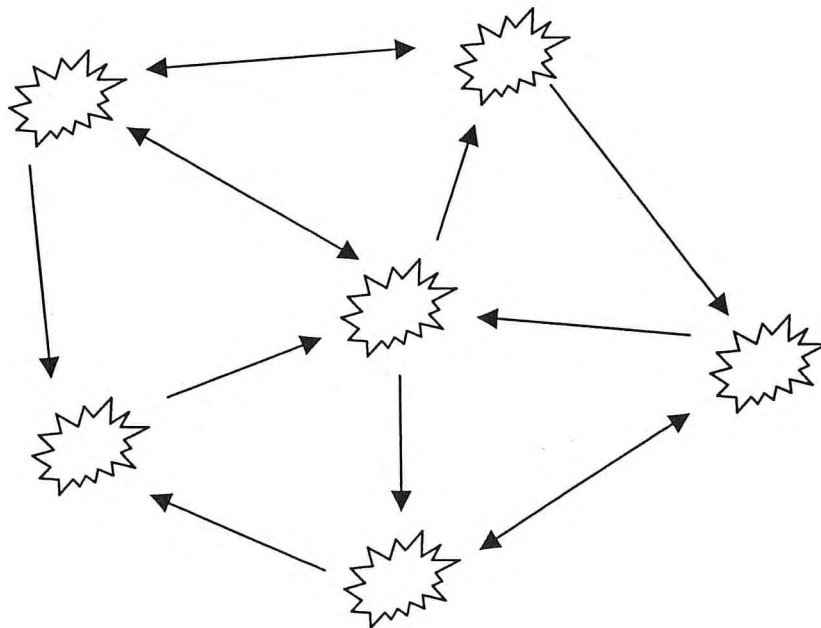
- ✌ People not following the ground-rules
- ✌ People jumping to conclusions instead of really listening
- ✌ People getting ready to speak or respond
- ✌ Cynicism or feelings of victimhood



Some Teaching and Learning Looks Like This:



Facilitation Looks Like This:



Adapted from Mann, Gillian and Erin Smith. Youth to Youth a Program Guide.  
Toronto: Save the Children Canada, 1997, p. 22.

### Working with your co-facilitator

You will probably have to sort out what you will do in each session. It is a good idea to think about the skills that you and your co-facilitator have and then decide who will do the different parts of the session. Also, one facilitator may feel more comfortable taking the lead. As you become more familiar with the sessions, you may want to change the way you do things. For example, you may want to use new scenarios or different ways of getting the group involved. Remember, it is okay to experiment with the way you do things, you want to keep things interesting for yourself and your co-facilitator and it will likely make the sessions better.

It is impossible for us to always get along with each other. When problems come up, it is important to try and solve our differences as soon as they come up. So, talk things over with your co-facilitator when you have some concerns. It is important to also consider what your co-facilitator is saying about you as well. Things usually work out when we are willing to listen to each other's criticisms.

If the above doesn't work, share your thoughts with the co-ordinator of the program who will try and help you come up with solutions to the problem. Just call the co-ordinator of the Right Way program at Save the Children-Canada at 221-5501, ext. 223 for help if you need it.

## What to expect from youth in a group...

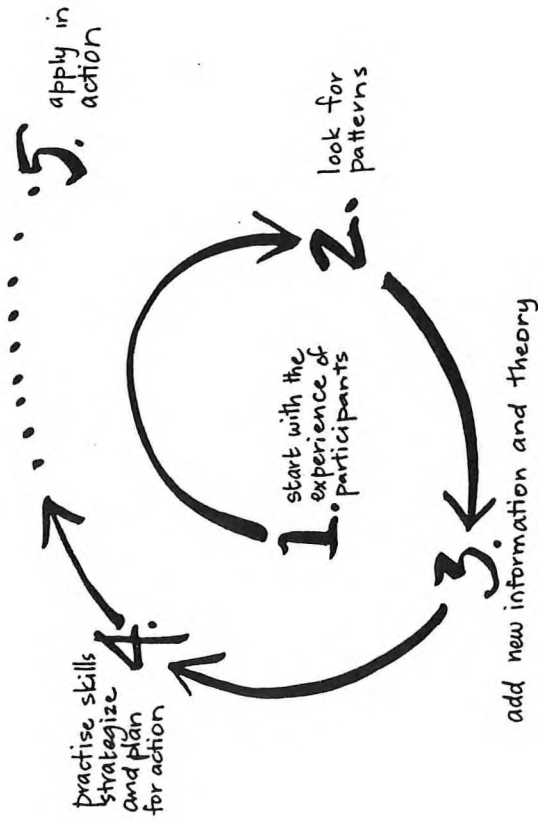
- Nervous about being in a group
- May become embarrassed or silly
- Worry about how they look
- May wait for someone to notice how they look
- May experiment with personal styles of dress and behavior
- May not know how their behavior affects others
- May compete for attention
- May respond well to individual attention
- May respond emotionally to things happening in the group
- May share feelings that you need to follow up
- May be slow to trust adults or older youth
- May test limits or authority figures
- May ask you personal questions - you do not have to answer these
- May attempt to 'split up' group leaders from each other
- May share things that bring out feelings in you
- Need clear boundaries and rules
- Need to have some freedom and responsibilities
- May try out new behaviors in the group
- Moods may swing high or low in group
- May have short attention span
- Need energizers and physical activity
- May need some step-by-step direction
- May describe things in black and white
- May be judgmental
- May want to remain quiet
- May use nonverbal cues (body language) or ask for help in different ways
- Enjoy on-the-spot demonstrations
- Need skills practice
- Respond well to short-term rewards

### What to expect from youth in a group - continued

- May be easily influenced by other peers
- Positive peer pressure can make a difference
- Still open to change

In planning for a workshop together, three of us pooled our own best attempts at design models. We came up with one we call "the spiral model" which we now use in our work.

### The spiral model



This model suggests that:

1. learning begins with the experience or knowledge of participants;
2. after participants have shared their experience, they look for patterns or analyse that experience (what are the commonalities and what are the differences?);
3. to avoid being limited by the knowledge and experience of people in the room, we also collectively add or create new information or theory;
4. participants need to try on what they've learned: to practise new skills, to make strategies and plan for action;
5. afterwards, back in their organizations and daily work, participants apply in action what they've learned in the workshop.

An extension of this model is that later participants return to share the experience for further assessment and critique, and perhaps work to revise the strategies - moving through the cycle again.

What happens when we compare the assumptions in the spiral model with those in the expert model?

- ◆ The spiral model values not only the knowledge and experience of the outside expert, but also - and even more - the knowledge and experience of the participants.
- ◆ In the spiral model everyone teaches and everyone learns in a collective process of creating new knowledge, rather than only the teacher teaching and the students learning using the expert model.
- ◆ In the spiral model, education leads to action for social change, rather than to the maintenance and reproduction of the status quo.

### ◆ The spiral model helps us work with creative tensions.

a) tension between practice and theory  
We began designing and facilitating education programs by the seat of our pants. It was only in reflecting on our own education practice that we realized we needed some theory. We learned from books and other experiences, including those in Central America. This learning led us to develop our own approach, the spiral model.

This is not the usual approach to developing theory. In school we learned that theory is something developed by the experts, something that usually seemed quite unrelated to day-to-day living and working. In contrast, we are suggesting that theory involves going down into a deeper understanding of our own day-to-day existence, rather than up into the abstract.

So theory not only informs our practice but it also springs from it. In this way we are all theorists.

b) tension between action and reflection

Have you ever noticed how often social activists complain about having no time? In our result-oriented, "time poor" culture, time for reflection (or thinking) is not only limited but also often seems a waste of time. The spiral model helps introduce a dynamic relationship, between action and reflection, into the design of an educational event.

The starting point is experience (past actions). We reflect on and learn from this experience to develop new action plans for the future.

c) a tension between participant knowledge and new input

In our society, because we are taught to trust the experts, we don't usually learn to value lived experience as a source of knowledge.

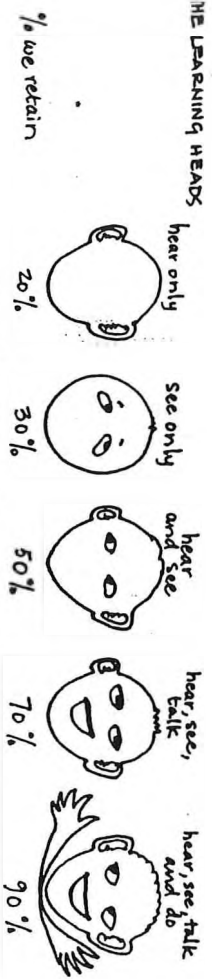
In one trade union workshop, for example, an organizer shut off the video camera during a session when workers were talking about their experiences with a health and safety problem; and turned it on again when the U.S. expert arrived to deliver her presentation.

\* Thanks to Oscar Jara of Alforja in Central America for the concept of "profundización" (deepening).



In contrast, the spiral model places a great deal of value on participant knowledge. Indeed, it links new input to the experience of participants.

➔ The spiral model takes into account how people learn.



We use the learning heads in some of our workshops to demonstrate that people retain more of what they learn when they use more of their senses and can apply what they are learning. The work of some academics in the field of non-verbal learning – while we often have serious reservations about how this work has been applied – has helped us understand more about how people learn. The spiral model allows us to use this new information in the way we structure our education sessions.

➔ The spiral model uses what we know about effective adult education.

Principles of effective adult education practice

How we know effective adult education is happening\*

- participants see what they are learning as valuable
- the goals are clear
- participants can make mistakes
- the experience of all participants is valued and drawn upon
- new facts and insights are connected to what participants already know
- participants get direct and frequent feedback
- people share / debate / discuss what they are learning with others
- participants feel respected / listened to
- participants have input into how teaching and learning happens
- differences in identity and experience are acknowledged

\* Adapted from the Canadian Labour Congress, *Instructor Training Course Manual* (Ottawa: Canadian Labour Congress, 1983), with the additional input of Anne Marie Stewart and Barb Thomas.

But this list is not enough for social change educators. – (John effect) adult education has a lot to teach us about how people learn and we use the principles in our work, they are just the first step.

➔ The spiral model incorporates the principles of Education for Social Change.

Deborah Barndt, an author and popular educator based in Toronto, talks about a friend who once said: "I find it dangerous to know HOW to do something without knowing WHY and FOR WHOM." The expert learning model trains people to adapt – to fit better into society as it is. Education for social change has a radically different goal.

As social change educators, we add to the principles of 'good adult education'.

Principles of education for social change or

How we know education for social change is happening

Social change education:

- critically examines unequal power relations, not just differences (race, class, gender, disability, heterosexism, ageism)
- names and challenges ideas and practices that support inequality
- anticipates and addresses conflict
- encourages creative expression
- uses the mind, hands, and emotions
- is a continuing process, not a single event
- strengthens organization
- encourages collective action for change
- models democratic relations between learner and leader
- includes both reflection and action
- puts local issues into national and global contexts

Education for social change is NOT neutral.

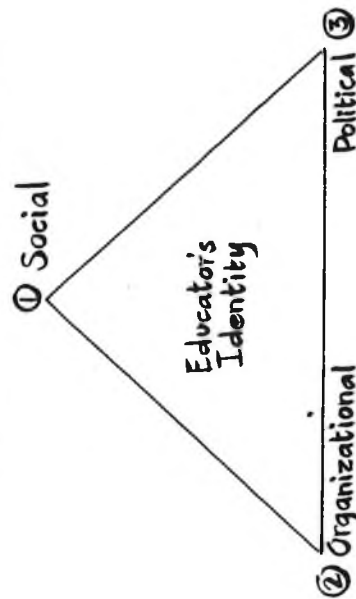
### ★ things to guard against – your worst scenario

This is the moment to think about our nightmares. If we identify them in advance we can take them into account, possibly avoid them. In the example of the workshop on violence against women, we could have foreseen the possibility of challenge by a male participant and discussed and practised several responses.

We do want to stress, though, that in the design we are trying to look for ways to explore tensions creatively, not to flatten or avoid them.

### ★ resources and skills we bring/need to get

In our design we identify ourselves in relation to the group and the issue, using the identity triangle introduced in chapter one.



Our two educators recognized that while they shared the same race and ethnic background (social identity) as most of the participants, their perspective on the issue was radically different. As outsiders to the community organization (organizational identity), they began to think about how to involve some of the participants in the planning process so they could together explore appropriate ways of introducing the issue of violence against women.

### ★ desired outcomes: what we want people to feel, know, understand, be able to do at the end of the session

The educators needed more advance information about desired or anticipated outcomes. The community organization that issued the invitation might have been asked to name a planning committee to meet with the educators. At the meeting, the planning group would have had a chance to clarify what they wanted from a session on violence. Why were they organizing the event?

Then, if anyone challenged the basic purpose of the event, members of the planning committee would have been in a position to help the facilitators deal with the situation.

### Getting the Design straight

Having found out who's coming, formulating some desired outcomes, and discussing things to guard against and the resources we need to bring, we begin to set more specific objectives.

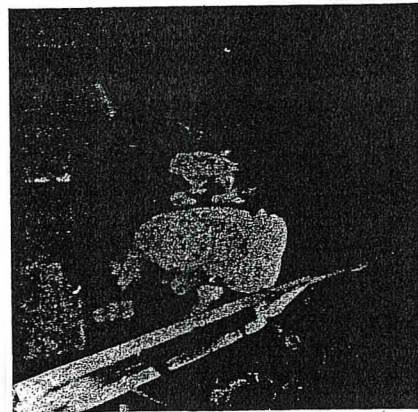
In our workshops with educators there are always audible groans when we get to this part. Setting objectives is not easy for any of us. Yet we've found it to be the most important part of the design process. Setting clear objectives helps us all to be clearer about what we want to do. Once we have the objectives it's easy to do the rest of the planning.

So, once the groans have subsided, we do an exercise that first asks people to divide into planning teams and fill in the "Worksheet: thinking about the event". In setting objectives, the first question we ask the educators to think about is what they want participants to feel, know, understand, and be able to do at the end of the event – a stage that is a process tool for generating objectives.

After this discussion the task becomes a matter of identifying three specific objectives for the event. Once this is done we come back together and ask the group to volunteer their work. Using the following guidelines, we rework objectives together.

#### Guidelines for setting objectives

- ◆ Are they realistic for the time you have?
- ◆ Is there a clear verb that suggests an activity?
- ◆ Is the objective measurable? How would you know if you had done this?
- ◆ Is it appropriate to the group? i.e., could you express this objective to the group and get support for it?
- ◆ Is there a logical flow from one objective to the other? (refer to stages of the design model)
- ◆ Do the objectives address what you want people to feel, know, and be able to do?



RICK ARNOLD



### An example

After using the worksheet, one planning team volunteered their objectives for the full group to revise.

#### original objectives

1. critically reflect on our own individual experiences of learning
- The changes included use of verbs that suggested activities; making the objective more specific, keeping in mind the time available.
2. draw out and analyse principles of social change education.

Here there was a problem with the flow from #1 to #2 - in that you could not analyse what had not yet been introduced.

3. identify the aims of union education.

Using the flow of the spiral model as the planning guide, objective #3 needed to move towards some action or strategy, in this case policy guidelines for the union.

#### revised objectives

1. describe and discuss our own experience of learning in union educational events
2. draw out and introduce principles of social change education
3. develop guidelines for the aims and organization of union educational events.



### ING THE PIECES TOGETHER

Imagine that we're taking the next step in designing an educational program - a workshop - together. We've broken the workshop up into its separate pieces: we know who's coming, and why, we've considered all the angles we could think of, and we've set our objectives.

Now it's time to put the pieces back together, which for us is the most creative and fun part of advance planning. At this point, keeping in mind the stages of the spiral model, we add a number of elements critical to any successful education event.

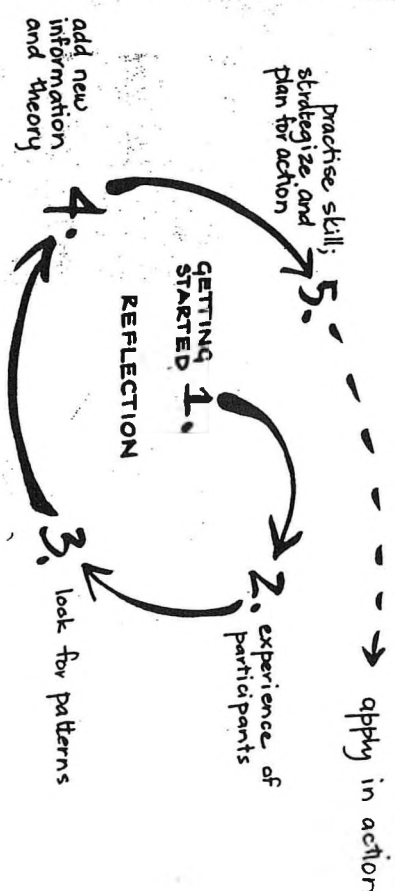
#### getting started

In considering the design of our workshop, we note the tasks we will need to take care of at the outset of the event, such as introductions, finding out why people are there, discussing the agenda and objectives.

#### reflection

We place "reflection" in the middle of the diagram to indicate that we want to build reflection and evaluation into the design all the way through - not just leave them until the end.

#### Stages of a workshop



Now let's move on to look at each stage of our design. We'll be talking about why we've found each stage important and about some of the problems we've faced. We'll share some tips on how to deal with these problems. In the next chapter we'll outline some of the activities that can be used at each moment in the design.



## Getting started

One of the most frightening times in a workshop for the facilitator – and sometimes for the participants as well – is the first few minutes. You face a group you don't know. The group always seems larger than it really is, and the faces blur. If you're a participant you worry, "Oh no, this is going to be a waste of time." Or you're afraid you'll embarrass yourself somehow. So as educators, what we do in the first ten minutes is significant in setting the tone for the entire event.

We also know that first impressions are powerful. If we wow them in the first ten minutes, we can always coast until at least the end of the first activity! Joking aside, the issue of credibility is particularly vital for an outsider to the organization. It is a paradox in democratic education practice that before you can successfully give over control to the participants, you need to establish your credentials, to get their respect.

The mistake we most often make is not spending enough time in building relations among people in our events. When we don't take this necessary time, we find that we pay for it part way through. As social change educators, we see our role as providing support for the building of a movement for social change. Building trust in and among organizations within the movement is an important part of that role. To build trust takes time.

We have also found that it is important, though, to balance this need with the needs of task-oriented participants who want to see some hard content early on. In a shop-stewards course on grievance procedures, for example, participants will be anxious to start getting into aspects of dealing with the grievances of co-workers. If you start with too many group-building activities the level of impatience and anxiety in the room is going to build up – and perhaps come crashing down. So decisions about how much of what kind of activity to introduce depend on the particular organizational culture of participants (a concept we talked about in chapter one).



MARGARET MCCOLL

## What to do in the first hour

The most basic task for beginning is that of introductions – people need to find out enough about each other and the workshop to feel comfortable. Also, to give people time to "get there" as part of our introductions, we ask them to talk about what they had to do to get to the event.

✦ **Establish your credibility.** For example, two of us who are not trade unionists were asked by the education director of a major union to do a session on popular education. We were not only outsiders to the union and the province, but would also be presenting what might be considered suspect subject matter. After talking to the union members who had invited us, we decided to start by giving participants a sense of who we were. So we presented ourselves more formally than usual. We also got the union president to lend a little extra credibility to the proceedings by introducing the session and us to the members. In any session, it is critical to let people know who you are and how you connect with them.

✦ **Find out why people are there.** Even when you've collected information in advance, all participants are rarely involved in the planning so there is a need to check expectations to make sure that the plan is going to meet their needs. The stage also lets people hear directly from each other and gives out the message that the intent is to make this workshop their program, not ours. We often put people's expectations down on paper, providing material that can later be used in the reflection at the end of the session.

✦ **Introduce the objectives and the agenda.** We introduce the objectives and plan for the event with reference to the expectations of participants and negotiate any changes. In this process we clearly name expectations that:

- ✦ are already part of the agenda
- ✦ cannot be met, which are outside the scope of the session
- ✦ can be included but would require some redesigning. At the subsequent session we can return with a concrete proposal for discussion about how they can be met.

A well-thought-out introduction to the program is evidence of your preparation and can be part of establishing your credibility. It is also a mark of respect for the participants.

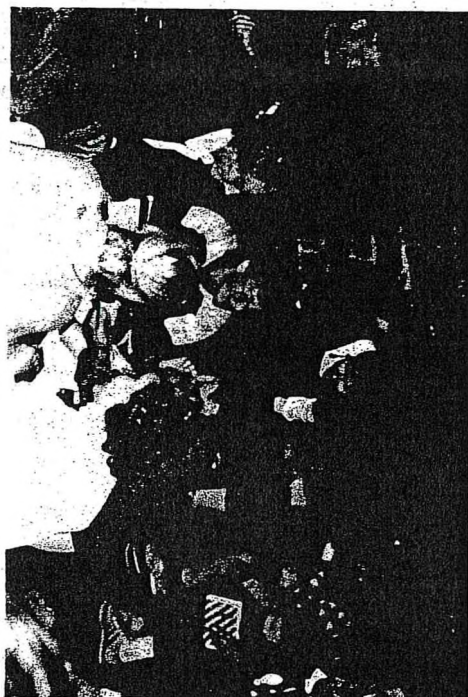
✦ **Introduce the theme of the workshop.** This step can be part of the introductory exercises or activities for getting started, which we outline in chapter three. We've also found it useful to include an activity that helps the group situate itself in relation to the theme or topic: to look at who we are and who we aren't and how these factors condition our relationship to the topic.



✦ **Negotiate the logistics.** At any event there is always a number of logistical problems to get out of the way before anything else can be done, from establishing guidelines on smoking to negotiating times for beginning and ending sessions. Especially in residential situations – when people are meeting in places overnight and far from home – participants not used to the situation will be preoccupied with questions about meals, telephones, and sleeping arrangements. Clarifying these logistics helps reduce anxiety – something we have underestimated in the past.

In union courses, a Class Steward is elected with responsibility for all logistics and complaints. Reviewing and negotiating the workshop schedule also helps clarify logistics. We particularly check when people need to leave at the end of the session, because we prefer to finish early with most people there rather than having people drift out in ones and twos. A "collective agreement" might be developed to cover ground rules about logistics.

✦ **Set the atmosphere.** One important message people should get in the first hour is that we want them to participate in and take ownership of the event. To help establish this atmosphere, we choose introductory activities that give everyone a chance to participate. Within those activities there is often an opportunity to move the furniture around so that people will begin to claim the space as their own. (See chapter four, "USING SPACE: THE POLITICS OF FURNITURE.") We often establish a process for our work together by putting forward our assumptions about the process and negotiating those with participants. We post a list of these assumptions and use them as a reference throughout the session.



DMI ARCHIVES

#### Our assumptions about a workshop: a sample list\*

- Everyone will help contribute to a safe /non-judgmental environment.
- Much of the content will be coming from the participants.
- Participants bring analysis /experience to the program.
- Everyone will have a shared intolerance for all forms of oppression.
- Participants will take responsibility for their own learning and interaction with other participants.
- Everyone will participate fully in all sessions.
- People will bring a sense of humour.
- Everyone will set objectives for a three-hour workshop and design one activity.
- There will be tolerance of differences in approaches and strategies.

Chapter three outlines some of the activities we use for getting started. We also use a summary checklist – and when we forget three or four items on this list we know later on why things didn't go as well as they could have.

#### A getting started checklist:

- Introductions to each other
- set the atmosphere, build the group
- reflect on the social identity of the group in relation to the topic
- identify participant expectations
- introduce the theme of the workshop
- introduce the objectives and the plan for the event, referring to the expectations of the participants
- get people "there" mentally as well as physically
- establish a process for the event with participants
- clear up any logistical details (washrooms, lunch)
- negotiate ground rules (smoking, meeting times)
- give participants a chance to claim the space in the room

\*Two of us prepared this list for a five-day workshop with the African National Congress in Lusaka in January 1990. We also included several assumptions about ourselves: 1) we know less than participants do about this social content; 2) the fact that we are White Canadian women has shaped our particular knowledge, experience, and perspectives; and 3) we bring a knowledge of the theory and practice of social change education and will contribute it as appropriate.



## Getting out people's experience or knowledge of a theme

Starting with what people know—with their experience—provides an important statement to the participants. It says that we value what they know, that their experience is important. It also helps people recognize their own personal resources: how much they can learn from each other; how much they already know about a theme.

Feedback from many participants tells us that this beginning is also an important moment for starting to build a different kind of relationship between student and teacher. There is a sense of energy released in a session as we uncover the richness of experience and resources with a diverse group of people.

For the educator/facilitator this beginning also provides invaluable knowledge. It's a way of determining what people already know, so that you won't bore them with old information.

Besides these practical considerations, there are clear political implications in not putting people's knowledge and experience at the centre of the program and making them central to the opening session of any educational program. What messages do we convey through an education that feeds information to people, assuming they know nothing? Such practices come down again to supporting the dominant social belief in experts (usually those sanctioned by people in power). Instead of encouraging action, these practices encourage passivity. Both the content and the process of education are political.

We must admit that several educators, reflecting on their own experience, have taken issue with us on this point. They say, "But it is often the participants themselves who want to hear from the expert. They want us to give the input—and feel that talking about their experience is a waste of time." This response really isn't a surprise when you reflect on the two dominant educators in Canada: the schools and the mass media. In these two key outlets the knowledge that is valued comes from experts and not from experience, feelings, and intuition. An important task we have as educators for social change is to encourage people to value their own experience, to increase our collective self-confidence to act for change, including change in the process and/or content of the education program itself.

Most often, we find, participants embrace the chance to talk about their own experience. The resistance comes from educators: worried about what will happen if they give up control; afraid of "not having all the answers"; concerned about people coming to the "right" conclusions. As social change educators, if we only talk about people taking control and don't adapt truly democratic practices in our education programs, we are working against our own long-term goal of supporting people to empower themselves to transform society.

## Tips on pulling out people's experience and knowledge

A reader of an early draft of this chapter made it to this point and said, "This is very well, but how do we do this?" Chapter three provides part of the answer. Here also are some of the points our experience has taught us to consider in pulling out people's experience.

- ♦ **what experience gets shared where and why.** Since their own experience something people know a lot about, you need to carefully draw out the information from this experience that you want to work with later. For instance, generate more information than you will be able to process later on, people feel frustrated or even negated because part of their material isn't used.
- ♦ **how much data you want to take up in the full group.** We may have discussed three questions in small groups but ask them to report back on only one. Participants should know in advance that only one question will be shared with other groups.
- ♦ **the emotional impact of sharing experiences on the theme.** In a shop with women educators working on the issue of woman abuse, we did take sufficiently into account the fact that there would be abused women group who would need additional time and support to deal with their own. The emotional cost to a person will be directly related to his/her social identity and relationship to the theme of the session.
- ♦ **the social identities and mixture of the group.** In a session on racism, for example, it is crucial to consider the relationship of participant experience to the theme. If there is to be a mix of people of colour and White people, the diversity this will produce must be taken into account in your design. For example, is the threat to a person of colour of "voyeurism" by White participants who need to deal with the day-to-day lived reality of racism.
- ♦ **the ways in which participant experience relates to the topic.** In a shop on the media, for example, the way in which participant experience relates to the theme will be very different for journalists or community people interested in media access. In a session that includes both groups, how can you create opportunity for learning from each other? If only one group is present, how can your design include the other voices?
- ♦ **the kinds of questions you will ask.** We have found that coming up with the right questions is the single most important decision we make. The questions need to be few, clear, simple, and considered from all angles. There are other considerations as well, such as whether to have open or closed questions or to "generate" questions on a theme.\*

\* For more on questions, we suggest the article "How to use questions effectively," by Patrick Suescunth in *Ideas for Training Managers and Supervisors* (La Jolla, California: University Associates, 1978).



## Looking patterns in our experience



Canadians do have the "freedom to choose" - from among, for instance, some fifteen different brands of washing detergent. The choice of course, is often an illusion, because a handful of companies put out the "different" brands and most if not all of the soap is more or less the same. But this illusion of a "freedom to choose" - with the focus on our individual rights and freedoms - creates a special challenge for educators working to build collective action for social change.

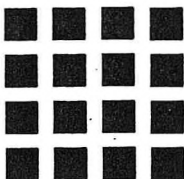
For us, the step of collectivizing experience, then, is very important. And for us one of the fundamentals of collectivizing experience in educational events is (perhaps ironically) to break down into small groups so voices have a chance to be heard. Then those voices are brought back in some form (through an appointed speaker or a dramatization, for instance) to the full group or plenary session, where we look for patterns in common.

After people have had an opportunity to talk about their experience and identify patterns, something we often hear is, "And I thought I was the only one." By finding patterns we recognize that many of our problems aren't ours alone and, just as important, aren't our "fault".

How can it be "just my fault" when other people say they've had similar experiences? When we identify patterns we also try to keep in mind the difference between what it means to have the same experience and what it means to have similarities in certain aspects of our experience because of different social identities.

In collectivizing knowledge or experience, we have the opportunity to learn from each other. Participants in a workshop or other event can also realize how much they know collectively, as a group.

Take a quick look at the graphic below. How many squares are there?\*



Now ask some other people near you to look at the design. How many squares do they see? How many do you see when you work together? There are supposed to be thirty-one squares. Our group could only find thirty (1x16, 4x9, 9x4, 16x1) - if you find the other one, please let us know.

You might want to use this exercise in your organization to make the point that collectivizing knowledge and experience is worthwhile.

\* University Associates, California. Used in adapted form in union education, including Steelworker Training Manual for Local Officers, Toronto, 1984.

## Tips on collectivizing experience and knowledge

- ✦ **Don't suppress difference.** In focusing on the pattern, experience it is important to acknowledge and engage difference. One useful question is: What are the similarities and the differences in your experiences? For example, men (non-harassers) and women see the prevalence of sexual harassment in the workplace in totally different ways.
- ✦ **Arrange the process to ensure that everyone has a voice.** When you have small groups reporting back to a large plenary, how often have you seen a first group using up all the time and covering all the points, so the others are left feeling frustrated and disappointed? To avoid this, we sometimes ask people to present one point only, so we can move along and make sure that the last person or group will not only have time but also still have something to add.
- ✦ **Ensure that the plenary isn't a repeat.** It's frustrating for participants if the plenary simply repeats what took place in the small groups. So we have to consider how the collectivizing of the experience will move the discussion forward (raise a new point, expand on an important issue). You might ask groups to identify points of energy or tension as the focus for deeper plenary discussion. (See chapter three, "STEPS OR MOMENTS IN AN ACTIVITY," for different ways of reporting back from small groups.)
- ✦ **Consider the range of organizational roles among participants.** The degree of variety among the people you're working with will influence how much time you need to take things up. For instance, in a workshop with a whole organization where you have a mix of program staff, management, and board, you will need longer than if you were working with only one of these groups.
- ✦ **Don't try to pursue everything in depth.** We always have to select - that's why establishing clear objectives is so important. Focus on one or two central ideas and let the rest just flow on past or flag them for another time and place. One caution: it is possible for a key point that wasn't considered in the objectives to emerge in the process. Check with the group to see if they want to refocus the session or pursue the original design.
- ✦ **Have participants look critically at their experience.** There are some questions that help to do this. Are there any surprises? Insights? Do you see any patterns? How do your (individual) experiences compare with the general patterns we seem to be seeing? What are the similarities and differences in the presentations?



## Adding theory/new information



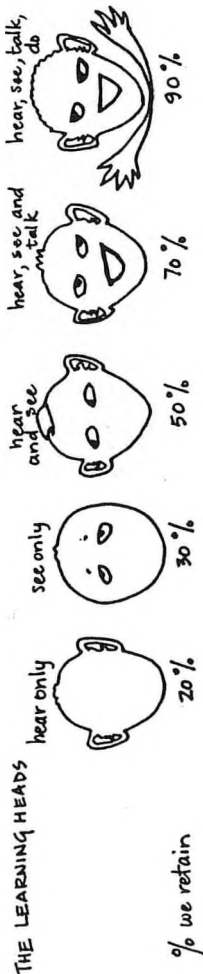
One of the misconceptions about popular education or social change education is that all of the information has to come from the participants themselves. On the contrary: we feel it is important not to limit people to the information and experience they have in the room. Although we want to validate participant experience and knowledge, we do not want to romanticize it.

But it is true that for social change educators whose task is to empower people, how we add new information takes on political importance. Our process must affirm what people already know while suggesting new questions and frameworks for deepening understanding. For example, in doing workshops with educators we encourage the participants to share from their own experience what helps and hinders their learning. After collectivizing that material we briefly introduce the principles of adult and social change education and provide theory on how people learn. (This is where the "learning heads" introduced earlier come in.) But we make a point of showing participants how they had identified most of those principles and theories in their own learning. Now, we hope, their own learning has been put forward in a framework to which future experience and information can be attached.

Adding new material can also be an opportunity to connect to other, outside struggles and issues. For example, in a workshop with food industry workers in Canada we looked at building alliances with other sectors in their industry. After we spent some time considering the successes and failures of the participants' past experience in alliance building in Canada, we introduced a case study of the Guatemalan Coca Cola workers. As we looked for similarities and differences between the two cases, some additional strategies suggested themselves for possible use by their unions. The workshop also built solidarity—ending with a telegram of support from participants to those on strike in Guatemala City.

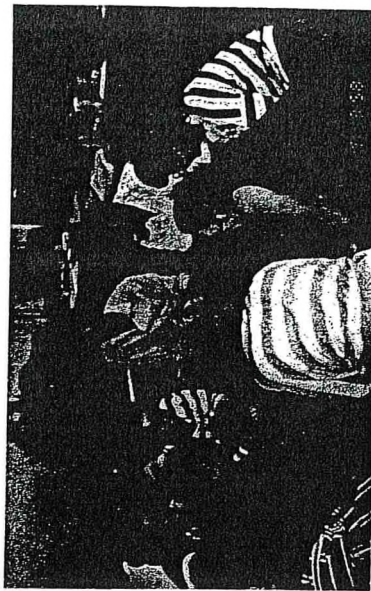
Participants often have specialized knowledge that we can draw upon in the workshops; and/or we can bring in outside resource people and resources. In addition to deliberate presentations, we shape the information that is generated by how we structure the sharing of knowledge and experience among participants, by the questions we pose, by the issues we take up, by the anecdotes we add to participant comments, and by using case studies and other exercises.

Nor does new input have to be limited to the session itself. It's always good to come up with a collective list of reading materials or human resources for future consultation; we often use a flip-chart for this purpose.



## Tips on adding theory/new information

- ♦ **participant energy level and the time of day.** As a rule of thumb, we try to make presentations just after lunch. When we see from body language drooping eyes that energy is sagging, we add energizers. A few of our favourites are included with the activities in chapter three.
- ♦ **how people learn.** Keeping in mind our learning heads, in adding new information we try to use as many of the senses as possible for greatest retention.
- ♦ **organizational culture.** We need to be sensitive to organizational culture: we introduce new content. How large trade unions make decisions or share information is very different from the way small community resource centres. So when we add new information we consider what will be most effective in particular organizational context. Print? Film? An oral presentation? A play?
- ♦ **what resources are available.** This comes back to advance planning: we need to do research before the event to see whether there are resource people, audio-visuals, or other resources we should consider using.
- ♦ **literacy levels of participants.** This consideration will help determine whether any of the resources on the topic are appropriate to your situation.
- ♦ **the question of voice.** It is crucial to critically preview any audio-visual resource before we use it with special attention to the issue of voice: what is the racial, ethnic, and class makeup of the resource and the perspective of its message? Our bibliography here lists several resources that help identify the questions we should all be asking about the audio-visuals we use. But it's also possible to use less-than-perfect materials critically and involve participants in raising questions of voice.
- ♦ **how to relate new content to what participants already know about the topic.** To aid understanding, we need to be clear about how the new information or theory relates to what we already know. One way to do this is to build in a continual review of new input in light of experience.



ALOK MURHERJEE



## Practising skills, forming strategies, and planning for action

After sharing and analysing experiences and deepening understanding through the input of new information and theory, participants are usually ready to act on what they've learned.

As we've seen with the learning heads, most learning occurs when people try on what they've learned – when they do something with it. So one thing we want to ensure is that participants have a chance to practise their skills. It's like public-speaking courses that use video to give participants a chance to practise in front of a video camera, with co-participants as their audience.

We also want to make sure that there is time to form strategies and plan for action. It is in this commitment – to take action – that social change education radically departs from mainstream adult education.

Our school system poses education as exposure to ideas – learning "all sides" of a question. Individual students, presumably, are left to make up their own minds about what to think. When teachers discuss action they tend to do so in the abstract and as a personal (or private) matter for their students. They limit action to activities that are not too "political."

While our task as social change educators is not to define for people how they should act, our programs assume that change comes about because people take action, collectively as well as individually. One of our goals is to strengthen organizations – and organizing skills. We are involved in education for action.

## Tips on practising skills

✦ **Consider the risk involved in "performing" before your peers.** When, for instance, participants in an event are video-taped in front of the others, most of them tend to get very anxious. They all want to do well but are sure they'll mess up. So we need to take steps to make sure everyone feels safe in this kind of situation. Something that has worked well for us is to have participants develop guidelines for giving feedback to each other. This process is described in more detail in chapter four, "GIVING AND GETTING FEEDBACK."

✦ **Give participants control over any product.** For example, when we make videotapes in a workshop, we give the participants a copy of their presentations and feedback to keep. If we want to use any aspect of it in other contexts, we negotiate its use with the person(s) involved.

✦ **Build in adequate preparation time.** The workshop design needs to allow people enough time to prepare to practise their new skills in front of their colleagues. Without adequate preparation, the anxiety level increases and people are more likely not to do well.

✦ **Design time both to practise and to discuss the experience.** Adequate discussion time is especially important for participants who are not happy with their "performance". But for all participants there is a great deal of learning in the reactions of their peers, as well as in the unravelling of their own experience during the practice exercise. If the practising of skills runs overtime, which it often does, be sure that everyone gets time to practise and that the last few people aren't rushed. This means that you need to consider beforehand what you are willing to drop from the program.

## Tips on forming strategies and planning for action

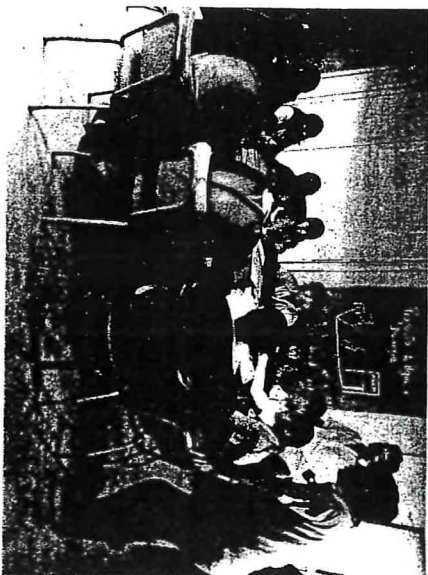
✦ **Consider the organizational context.** What are the possibilities for action and application within the organization(s) represented by the participants? If possible, clarify this information in advance with the planning committee.

✦ **Find out where and with whom people will be exerting influence.** In action planning, we often consider the use of caucuses: that is, whether there is merit in dividing participants according to their location within the organization. For example, in a union session we might have the stewards in one group and the local union officers in another.

✦ **Consider both collective and individual action.** We strongly encourage collective action, allocating most of the discussion time to group strategies. It's also important to give participants a chance to focus on their individual roles and responsibilities in follow-up action. One tool we've used is the "letter to yourself" at the end of a session. Participants write a letter to themselves, outlining what they want to have accomplished by the time the letter is mailed to them in the future (the date is predetermined). The facilitator collects the sealed letters and mails them as follow-up on the predetermined date. A collective letter, produced as a summary of proposed actions and posted in the workplace, can also be a powerful reference.

✦ **Leave time to identify the next steps for whatever action is called for.** Before people leave the session, we usually identify some "next steps" – who will do what and when. In some cases there is also a need to identify a co-ordinating group or follow-up committee.

✦ **Identify how you will evaluate the proposed action.** How will you know if you have been successful? When and how will you critically review the action and see what new strategies are called for?



DEBORAH BARNDT



## Reflection and evaluation

As social change educators, we also want to find ways to open up our work to constructive criticism.

We used to only do evaluations at the end of the event, asking questions like: Did we accomplish what we set out to do? Did the people who came meet their objectives? One problem we've faced, though, is that participants tend to be polite at the end of a session whereas in the middle they are more likely to be frank because their input could affect their own learning.

Increasingly we realized that to be effective we needed information from participants during an event about both the content and the process so that we could make the necessary changes as we went along. We ask some of these questions:

- ♦ What are you learning? How are you feeling?
- ♦ How is the content useful? What else do you need?
- ♦ Who has participated / who hasn't? Why?
- ♦ How is the pacing? Too fast or too slow?
- ♦ How is the balance between new and familiar content?
- ♦ How is the language level? What has been clear / unclear?

So we began to build in evaluation as a reflection on the process, throughout the event. That's why we place "reflection" in the middle of the spiral. One activity we use - which we call "the Fly on the Ceiling" - involves participants stopping each day to reflect on what they've been through. This gives all of us an opportunity to look back and ask ourselves: What did we do? What did we learn or feel? What can we use or adapt for our own work?

We also use "Process Observer Reports": each day two participants take responsibility for collecting information from the others and for delivering a verbal report on the process at the beginning of the next session.

We describe these activities, along with others, in greater detail in the next chapter. We find that not only does ongoing reflection give us information we can use to modify the design as we go along, but it also helps participants take greater ownership of the process. Feedback indicates that when the facilitators are open to the frank, honest critique of participants, we help build more equal relations among everyone.

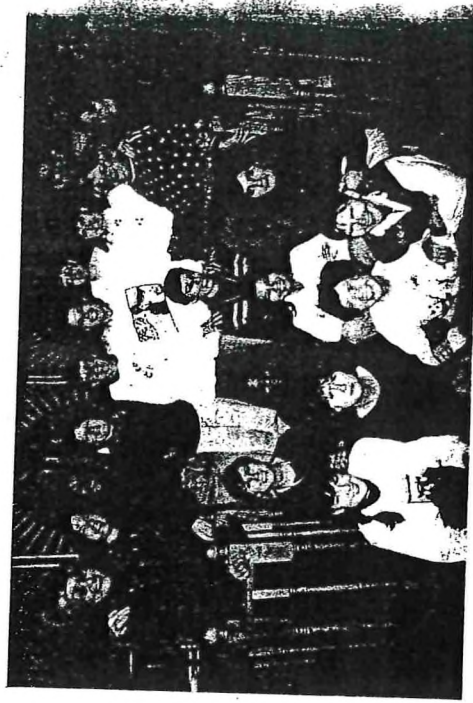
Some educators worry that this built-in repeated reflection takes up too much time. But, for our part, we made an extremely liberating discovery we'd like to share with you: you don't have to cover all of the items on your agenda. As social change educators we are trying to empower people for action, and sometimes that means encountering resistance. If we cram the session so full that every participant voice that is raised seems to be a delay, what does that say about the importance we attach to the views of participants?

We have found that the element of time can be used as a mask for underlying political values or choices. Participants will most likely read "We don't have enough time for that" as "This doesn't matter" or "I don't want to do it".

We think it's important to build in time for people to take control of the education process, to negotiate real changes in the agenda, and to resist overload.

Sometimes it is necessary to have a formal evaluation at the end of the event: for political reasons (funders demand it) or maybe because it was a pilot program) and you require the information. End-of-session evaluations can also become an integral and critical part of the learning process - building on ideas that came up earlier and are just beginning to be digested.

Even when there is no need for a final evaluation, there is a need for wrapping up, for closure. Some of this need has to do with human stuff, like goodbye. Some of it has to do with follow-up, with being sure that everyone is clear on what should do what. The next chapter includes some of the activities we've used in end-of-session reflection.



BARB THOMAS

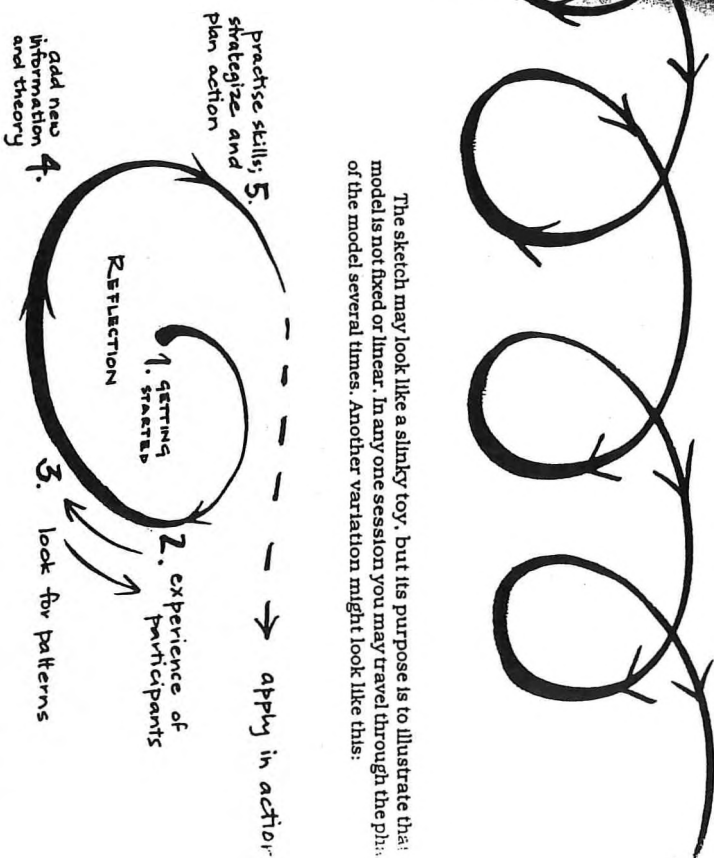


## Tips on building in reflection

- ✦ **time for redesigning.** When they build in the space for participant critique and suggestions, facilitators also require time to take that information into account and redesign the agenda as they go along. They may have to miss lunch, stay up late, or, preferably, build meeting times into the agenda during periods when participants have free time. We also ask participants to put forth any major proposals for change as early as possible, or we can't be responsible for the failure to address them.
  - ✦ **the length of the session.** There is both more need – and more time – for reflection during a long event than during a short one. But even in a shorter session, a one-day workshop for instance, we build in a mid-point check on how things are going.
  - ✦ **where to cut your agenda.** Most of us suffer from the tendency to overdesign – to pack too much into an irresistible agenda. In our experience, cutting in the middle is always best. Keep the opening and closing. You need to ensure that you don't cut out the time you need at the beginning to lay the group foundation for good working relations, or the time at the end for the action discussion.
- This is not a call for activism over analysis. Rather, we recognize the importance of moving through all of the moments on the spiral and of making sure we don't drop off planning action due to lack of time.
- ✦ **what you want feedback on.** The specific points for reflection change during an event. While the earlier part tends to focus on more general questions (what was useful/not useful), later on the focus may fix on one specific problem. For example, in one workshop for community educators we had a day that was too full, so that participants were exhausted at the end. The reflection focused on this problem: what it felt like, how it happened, and how it could be avoided.
  - ✦ **time for discussion.** In designing a program we try to include time for people to think individually or in pairs about the questions posed, and for general discussion. It's especially important to arrange time for general discussion when there have been problems in the process of working together that the group needs to address, or when a group needs to develop a collective commitment to a common action plan.
  - ✦ **making visible participant input.** Using a flip-chart, we write up the objectives and agenda for each day and review the whole program during the first session. Based on continuing participant input, we revise the agenda and note any changes in a different colour with a marker pen. In longer courses we review the revised agenda for each day at the beginning of the morning, noting how we have taken participant suggestions into account.

## In the spiral

Now that you're ready to try out the spiral design model, we have one more for you. If we did a drawing of many of our events, this is how they might end looking:



The sketch may look like a slinky toy, but its purpose is to illustrate that model is not fixed or linear. In any one session you may travel through the phases of the model several times. Another variation might look like this:

In this one the arrows move back and forth between the stages of sharing experience and of finding patterns. In this workshop people shared their experience and explored patterns on two aspects of the theme before moving on to a new information and theory.

For us the importance of the spiral model is the way it helps us to think through the design – Beginning with what people know, with their experience before moving on to new information and theory and ending with action, with they use the new learning to help contribute in some way to the process of social change.



## Rules that Protect our Rights during Workshops

In this world, rules protect rights and make things work better. When facilitating groups we need to set up rules with the group for those same reasons.

When talking about rules, it is important to be clear and fair. Each rule applies to everyone in the group, including the facilitator - rights have to be applied equally, remember! You may want to have the group brainstorm their own ground rules. We often find it useful to recommend just one right - RESPECT and then have the group brainstorm different ways we can show respect. Below are some examples of how to protect this right.

1. DO NOT INSULT OTHER PEOPLE, OTHER GROUPS OR MYSELF. Even if you don't agree with what someone else is saying or doing. No put-downs. Everyone has the right to an opinion, feeling comment, or questions. If we are putting each other down then no one will feel comfortable sharing and we'll learn nothing.
2. LISTEN WITH RESPECT AND WITHOUT INTERRUPTING. Listen to each other, not just the facilitator. Our peers deserve just as much respect. There is a lot we can learn from each other.
3. RESPECT PEOPLE'S RIGHT NOT TO SAY ANYTHING OR PARTICIPATE IF THEY DON'T WANT TO. Just say PASS.
4. SPEAK FOR YOURSELF. Try using "I" statements. Try hard not to make generalizations or assumptions about what other people think or feel - you do not know.
5. EVERYTHING THAT IS SAID IN THE GROUP STAYS IN THE GROUP. Do not repeat what is said outside of Right Way. Remember that people may or may not want to discuss what we say afterwards. The only exception to this rule is disclosure of abuse.

Make sure everyone agrees to the rules and who is going to enforce them (everyone).



# Right Way

Child Abuse and  
Disclosure  
Information



## CHILD ABUSE AND ABUSE DISCLOSURE

It has been our experience in doing "Right Way" presentations that some youth have felt empowered enough to speak about their own experiences. Sometimes they speak of their experience of being abused. As a facilitator what do you do when this happens? Who do you tell the story to? Or do you even tell anyone if the youth doesn't want you to? And what is abuse anyway?

### What is child abuse?

Child abuse as defined by the Child and Family Services Act (CFSA) involves either neglect, physical abuse, sexual abuse and/or emotional abuse. Identification of any one of these types of abuse could involve the removal of a child from the home, and/or criminal charges against the person responsible for the abuse.

### Identifying abuse

#### **Neglect**

Neglect is when a parent/caregiver does not provide for the basic emotional and physical needs of the child on an ongoing basis. Examples of neglect include not providing the proper food, clothing, housing, supervision, safe surroundings, personal health care, medical and emotional care, education. Children who are neglected physically and emotionally may not develop normally. Some children suffer permanent damage.

## **Physical Abuse**

Physical abuse includes anything an adult does that results in physical harm to a child. Physical abuse may happen if a child is punished harshly, even though the parent/caregiver may not have meant to hurt the child.

Examples of physical abuse include: bruises, marks in the shape of objects or hand prints, shaking, burns, human bite marks, fractures of the skull, arms, legs and ribs. Physical abuse may result in minor injury (such as a bruise) to a more serious injury, which could cause lasting damage or death.

## **Sexual Abuse**

Sexual abuse occurs when a person uses power over a child, and involves the child in any sexual act. The abuser is usually more powerful than the child because of age, intelligence, physical strength, and the child's need to be taken care of by others. The offender gets the child to participate by using threats, bribes, lying and taking advantage of the child's trust. Sexual abuse happens to both boys and girls.

Sexual abuse includes involving the child in such acts as: fondling (touching the child in a sexual way), getting the child to touch the adult inappropriately, oral sex, exposing oneself, allowing a child to watch pornography, involving a child in pornography or prostitution. Most sexual offenders are people that the child knows.

## **Emotional Abuse**

A parent/caregiver who continually uses any of the following when interacting or disciplining a child is emotionally abusing the child: rejecting (like saying "I wish you were never born"), criticizing (like saying "Why can't you do anything right?"), insulting (like saying "I can't

believe you would be so stupid"), humiliating (like embarrassing the child in front of other people), isolating (like not allowing a child to play with friends), terrorizing (like scaring a child by saying "The police will come and take you away"), corrupting (like always swearing in front of the child, or getting the child to participate in things that are against the law), not responding emotionally, and punishing a child. Children who witness violence in their home may suffer emotional damage from watching a loved one being physically or verbally attacked.

## How will I know when someone is being abused?

1. You don't have to play detective, leave that to the Children's Aid and the Police. Even professionals only have to have a suspicion that a child is being abused, they don't have to be certain. If you are not sure, speak directly to an intake worker at Children's Aid. They do these types of consultations all the time.
2. Youth who are being abused may not always tell you about it in a direct way, they may have issues trusting others or they may have been threatened by the perpetrator. They may also feel shame for what has happened. You might have a child say "Sometimes my parents are really mean to me." or "Sometimes my dad/stepdad makes me feel very uncomfortable." or "When my parents discipline me, it really hurts." If you hear these types of comments, you need to ask a few more questions to get more details.
3. How do you handle it when a child says something that you find suspicious? You first have to acknowledge what the child is saying without going into detail in front of the group. It is more appropriate to talk to the child individually after the workshop. You can say "Johnny, I understand what you're telling me is important. Maybe we can talk about this a little bit more after the workshop."



### What do I do if I feel there has been a disclosure of abuse?

1. First you need to deal with the issue of confidentiality. In the old legislation, only health care professionals were obligated by law to report any suspicion of abuse. With the revisions of the Child and Family Services Act, all members of the general public are obligated to report abuse (including you!). Because of this, you need to tell the group that there are limits to things that are kept confidential. For example you could say "If you tell me about a situation where you are being hurt by someone or if you are planning on hurting yourself, I need to tell someone about it".
2. The next step is to make the individual feel comfortable talking to you about his or her personal situation. You need to ask the person to sit with you in a private area where they can speak freely. You can say " Johnny, can you tell me a little bit more about what you said earlier in the workshop?"
3. Following that, you can call your local Children's Aid Society and ask to speak to an intake worker. You may be able to have the youth speak directly to the worker, however, this does not have to happen. Again, you are reporting what was disclosed to you. They will do their own investigation.

### Questions you might be asked

1. My parents are going to be really mad that I told. Will CAS keep them away from me?

Answer: A child's safety is the primary concern for the Children's Aid. If necessary, they will limit contact with the family.

2. Where will I live until this thing is sorted out with my step-dad?

Answer: In the case of physical and/or sexual abuse, the offending parent is usually asked to leave the family home, in which case you would return home. In the case where the offending parent remains in the home, you would be placed in a foster home setting.

3. What about my dance lessons and my school? I don't want to change all these things if I'm in a foster home.

Answer: The Children's Aid will make arrangements to transport you back and forth to school. They will also help you to get to any lessons or community activities that you are involved in.

## UNDERSTANDING CONFIDENTIALITY

What is confidentiality?

Confidentiality is when someone tells you something private about themselves, that they expect you to keep secret. As a participant in Save the Children Canada's Right Way Program, sometimes youth in the group share information about themselves during the workshop, that they don't want everyone else to know. Some things that can be considered confidential are:

- Confirming that someone participates in a program
- Talking about a person in the group with someone else who is not in the group
- Talking with a person about their problems in a public place
- Making notes about what someone shares in group
- Talking to anyone (including police, doctor's etc.) about the person without their written permission

There is only one exception to this rule. If someone talks about hurting themselves, or others, (when they are in the group, or in the community) then the youth facilitator needs to break confidentiality to keep everyone safe. You can go to the Program Coordinator of the Right Way, or to the representative from the Advocate's Office or to a staff person at the site to report your concerns.

In order to promote a safe place where program participants can share openly, we ask that as a facilitator in the Right Way Program, you sign below that you have read, understand and will follow this confidentiality requirement.

\_\_\_\_\_  
FACILITATOR

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
WITNESS

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE



# Right Way

## Activities



## Sample Right Way Workshop Outline

1. **Introductions**  
Get the group to arrange the room comfortably - we like chairs in a semi-circle in front of the board or the wall that we use for the activities. Pass around name-tags with markers for people to write their names. The coordinator or the facilitators make the introductions. Introduce all the facilitators and advocates (if they are present), introduce the program partners, introduce Right Way - state the two goals of the workshop: to understand more about what rights we have and to practice ways of sticking up for our rights.
2. **Pre Workshop Questionnaire**  
Explain the purpose of the questionnaire and hand it out.
3. **Icebreaker**  
To help people get comfortable and to learn how to say everyone's name.
4. **Understanding our Rights**  
Do the Rights and Reality or Rights, Needs and Desires Activity. Remember to bring out the key messages about rights - see the Definition of Child and Youth Rights section.
5. **Sticking up for our Rights**  
Do one or a couple role plays or Web of Advocates or Action Planning. Remember to end with key ways to make rights stronger.
6. **Final Questions and referrals**  
If there are specific issues that arise, offer to refer the group or individuals to other services or sources of information.
7. **Evaluation of the session**  
Hand out evaluations





## Icebreakers

There are dozens of different icebreakers that work well with youth. Here are some ideas but feel free to choose others as well.

### **Feelings Charades**

Prepare an envelope with various feelings written on paper. Participants choose a feeling and act it out, without speaking. The other participants try to guess the correct feeling.

### **Feelings Dice**

Make a cube with different feelings on each side. Participants take turns rolling the die and sharing an experience that goes with that feeling. This is very popular with all age groups.

### **Feeling Thermometer**

Make a thermometer for each participant. Write feelings on it, rather than temperatures. Participants can mark their feeling at the beginning and end of each Right Way session. This is also good for all age groups.

### **Feeling Cards**

Divide a card or paper into 5 parts. Have participants write, for example:

- One thing that you wish for
- One thing that you are afraid of
- What animal you would want to be and why
- One thing you do when you feel good
- One thing you do when you feel bad

Participants can find a partner and introduce each other using the cards.

## Icebreakers continued:

### **Personal Posters**

Give participants a large piece of paper. Have markers, magazines, scissors and glue available. Ask them to create a poster about themselves (your family, your interests, personality traits, things you like and dislike, thing you want to do in your future, etc.). Encourage participants to be as creative as they want - they can write a poem, draw a picture, cut out things from magazines, etc. When participants are finished, ask them to explain their poster to a partner or the whole group, and then hang it on the wall for all to see.

### **Name Icebreaker**

Participants introduce themselves by saying their name, and favourite food, or adjective that describes them, or feeling, that begins with the same letter as the first letter of their name. For example: Apple Ali, Sleepy Sam, Happy Heather.

### **Commonalities Scavenger Hunt**

Participants must get signatures from other participants whom, for example:

- Have a driver's license
- Have more than 3 siblings
- Have been to another country
- Speak 2 languages
- Like the winter
- Know the words to a Beatles song

## Icebreakers continued:

### **Human knot Game**

This works best in groups of 8-10 people. They form a circle with arms out front. The facilitator helps to connect participants' hands together with their eyes closed. The goal is to untangle this human knot without letting go of hands, and return to a circle formation. Communication and cooperation is the key to succeeding without harming anyone. Debrief after the knot has been untied and talk about what was important in order to successfully undo yourselves.

### **Toilet Paper Activity**

Each participant takes enough toilet paper for what they would need if they were deserted on an island for 2 days. Once all participants have taken their paper, inform them that they now have to say one thing they like about themselves for each square of toilet paper they took.

### **Who am I?**

Write famous characters from TV, movies, sports, politics, cartoons, etc. on small paper or cards. Place a character on each participant's back. They then move around the room asking people YES or NO questions to find out WHO their character is.

Example questions: Is this character a man? Are they alive? Are they on TV? The game is over when everyone has guessed who they are or she is.

## Icebreakers continued:

### **Chair Game**

Participants sit in chairs in a circle. One person stands in the middle of the circle. There is one less chair than the number of participants. The person in the middle says a statement such as "anyone wearing black shoes?"... The statement must apply to the person in the middle so that they can sit down. Anyone else who it applies to must get up and sit in another chair. There will be one person left in the middle without a chair. This continues on and on and it's a lot of fun.

### **Rainforest**

Participants sit quietly in a circle with one leader in the middle who will direct the group to make the following action sequence:

- Rub hands together
- Snap fingers
- Pat your knees
- Stomp your feet

IF this is facilitated successfully, it sounds like a rainforest.

### **Feeling = Colour**

Participants say they feel a certain colour and why they associate that colour with that feeling. For example: "I feel red because I am angry and my face gets red when I'm angry".

## Icebreakers continued:

### **Statements Debate**

Say the following statements, one at a time, to the group of participants. Have participants move to one side of the room if they agree with the statement, and to the other side if they disagree. Participants can then debate why they agree/disagree with the statement. This is an activity to point out how statements like these can create walls between people, and that being able to explore and accept both sides of an issue is important.

Statements:

"Children should be seen and not heard"

"Parents should sacrifice their own interests for the interests of their children"

"All children should receive a full-time education"

"Children should always be told the truth"

### **"Four Things You Can't Live Without"**

Ask each of the participants to take four small pieces of paper from a basket or bag. On each piece of paper, ask the youth to write on things they can't live without. After they are done, each participant is asked to give up one of the four items. This is done repeatedly until the last item is left. At this time, they are asked to give up the last item.

This icebreaker helps to determine what is important in the participants' lives and what it may feel like to be a youth in care or a homeless elderly person.

## Icebreakers continued:

### **Talking Stone**

In order to encourage each youth to talk, the facilitators can pass around a stone or other item to each of the participants. Each participant is then asked to answer a question. In the case of the Right Way, the talking stone can get youth to share some of their experiences as they relate to rights issues. For example, the facilitator may ask 'tell us about a time when you felt your rights were not respected'. This kind of a question can spark discussion around rights issues.

### **Sounds**

The group gets up - everyone holds hands in a circle (connection). The first person (can be the facilitator to encourage others) starts the exercise by making a noise/sound (i.e./ the first thing that comes to mind such as animals, objects, etc.). The next person joins in by making their own sound, while the first person is still making their own sound, and so on until the whole circle has joined in.

### **Object**

Select any object that you own that best describes who you are and tell this to the group. Other members of the group can be asked what item best describes them. Members can sit in circle as they share their descriptions.

## Icebreakers continued:

### **Puzzle**

The facilitators prepare very large pieces of a puzzle using cardboard, newspaper articles, pictures, etc. There are 4 pieces per puzzle (i.e./ four people per group). The facilitator goes around the group and gives each person a piece of the puzzle. The participants have to find remaining pieces of their puzzle in order to complete the exercise. This exercise encourages interaction and helps to create small groups.

### **Role Play (2 types)**

1. The issue is described to the participants, and the rest is up to them as to how they develop the story line.

Or/

2. An issue is identified and each person is assigned a role as described on a piece of paper. Participants are asked to play the role they are assigned.

### **Circle**

The participants sit in a circle on the floor. The facilitator passes an object (a stone) to the first person. This object entitles the person to speak. Participants are asked to discuss a short scenario and a question. The holder of the object must answer the question for his/her own scenario, which can then lead into a group discussion about the issue (i.e./ the rights/needs/desires) raised.

## Icebreakers continued:

### **Jeopardy**

The facilitator prepares rights questions and constructs a board that resembles the one on "Jeopardy", the television show. (This must be made ahead of time) The facilitator comes up with four or five questions that can introduce rights/needs and desires issues to the participants. The facilitator assigns more points to those questions that are more difficult to answer.

### **Suggestions:**

Create groups that will compete against each other for points. The first group picks the category and amount for the question they want to try to answer. If they answer correctly, they receive the amount of points allotted to the question. Each group gets a chance to answer a question - facilitators can ensure this by going around in a circle one group after the other.



## Icebreakers continued:

### **Find Someone Who:**

- Take the next five minutes to mingle with others in the room
- Try to find people who have some of the characteristics listed in the square on your sheet
- When you do find someone, write their name in the appropriate square
- You cannot use the same person's name twice
- The goal is to get as many names in the squares as possible

Is taller than 6 metres - _____ _____	Has more than 3 brothers & sisters _____ _____	Has been at this school less than 1 year _____ _____	Does not like chocolate _____ _____	Has met someone famous _____ _____
Can speak more than 2 languages _____ _____	Has a dog _____ _____	Has a cat _____ _____	Has a last name with more than 10 letters _____ _____	Likes winter better than summer _____ _____
Can play a musical instrument _____ _____	Has travelled outside of Canada _____ _____	Was not born in Toronto _____ _____	Is the oldest sibling _____ _____	Plays basketball _____ _____
Likes camping _____ _____	Reads science fiction books _____ _____	Is allergic to peanuts _____ _____	Eats lunch made at home _____ _____	Is lefthanded _____ _____



## Rights, Needs and Desires Activity

### Purpose

- To understand the differences between Rights, Needs and Desires
- To learn about the legal rights guaranteed to children and youth.

### Materials

- Rights Needs and Desires cards
- Laminated poster board to mount cards on
- Masking tape

### Preparation

- Arrange the room so that the group is sitting comfortably in a semi-circle and so that everyone can see or has access to the wall or chalk-board
- Tape the poster boards to the wall (3 horizontally x 2 vertically) and stick the Right, Need and Desire cards on the top of each category

## ACTIVITY

### Introduction

- *The purpose of this activity/game is...*

### Explanation

Scatter the cards on the floor, face up or face down, or pass the cards around to the participants. Everyone goes to the front of the room with their cards and sticks it under the category where they think it belongs. Maybe some of the cards fit under two or even all three of the categories. Don't think or worry too much about where you put your card, we only want your first feeling. We can move the cards later.

Note: children and youth with mobility restrictions may need assistance from other youth or if members of the group can't read then the facilitator can read all of the cards aloud. Some youth may want their card explained. This shouldn't take more than a few minutes, to allow for a discussion afterwards.

After all the cards are stuck to the boards ask for a volunteer to read out the cards that were placed under each category.

Then ask if there are any cards the group thinks should be moved. Before a card is moved someone should be able to explain why. Facilitators should

take this opportunity to clarify and add new information about the leaval rights of youth in care.

### **Discussion**

- *Now we want to think and talk about the differences between Rights, Needs and Desires.*
- *How do we know something is a Right? A Need? A Desire? Write down the definitions. For more prompts check the Needs to Rights activity.*
- *Hand out a list of the Rights of Youth in Care. Get someone to read out the list. So the two lists agree?*

### **Further Discussion**

- It sometimes costs money to pay for some of these rights. Can you think of times when adults can't afford to pay for the rights youth or children are supposed to be guaranteed.
- What rights of youth or children are often violated/are not respected?
- How do you know if your rights have been violated?
- How do you feel when your rights are violated?
- What do you do if you feel your rights have been violated?
- What are some good ways to stick up for your rights?
- What ways of sticking up for your rights don't work?

### **Action Activity**

Be a youth rights art activist. Design a postcard or comic strip of a youth right. We want to use this art to convince people that youth rights are important. You can show a right being violated, a youth enjoying their rights, or maybe a youth sticking up for their rights. If you don't enjoy doing visual art, maybe you want to write something on your postcard.

## RIGHTS/NEEDS/DESIRES

### Needs

- a job
- good health
- call 911
- be cared for
- love
- healthy food
- telephone
- clothing
- friendship
- psychotherapy (counselling)
- clean air
- a place to live that feels like home
- respect

### Desires

- cigarettes
- money to spend as you like
- TV
- a tattoo
- fashionable clothes
- use the internet
- nike shoes
- a piercing
- college/university
- make up

### Rights

- know and understand my rights
- express my opinion and be listened to
- reasonable privacy
- have my own stuff
- be heard on decisions that affect me
- be and feel safe
- never be hit or embarrassed as a punishment

- know and understand the rules and punishments
- be treated fairly
- no discrimination
- no racism
- no sexism
- medical & dental care
- sports & recreation
- my religion
- clothing that fits and is right for the season
- school
- an interpreter if I need one
- talk privately with my lawyer
- call an Advocate\*
- a lawyer if I need one
- ask to be moved to another place
- be told why you are being arrested by the police
- be restrained only if you're going to hurt yourself or someone else
- vegetarian meals

### YIC Only

- call my Social Worker
- help make my Plan of Care

### YO Only

- an adult to help me with questions about my case
- ask for a Temporary Release (a day or weekend pass)
- have the police call my parent

\* Nova Scotia version "call the Children's Ombudsman"



## Needs to Rights Activity

### Purpose

To brainstorm and then discuss the needs and rights of young people  
To improve our understanding of what child rights are

### Materials

Post-it notes

Signs: "Children should be provided with...", "Children should be protected from...", Children should take part in..."

Markers

### Preparation

- Arrange the room so that the group is sitting comfortably in a semi-circle and so that everyone can see and can stick things to the walls
- Post the three signs on the wall or on three different walls

## ACTIVITY

### Introduction

We are going to do an activity now to collect your ideas about the lives of young people. Once we have everyone's ideas out we will be able to talk about them.

### Explanation

- The group will be divided into three and each small group will have to finish one of the sentence on the wall in as many different ways as they can think of, in their own words.
- Write each idea on a post-it note, one idea per post-it note;
- There are no right or wrong answers;
- Answers should be based on your own experience and the experiences of other young people you know;
- Not all of the answers have to be completely serious, don't spend too much time discussing or censoring your answers.
- Stick the post-it notes on the wall as you finish them
- Ask for a few examples for each category; "Children should be provided with candy", "Children should be protected from being hit by teachers at school", or "Children should take part in voting for a students' council".

- Divide the group into three (try to mix people up). Give each small group some post-it notes and markers and assign them one of the three sentences.

### **Deciding what is a right**

Get the three groups to rotate so that they are working on another category. Get each group to decide which things are and are not rights. Get them to take down all ones that are not rights

### **Discussion:**

- Get someone from each group to read out their responses.
- Does anyone have any questions about their responses?
- Was the activity difficult/easy?
- Are any of things up there a reality for young people in your community?
- For young people in other communities?

### **Definition of Child Right:**

Get the group to brainstorm their definition of what a right is.

- What is another word for the word right?
- Why do we have rights?
- Who has rights?
- Where do rights come from?
- What happens when a right gets violated/isn't realized? Who's responsible for protecting/promoting this right?
- What can we do to make rights weaker? Stronger?

### **Compare with the Rights of Youth in Care or the CRC**

Bringing the groups back together again, share the new list of rights, and the justifications for the choices. Handout shortened versions of the CRC or the Rights of Youth in Care and compare the groups list of rights with the other lists. Any surprises? Anything missing?



## EXTRA ACTIVITIES TO POSSIBLY REPLACE OR ADD TO RIGHTS/NEEDS/DESIRES ACTIVITY

### Name

Effective ways to promote your rights

### Objective

Practical activity for youth to learn how to promote their rights

### Target

The age group varies as each group will come up with different situations that they want to tackle (older children will want to tackle more complicated issues than younger children).

### Activity

1. Brainstorm different events in the youth's lives where they think their rights are involved. The facilitator can ask the questions: "What has been going on in your life that you want to deal with right now?" or "Is there a situation right now where you need to stick up for yourself? What is it?"
2. With the group choose one of the situations/issues brought up and tackle it.
3. At this point, depending on the size of the group, the youth may be broken up into groups of 4 or 5 in order to allow each youth to participate in the brainstorming and organisation of the activity. The facilitator can go around each group to help them in their brainstorming ideas, but the youth are responsible for each step following this.
4. Tackle it by brainstorming with the youth the types of things they can do to promote their rights in this particular situation. For example, the youth can write letters to whomever is responsible or involved, or the youth can write to the local newspapers, etc. For more possible activities, please consult the sheet on how to promote the Convention on the Rights of the Child. This sheet can be distributed to the youth at the end of this activity.

The facilitator can ask the following questions: "What can you do in your home, school or community to promote your rights in this situation?" or "What can you do to stick-up for yourself?" or "How do you deal with things when something not fair happens to you?"

5. Choose one of the activities and organise it (for example, they can start the process of organising an environmental clean-up day) or go through with it (for example, they can write a letter to the principal of the youth's school).
6. The youth then come back to the larger group to present what they have come up with (in a few minutes). This allows all to get different ideas, which they will be able to use in the future. The activity chosen by the students can either be presented verbally or role-played.



## **Mapping your Advocates**

### **Purpose**

To understand what makes someone a good advocate

To help identify natural advocates

### **Materials**

Mapping your Advocates Hand out

Thin markers

Flip chart and markers

### **Preparation**

- Arrange the room so that the group is sitting comfortably in a circle or semi-circle

## **ACTIVITY**

### **Introduction**

We are going to do an activity about how you can get help to stick up for your rights.

### **Discussion**

- What is an advocate? What do advocates do?
- What makes someone a good advocate?

### **Activity**

- Distribute hand outs and thin markers
- Work with a partner to answer the questions about Advocacy on the Sheet
- Part of Advocacy is making sure you are in the centre when decisions that affect you are being made so put your name in the centre of the circle.
- Think about the people who are in your life. Write their names around your name on the sheet. If they are people who are close to you write their name close to yours, if there are people who you don't see very often or who don't know you very well put them further away from you. Also put people you don't like or don't get along with.
- Pass your marker to the person on your right.
- If you had a problem with...

Someone in your family, a staff, a teacher at school, the police, a friend, a social worker, at work, boyfriend/girl friend...

...who would you go to for help. If you need to add people's names to your diagram go ahead. Draw a line between you and the person you would go to.

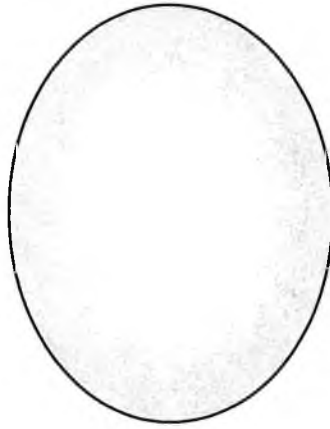
Write family, staff, school... in one of the numbers on the bottom.  
Pass your marker to the person on your right... (repeat 4 x)

- Think about what you decided made people good advocates... circle the names of the people in your life who would make good advocates.
- Does anyone want to share their picture.

#### Debriefing

- Were you surprised by your web?
- Look at your web... are the people you go to with your problems good advocates?
- Are there people whom you don't go to with your problems who would make good advocates?
- How can you bring more good advocates into your life? Is it possible to help people in your life be better advocates for you?
- Do you think that you are anyone else's web of advocates?

# Mapping Your Advocates



1



3



2



4



# Mapping Your Advocates

What qualities would you look for in an advocate?

What would you want an advocate to do ...

- Before any meetings?

- During a meeting?

- After a meeting?

## **Sticking Up for Rights - Role Playing**

### **Purpose**

To talk about child rights that aren't being respected  
To practice sticking up for your rights

### **Materials**

None

### **Preparation**

- Arrange the room so that the group is sitting comfortably in a semi-circle and there is room in the middle for people to safely do their role plays

## **ACTIVITY**

### **Introduction**

We are going to do some role plays now to help us practice sticking up for our rights.

- Can anyone think of an example of when a young person's rights were violated? In your school/group home/detention centre/neighbourhood (use the examples raised in the first activity if they are having trouble coming up with examples - give your own suggestion if they are having trouble)

### **Explanation**

- Who are the characters involved in this role play?
- Who wants to play each character?
- How should the role play go?

Act out the role play once - if people get stuck get the audience to suggest what they should say/do.

- What rights were involved?

- How do you think the characters involved in the role play were feeling?
- How could the young person make the situation worse?
- How could the young person make the situation better?

Try replaying the role play (with new people) incorporating the suggestions.

### **Debriefing**

- Was the role play realistic? Were the solutions realistic?
- What works when you are trying to stick up for your rights?
- Who can you go to for help when you're trying to stick up for your rights?
- What can you do to make youth rights stronger?



## **Action Plan**

### **Purpose**

To explore systemic rights violation

To create an action plan that responds to a rights violation

### **Materials**

Markers (thin and thick)

2 Action Plans on Flip Chart Paper

1 Completed Action Plan on Flip Chart Paper

Flip Chart Paper

Cards

Tape

### **Preparation**

- Arrange the room so that the group is sitting comfortably in a circle or semi-circle

## **ACTIVITY**

### **Introduction**

We are going to look at how you can make a plan that will help you stick up for your rights. Sometimes rights violations affect one person, but often they affect many people so people have to act together to find a solution.

### **Discussion**

- What are some of the ways we can make rights stronger? (Learn what rights we have, stick up for them, respect them)

### **Brainstorm**

- What rights get violated here? (write these on a flip chart)
- Using dotmocracy, vote on which issue we want fixed. Remember it's up to us to fix it - although we can always ask for help from other people.

In dotmocracy youth walk up to the list of topics and put dots down beside their choice of issue. They have a total of 5 dots to use and can put between 0 and 5 down beside any issue. The topics with the most dots become the topics to take action on.

### **Action Plans**

- Use the example below to explain the action plan - each group will have to present their action plan to the entire group
- Chose the two most popular issues. Ask for volunteers to lead each group and send them each to one corner of the room with the Action Plan sheet and some markers

### **Sharing plans & making recommendations**

- Get a volunteer from each group to read out their plan.
- Now we need to make commitments to do things to help make our plans a reality. You may want to share your plan with the staff - maybe they can be part of your plan. We may want to use this plan to ask for help from someone else.
- If our plans don't work we may want to go back and figure out why they didn't work and maybe do a new action plan using the action plan form. You can even use the form to make a plan for a rights violation that only happens to you.
- (if there's time) Sometimes when we can't carry out our entire plan it's a good idea to make a few simple recommendations that we feel will help make the situation better. If you had to make recommendations about how to make this place better what would they be. Write them in order of what's most important. (Dotmocracy may be a good way to do this again)

### **Personal Commitment**

- Rights only get realized if people work hard to make sure they do. People have to make a commitment to change things and then carry through with that commitment.
- Pass out cards
- Each person is to work alone to write down their personal commitment to help fully realize rights. It may be connected to the action plan or it could be something unrelated - they can decorate their sign.
- "My personal commitment to help fully realize rights in this group home is..."
- Encourage group to share their commitments.

## ACTION PLAN

<b>Members of our group:</b> Jo, Leila, Mei, Felicity, Pablo		
<b>Our issue is...</b> the bathrooms in the group home are never clean and it's really gross to use them		
<b>This issue effects...</b>  1. Youth - those who use it  2. Youth - those who mess it up  3. Cleaning Staff - they have to clean it up  4. Administration - we think they pay for the cleaning staff	<b>The different rights of these people are...</b>  1. Clean home environment, safe home, health  2. Be treated fairly if they get caught  3. Clean work environment, safe work, health, be treated with respect  4. Not sure in this situation	<b>This issue makes them feel...</b>  1. Angry, disgusted, annoyed  2. no one cares about the bathrooms why should they care, we're not sure maybe we need to find out  3. Angry, disgusted, frustrated, disrespected  4. Angry, frustrated
<b>These things are getting in the way of us dealing with this issue:</b> No one says anything when they see their friend messing up the bathroom. The bathrooms aren't very nice in the first place - paint's, peeling, garbage cans aren't easy to use, etc. maybe if they were nicer then they'd stay clean - maybe if we painted a mural in the bathrooms.		
<b>We already have this kind of help to deal with the issue:</b> The cleaning staff cleans the bathrooms, the administration pays them.		
<b>It would be great if we had this kind of help to deal with this issue:</b> An easy way to report that the bathroom is messy when we see that it is so that it can be cleaned up right away. Time to talk with everyone in the house about the problem so that they can make suggestions.		



# Right Way

Useful Names and  
Numbers



## Support Person Contact Numbers

### **Save the Children-Canada**

4141 Yonge Street, Suite 300

Toronto, Ontario

M2P 2A8

(416) 221-5501

1-800-668-5036

Fax Number: (416) 221-8214

**Rochelle Johnston**, Program Officer, The Right Way ext. 223

**Sarah Stevenson**, Canadian Program Manager ext. 229

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## FACILITATOR CONTACT NUMBERS

Name:

Telephone:

Email:

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## RESOURCE NUMBERS

### Abuse

#### Child Protection

Catholic Children's Aid Society	395-1500
Metro Children's Aid Society	924-4646
Jewish Family and Child Service	638-7800
Native Child and Family Service	969-8510

#### Helplines

Assaulted Women's Helpline	863-0511
Kid's Help Phone	1-800-668-6868
Planned Parenthood of Toronto - Teen Service Info Line	961-0113
SOS Femmes	759-0138
Survivors for Justice Helpline	920-5259
Toronto Rape Crisis Centre	597-8808

#### Shelters

Anduhyaun Residence	920-1492
Emily Stowe Shelter for Women	264-4357
Ernestine's Women's Shelter	746-3701
Homeward Family Shelter	724-1316
Interim Place	905-271-1860
Interval House	924-1491
North York Women's Shelter	635-9630
Project Hostel (Yellow Brick House Aurora)	905-727-1944
Redwood Shelter	533-8538
Women in Transition (Bloor House)	533-1175
Women in Transition (Spadina House)	967-5227
Women's Habitat of Etobikoke	252-5829
Woodgreen Red Door Family Shelter	469-3457
York Shelter for Women	249-7095
YWCA Women's Shelter	693-7342

## Advocacy and Legal Services

ARCH: Advocacy Resource Centre for the Handicapped	482-8255
Barbara Shlifer Commemorative Clinic	323-9149
Criminal Injuries Compensation Board	965-4755
DAWN: Disabled Women's Network	598-2438
Native Women's Resource Centre	963-9963
Ontario Legal Aid Plan	598-0200
CLASP: Community Legal Aid Services	736-5029
East Toronto Community Legal Services	461-8102
Parkdale Community Legal Services	531-2411
York Community Services	653-5400
METRAC	392-3135
Metro Men Against Violence	932-0102
Office of the Children's Lawyer	314-8000
Justice for Children and Youth	920-1633

## Support Programs

YWCA Support Programs for Women	922-3271
John Howard Society	925-4386
Abrigo Centre for Victims of Family Violence	534-3434
Canadian Tamil Women's Community Service	497-8754
Chinese Family Life Services	920-1237
Centre for Spanish Speaking People	533-8545
Greek Orthodox Family Services	291-5229
Harambee Child and Family Services	593-7650
Columbus Centre	789-7011
South Asian Women's Centre	537-2276
South Asian Family Support Centre	431-4847
South East Asian Services Centre	362-1375
W.E.G.O.	922-7755
Vietnamese Association of Toronto	536-3611
Japanese Family Services of Metropolitan Toronto	444-6669
Ethiopian Community Centre	535-2766
Kababayan Community Centre	532-3888
Korean Canadian Women's Association	421-2220

### Support Programs (continued)

Riverdale Immigrant Women's Centre	465-6021
St. Christopher House (Neighbourhood House)	533-7260

### Counselling/Treatment

Breakthrough (YWCA)	961-8100
Catholic Family Services	636-9963
Hinks-Dellcrest Children's Centre	633-0515
Family Service Association of Metropolitan Toronto	922-3126
Jamaican Canadian Association	535-4476
Regional Women's Health Centre (Incest Survivor Groups)	586-0211
Scarborough Sexual Assault Care Centre, Scarborough Grace Hospital	495-2555
Surrey Place Centre (developmental disabilities)	925-5141
The Creche Child and Family Centre (pre-school)	603-1827
Women's College Sexual Assault Care Centre	323-6040
Women's Counselling, Referral and Education Centre	534-7501
Youthdale	363-3751

RESOURCE NUMBERS  
Teen Street Guide

Hotlines

Ontario Aids and Sexual Hotline	1-800-668-2437
Birth Control Information	392-7442
Distress Centres (Toronto)	598-1121
	or 486-1456
Distress Centre (Peel)	905-278-7208
Drug and Alcohol Info Line	595-6111
Hunger Hotline	392-6655
Kids Help Phone	1-800-668-6868
Lesbian, Gay and Bi Youthline	1-800-268-9688
Scarborough Distress Centre	751-4888
Sexually Transmitted Diseases Hotline	392-7400
Street Hotline	392-3777
Telecare Etobicoke	247-5426

Emergency

Police/Ambulance	911
Alcohol and Drug Addiction Research Foundation	595-6128
Rape Crisis Centre	597-8808
Women's College Hospital (Sexual Assault Care Centre 16+)	323-6040
Shelters	
Covenant House (Toronto)	593-4849
Eva's Place (North York)	441-4060
Horizons for Youth (York)	781-9898
Second Base Youth Shelter (Scarborough)	261-2733
Touchstone (East York)	696-6932
Youth Without Shelter (Etobicoke)	748-0110



## Shelters for Women

STOP 86	922-3271
Evangeline	762-9636
Nellie's	461-1084
Rendu House	864-0792
Women's Residence (18+)	392-5500

## Shelters for Men

Good Shepherd Refuge	869-3619
YMCA (16-24)	504-9700
Turning Point Youth Services	925-9250

## Drop-In Centres

Central Neighbourhood House	925-4363
Christie-Ossington Neighbourhood Centre	534-8941
Davenport-Perth Neighbourhood Centre	656-8025
Drug Free Arcade	920-8980
Evergreen	977-7259
SOS	926-0744
519 Church Street	392-6874
Sistering	926-1946

## Housing

Housing Information Services	
(Publications available in most libraries and welfare offices)	392-0566
Youthlink	967-1773
PARC- Pape Adolescent Resource Centre (One Stop Housing)	462-1010

## Food and Clothing

Big Sister Thrift Shop	782-9065
Daily Bread Food Bank	203-0050
Good Shepherd Refuge (Men 18-70)	869-3619

Hunger Hotline	
(They will tell you about food banks and facilities in your area)	392-6655
Salvation Army	285-0080
Scott Mission	923-8872
STOP 103	652-7867
Streethaven (Women 16+)	967-6060
Woodgreen Community Centre	469-5211
Emergency Red Cross Food Bank	
(Serves Wilson/Islington/Yonge/Steeles areas)	736-4018

## Employment

Central Neighbourhood House	925-4363
COSTI (Employment counselling for immigrant youth)	416-789-7925
	or 905-856-7728
Dufferin Mall Youth Services (Retail training)	535-1140
Training Hotline	326-5656
KYTES	504-0597
Parachute	363-1689
Metro Youth Outreach Program	392-8706
St. Christopher House Youth Employment Centre	533-8285
St. Stephen's Youth Employment	531-4631
Youth Employment Services	504-5515
Scarborough Youth Employment Services	609-9622

## Education

City School	393-1470
Contact School	393-1455
Oasis	393-9830
S.E.E.D.	393-0564
S.O.L.E.	393-0756
The Student School	393-9639
West End Alternative School	393-0660
KYTES	504-0597
Beat the Street (Literacy)	979-3361
City Adult Learning Centre (18+)	393-9740
St. Christopher House (Literacy)	532-4828

## Social Services - Welfare

General Inquiry	392-8623
Client Services	392-2956
Emergency Services (After hours)	392-8600

## Medical

### Hassle Free Clinic

Men	922-0603
Women	922-0566

### Teen Clinic (12-17)

(Hospital for Sick Children)	813-5804
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The House	927-7171
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SHOUT	927-8553
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Positive Youth Outreach	921-3808
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## Pregnancy

Humewood House	651-5657
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Massey Centre	425-6348
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Jessie's Centre for Teenagers	365-1888
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Rosalie Hall	438-6880
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## Legal Information

Lawyers Referral	947-3330
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Legal Aid	598-0200
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Duty Counsel	1-800-265-0451
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Justice for Children and Youth (Under 18)	920-1633
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## Mediation Services

### St. Stephen's Conflict Resolution

Service Contact: Sherwood Hinze	926-8221
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### Etobicoke Conflict Mediation Team

Contact: Aseefa Sarong	787-3007 ext. 5
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## Mediation Services (continued)

### Community Mediation Services of Downsview

Contact: Shaddel Permenad

740-2522

### Scarborough Conflict Resolution Service - Warden Woods

Contact: Christy Coute

694-1138 ext. 27

## Counselling

### Caribbean Youth and Family Services

740-1558

### Central Toronto Youth Services

924-2100

### David Kelly Lesbian and Gay Community Counselling Program

595-9618

### David Kelly HIV-AIDS Community Counselling Program

595-9618

### Delisle Youth Services

482-0081

### Dufferin Mall Youth Services

535-1140

### Earlscourt Child and Family Centre

654-8981

### East Metro Youth Services

438-3697

### Oolagen Community Services

395-0660

### 519 Church Street

392-6880

### South East Asian Services

362-1375

### Tropicana Community Services

439-9009

### Turning Point Youth Services

925-9250

### Youthlink Head Office

967-1773

### Youthlink Inner City

922-3335

### Youthlink (Scarborough)

751-3800

### Nexxus (Mississauga)

905-275-2940

## Friendship Services

### Black Inmates and Friends Assembly

652-3131

### Youth Assisting Youth

932-1919

### Boys and Girls Club

Downtown

367-0648

Greater Toronto

534-8461

### Positive Youth Outreach

921-3808

### Dufferin Mall Youth Services

535-1140

## Getting Off the Street

First Stop	595-1769
Covenant House	593-4849
Turning Point Youth Services	925-9250
Operation Go Home	515-8608
Street Outreach Services (SOS)	926-0744
Youthlink Inner City	922-3335
Youthlink (Scarborough)	751-3800

Under 16 ð contact Children's Aid Society

## Other

Community Information Centre of Metropolitan Toronto	392-0505
First Stop	595-1769





## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

#### *Greetings from the Forum Co-Chairs*

In recent years scientific observations of newborns and infants have confirmed what most child advocates have long believed: that human beings are born with a powerful drive to comprehend and make sense of the world that surrounds them. The task for caring adults is to make sure that natural curiosity is not suppressed and that children have every opportunity to test and explore their universe of people, things and ideas. Schools are ideally suited to this endeavour but to be successful they must be imbued with a culture of respect for the child as a person with human rights.

How can this be done? The most useful instrument is the *United Nations Convention on the Rights of the Child*. When the principles of the Convention are integrated into the school system everyone, including children, becomes more respectful.

#### **Honourable Landon Pearson**

Senator, The Senate of Canada

Advisor on Children's Rights to the Minister of Foreign Affairs and  
Personal Representative of the Prime Minister to the 2001 United  
Nations Special Session on Children  
Ottawa, ON

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

Public schools are the very foundation of our democratic society. Schools do more than bring people together. Public education enables people of diverse languages, cultures, and social and economic circumstances to become part of the larger society -- to make that society richer. Public education supports our children's individuality: as they grow, it supports their aspirations.

It is citizens we are creating in schools, and we must ensure that the public education system fosters in students the skills and the belief in themselves that they need to be strong, active, involved, aware, responsible, caring citizens, capable of working their way through decisions and taking actions that will allow them to contribute positively to their families and their communities. The *United Nations Convention on the Rights of the Child* provides a vehicle and a valuable resource to assist in this critical work, and it is exciting to see the work that has begun in this area across the country.

**Carole James**

1st Vice-President, Canadian School Boards Association  
Trustee, Greater Victoria School District #61  
Victoria, BC

**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

***Pre-Forum Materials***

**The Greater Victoria School District #61  
welcomes you to attend a national forum:**

**Our Pathway to a Culture of Peace:  
United Nations Convention on the Rights of the Child  
and Public Education**

The Greater Victoria School District #61 and its partners  
invite your active participation at this forum. This forum is made  
possible through the support of these partners across Canada:

**BC Ministry of Education  
Canadian Heritage  
Canadian Teachers' Federation  
Justice Canada  
Queen Alexandra Foundation for Children  
UNICEF Canada  
&  
Steering Committee Members**

OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION

*Pre-Forum Materials*

Together we aim to make a significant contribution to  
the advancement of children's rights education  
within public education systems in Canada,  
with a view to fostering and preserving a culture of peace.

**P** *is for People who help to make this world a better Place.*

**E** *is for Educating our children to Exercise rights and responsibilities.*

**A** *is for Appreciating what others do to Acquire a peaceful environment.*

**C** *is for Cultures and respecting the Colours of the people in the world.*

**E** *is for Extending a helping hand to Everyone in the world.*

Peace poem written by **C. F. Koop** at age 14 years,  
& cover artwork created by her at age 7 years

# OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

## *Pre-Forum Materials*

### *Table of Contents*

#### ***Part I - Introductory Notes on Forum***

i.	Introduction	1
ii.	Steering Committee Members	2
iii.	Forum Participants	5
iv.	Purpose & Objectives	7

#### ***Part II - Background Information on UNCRC & Education***

i.	Backgrounder on the UNCRC	9
ii.	Overview of Children's Rights	10
iii.	Overview of Education Rights	11
	(a) <i>Education &amp; Personal Development</i>	11
	(b) <i>Special Needs Education</i>	13
	(c) <i>Linguistic, Cultural, Artistic, &amp; Recreational Education</i>	14
iv.	Excerpts from UNCRC: <i>How Does Canada Measure Up?</i>	15
v.	Backgrounder on Human Rights Education	17
	(a) <i>Decade for Human Rights Education</i>	17
	(b) <i>Decade for a Culture of Peace</i>	18

#### ***Part III - Inventory of Resources & Organizations***

i.	Overview of Inventory	20
ii.	Resources [Section in Progress]	22
iii.	Organizations [Section in Progress]	36

OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION

*Pre-Forum Materials*

*Table of Contents - Continued*

*Part IV - Forum Proceedings*

*Part V - Next Steps*

**Note:**

This set of *Pre-Forum Materials*, Parts I - III, is provided to Forum Participants for review prior to attending the forum.

A subsequent set of *Post-Forum Materials*, Parts III - V, to include updates to the Inventory of Resources and Organizations as well as materials on Forum Proceedings and Next Steps, will be sent to Forum Participants within two months following the event.







# OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

## *Pre-Forum Materials*

### *Part I - Introductory Notes on Forum*

#### *i. Introduction*

Children's rights issues and public education are central to this forum. All children and youth are accorded human rights and freedoms in the *United Nations Convention on the Rights of the Child* (UNCRC), in addition to those inherent rights shared with the rest of humanity. In keeping with the UNCRC, education should prepare children and youth for responsible citizenship, as well as enable them to develop respect for human rights and to live peacefully.

Accordingly, this forum aims to explore *our pathway to a culture of peace* within a context of public education. This forum is meant to provide a practical link between national and provincial interests and needs regarding children's rights, public education, and peace within primary through secondary levels, and within post-secondary sectors.

The forum dates are **February 22nd, 23rd, and 24th, 2001**, which includes one Thursday evening plus two full days on Friday and Saturday. It is being held in Victoria, BC. Holding this forum -- ***Our Pathway to a Culture of Peace: UNCRC and Public Education*** -- is a significant step forward in the process of promoting children's rights issues as well as fostering and preserving a culture of peace across Canada. We invite your active participation at this national forum.

**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

***Pre-Forum Materials***

***ii. Steering Committee Members***

***Forum Co-Chairs:***

Honourable Landon Pearson  
Senator, The Senate of Canada  
Advisor on Children's Rights to the Minister of Foreign Affairs and  
Personal Representative of the Prime Minister to the 2001 United  
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***Planning Committee Coordinator:***

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Board Member, Canadian Coalition for the Rights of Children  
Executive Director, Canadian Child Care Federation  
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**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

***Pre-Forum Materials***

***Planning Committee:***

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Director, Children's Rights Centre  
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**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

***Pre-Forum Materials***

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## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

#### *iii. Forum Participants*

Invitations to attend this forum have been extended by the Greater Victoria School District #61 to approximately 50 potential participants from across Canada, which include representatives of these organizations:

- 1) Aboriginal Youth Council -- National Association of Friendship Centres
- 2) Association of Universities and Colleges of Canada
- 3) BC Office of the Ombudsman
- 4) BC School Trustees Association
- 5) Canadian Alliance of Student Associations
- 6) Canadian Association of Principals
- 7) Canadian Association of School Administrators
- 8) Canadian Coalition for the Rights of Children
- 9) Canadian Council of Provincial Children's Advocates -- BC, AB, SK, MB, ON, PQ, NS
- 10) Canadian Education Association
- 11) Canadian Federation of Students
- 12) Canadian Home and School Federation (and PAC)
- 13) Canadian Institute of Child Health
- 14) Canadian Public Health Association
- 15) Canadian School Boards Association

OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION

*Pre-Forum Materials*

*Forum Participants - continued*

- 16) Canadian Teachers' Federation
- 17) Greater Victoria School District #61
- 18) Ministries of Education -- Canada-wide
- 19) National Youth In Care Network
- 20) Queen Alexandra Foundation for Children
- 21) Queen Alexandra Foundation for Children -- Youth Advisory Council
- 22) Saanich School District #63
- 23) Save the Children Canada
- 24) Sooke School District #62
- 25) UNICEF -- BC and Canada
- 26) University College of Cape Breton -- Children's Rights Centre
- 27) University of Victoria -- Unit for Research and Education on CRC



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

#### *iv. Purpose and Objectives*

Young people can play important roles in promoting and protecting human rights, but first they need meaningful opportunities for realizing their rights and responsibilities through children's rights education. This forum aims to promote the development of effective strategies for the advancement of children's rights education at all grade levels in light of the *United Nations Decade for Human Rights Education*, 1995 to 2004. Also, this forum aims to explore *our pathway to a culture of peace* within a context of public education -- one where children and youth can live and grow with "peace, dignity, tolerance, freedom, equality, and solidarity," as expressed in the UNCRC preamble. This approach to education supports the *International Decade for a Culture of Peace and Non-Violence for the Children of the World*, 2001 to 2010.

Taken together, the primary *purpose* of this forum is to raise the profile of children's rights education by sharing information, expertise, and experiences, while planning and developing effective strategies for expanding the implementation of the UNCRC, with a view to fostering and preserving a culture of peace. Forum participants will be encouraged to consider strategies for advancing the UNCRC within public education systems, and within human services and post-secondary programs. This process reflects Article 42 of the UNCRC, which addresses the dissemination of information on the covenant to adults and children alike.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

Stemming from the primary purpose, the key forum *objectives* are:

- 1) sharing examples of materials premised on the UNCRC for purposes of illustrating potential impact on promoting responsible citizenship, with a view to fostering and preserving a culture of peace;
- 2) exploring, planning, and developing effective strategies for expanding the implementation of the UNCRC into classroom-based curricula within public school systems, as well as into courses to be delivered at post-secondary institutions across Canada;
- 3) collecting information to develop a systematic national inventory of educational resource materials and organizations pertaining to the UNCRC and children's rights education issues;
- 4) using the shared and collected information to inform the Canadian preparatory process for the United Nations General Assembly Special Session on Children, Education Stream. Senator Landon Pearson, Co-Chair of this forum, and the Personal Representative of the Prime Minister on the Initiating Committee, has plans to attend that Special Session on Children in the year 2001; and
- 5) supporting the long-term goal of world-wide implementation of curricula for children's rights education premised on the UNCRC, at all grade levels.

**Part II:**  
**Background**



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

#### *Part II - Background Information on UNCRC & Education*

##### *i. Backgrounder on the UNCRC*

The *United Nations Convention on the Rights of the Child* (UNCRC) is an international treaty that identifies the human rights and freedoms of every child under 18 years, within 54 articles. This document was unanimously adopted by the United Nations General Assembly on November 20, 1989 and it went into force on September 20, 1990, after ratification by the first twenty member countries -- in less time than any other human rights treaty. Now the UNCRC has been ratified by all but two nations, Somalia and the USA.

Those nations that have ratified the covenant are obligated to abide by its standards and to fulfill related responsibilities. Canada ratified the UNCRC in December 1991, which means that its universal standards are to be interpreted and applied into our nation's domestic law, child-related policies and services, and everyday behaviours. Canada's ratification of the UNCRC was with two reservations; one reservation addressed treatment of youth in detention, and another addressed custom adoptions in Aboriginal communities. While Canada's ratification of the covenant was initially without the support of Alberta, the government of that province endorsed the UNCRC in 1999.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

#### *ii. Overview of Children's Rights*

As recognized in the preamble of the UNCRC, children's rights are claims to those things that are essential for freedom, justice, and peace in the world. Children's rights can be divided into three areas:

- **provision** of adequate resources for survival and proper development such as food, shelter, clean water, health care, and formal primary education;
- **protection** from all forms of harm such as physical abuse, violence, and exploitation; and
- **participation** by exercising rights without discrimination such as taking part in decision making and speaking up on matters which directly affect their lives and futures.

The inclusion of participation rights makes the UNCRC the most comprehensive statement of children's rights ever internationally adopted. To access the complete text of the UNCRC, visit the Canadian Heritage web site:

<http://www.pch.gc.ca/ddp-hrd/english/rotc/croc.htm>

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

#### **iii. Overview of Education Rights**

##### **(a) Education and Personal Development (Articles 28, 29, 5)**

The UNCRC addresses the right to education in Article 28, which concerns the provision of an education for every child; in addition, Article 29 states in part that the goals of education shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;*
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;*
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilizations different from his or her own;*
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;*
- (e) The development of respect for the natural environment.*

Thus, at the international level, the goals of education include promoting the development of children's capacities to achieve their fullest potential. Additionally, the goals of education address developing respect for human rights as well as for parents, while preparing children and youth for responsible citizenry. This need to educate children and youth about human rights, and to prepare them for responsible citizenship, is also acknowledged at both federal and provincial levels in Canada, as briefly outlined next.



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

At the federal level, a ratifying nation such as Canada has obligations to monitor and report periodically to the United Nations Committee on the Rights of the Child under the terms of Article 44 of the UNCRC. Canada's progress made towards implementing the UNCRC was documented in a 1994 report prepared by Canadian Heritage. This report recommended that educational programs be further developed in Canada for persons of all ages, which disseminate accurate information on the UNCRC in accordance with Article 42.

At the provincial level, in the forum host province of BC for example, preparation for citizenry is a component of education as stated in the mission statement for public schools within the *School Act* (1989):

*The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy. (Source: Prov. of BC, Min. of Ed.)*

Education that aims to both prepare students for responsible citizenry and educate them about human rights can also address the need for gradually assuming some responsibilities. That is, children and youth have a responsibility for respecting the human rights of others when exercising their rights -- including those of parents and other adults such as teachers. For example, children and youth have a right to express views on matters of importance to their lives and futures according to Article 12 of the UNCRC; and, they have a responsibility to respect the rights, freedoms, and reputations of others when doing so.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

While the UNCRC recognizes such responsibilities of children and youth, it also addresses responsibilities of governments, families, and caregivers. For example, Article 5 recognizes the responsibility of parents and extended family members, or other adults such as educators, to provide children with appropriate direction and guidance for exercising rights, in keeping with their evolving capacities to do so.

Since Article 5 specifically addresses direction and guidance for children in the exercising of their rights, the application of this article would appear particularly relevant to children's participation rights. Perhaps it could be said that educating for **responsible citizenship** includes understanding and exercising participation rights in order for young people to contribute to the world and their place in it, while respecting the human rights of others.

#### **(b) Special Needs Education (Article 23)**

The UNCRC recognizes that children and youth with special needs have the right to access special care and education, which is meant to help students achieve self-reliance and an active life in society. Public education systems generally support students with special needs through as much integration in regular classrooms as is educationally sound for the individual child or youth. For example, schools can support student learning by providing access to modified curricula, environmental adaptations such as technology, and learning specialists.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

#### (c) *Linguistic, Cultural, Artistic, and Recreational Education* (Articles 30 and 31)

Article 30 of the UNCRC addresses the right for children and youth of minority populations to enjoy and participate in their own linguistic and cultural heritages. For example, within the BC public education system, students are entitled to instruction in either English or French languages in accordance with the *School Act* (Province of BC, Ministry of Education, 1989). This legislation also states that BC public school boards may provide programs in a language other than English or French, as warranted; this provision respects the right of children to participate in their own linguistic heritages.

Additionally, in keeping with Article 31 of the UNCRC, quality education should provide equal opportunities for children to engage in cultural life and artistic activities, as well as play and recreational activities, which are appropriate to the age of the child.

When viewing Articles 28, 29, 5, 23, 30, and 31 together, an implication for public education systems is that we are called upon to direct education towards the full development of the human personality and to the strengthening of respect for human rights and freedoms. Quality programs and curriculum resources focusing on children's rights education, which suit varying ages, abilities, interests, languages, and cultural heritages, can be implemented to lend support to such personal development.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

#### iv. *Excerpts from The UNCRC: How Does Canada Measure Up?*

Copyright © 1999 by the Canadian Coalition for the Rights of Children. Excerpts reprinted here with permission. To access full report: <http://www.rightsofchildren.ca/>

*The UNCRC: How Does Canada Measure Up?* is Canada's first five year non-governmental progress report to the United Nations, in accordance with Article 44 of the UNCRC. It was prepared by the Canadian Coalition for the Rights of Children, a coalition of 34 national and international organizations concerned with child rights. Six areas related to UNCRC articles were researched on education, freedoms, abuse and neglect, refugee children, disabilities, and Canada's international obligations.

#### *Summary of Findings on Education*

##### **NEEDS ACTION:**

- Initiatives are needed to effectively address early school leaving, particularly among Aboriginal students.
- Cutbacks in education funding and the closing of schools need to be addressed as they have undermined access to and quality of education in Canada, especially in special education, citizenship, social studies and arts education.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

- The development of respect for equality, human rights, cultural diversity and the environment are recognized in policy, but not necessarily reflected in practice.
- A comprehensive approach is needed to address violence and homophobia in schools.
- Increased access through the Internet to exploitative, racist and sexist information requires the development of critical thinking skills and anti-racist and media literacy courses for core curriculum.
- Staffing in education systems should reflect community diversity and the principles of equity.
- Children's rights education needs to be part of core curricula.

### NEEDS DIALOGUE:

- A discussion is needed on perceived threats to the public school system in Canada and school governance, including the role of parents and the community in education. Public funding for charter and denominational schools requires broader public debate. Access to instruction in Canada's two official languages needs to be resolved.

End of excerpts from *The UNCRC: How Does Canada Measure Up?*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

#### v. *Backgrounder on Human Rights Education*

##### (a) *Decade for Human Rights Education*

At the 49th session of the General Assembly in 1994, the United Nations proclaimed the decade of 1995 to 2004 as the *United Nations Decade for Human Rights Education*. This decade is seen as a period when education should focus on contributing to the implementation of the UNCRC. In support of this decade, the General Assembly presented the *Plan of Action for the United Nations Decade for Human Rights Education*, which was prepared by the United Nations High Commissioner for Human Rights (UNHCR).

In this action plan, the UNHCR describes human rights education as "training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes" which foster and preserve:

- *The strengthening of respect for human rights and fundamental freedoms;*
- *The full development of the human personality and the sense of its dignity;*
- *The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;*
- *The enabling of all persons to participate effectively in a free society; and*  
*The furtherance of the activities of the United Nations for the maintenance of peace. (Source: Plan of Action for UN Decade for Human Rights Education).*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

#### **(b) *Decade for a Culture of Peace***

In a related manner, the United Nations proclaimed the year 2000 as the *International Year for the Culture of Peace*. The year's objectives included strengthening respect for cultural diversity and promotion of tolerance, solidarity, cooperation, dialogue and reconciliation. Subsequently, the United Nations proclaimed the period 2001 to 2010 as the *International Decade for a Culture of Peace and Non-Violence for the Children of the World*.

In support of this proclamation, the *United Nations Declaration and Programme of Action for a Culture of Peace* was put forth; it identifies in part the following actions for fostering a culture of peace through education:

- *Reinvigorate national efforts and international cooperation to promote the goals of education for all with a view to achieving human, social and economic development and for promoting a culture of peace;*
- *Ensure that children, from an early age, benefit from education on the values, attitudes, modes of behaviour and ways of life to enable them to resolve any dispute peacefully and in a spirit of respect for human dignity and of tolerance and non-discrimination;*
- *Involve children in activities for instilling in them the values and goals of a culture of peace; and*
- *Ensure equality of access for women, especially girls, to education;*
- *Strengthen the ongoing efforts of the relevant entities of the United Nations system aimed at training and education, where appropriate, in the areas of conflict prevention/crisis management, peaceful settlement of disputes as well as in post-conflict peace-building.*



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

In keeping with the spirit of both the *United Nations Decade for Human Rights Education* as well as the *International Decade for a Culture of Peace and Non-Violence for the Children of the World*, this forum aims to explore *our pathway to a culture of peace* -- one where children and youth can live and grow with "peace, dignity, tolerance, freedom, equality, and solidarity," as quoted from the UNCRC preamble.

Through this exploratory process, participants will have opportunities at the forum for planning and developing effective strategies for expanding the implementation of the UNCRC within public education systems across Canada, with a view to fostering and preserving a culture of peace. In addition, participants will be encouraged to consider strategies for advancing the rights and principles of the UNCRC within human services and post-secondary programs. Also, participants will be invited to consider such issues as potential barriers they may face when implementing the rights and principles of the CRC, plans to overcome such challenges, and their next steps to further advance children's rights education within Canada.

As a legacy of ***Our Pathway to a Culture of Peace: UNCRC and Public Education***, a set of Post-Forum Materials will be prepared to include the Forum Proceedings as well as the Next Steps. Those materials will be sent to Forum Participants within two months following the event.







## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

### *Part III - Inventory of Resources & Organizations*

#### *i. Overview of Inventory*

Part III of this set of *Pre-Forum Materials* provides an inventory with information on resources and organizations pertaining to the UNCRC and children's rights education issues. The development of this inventory is in keeping with one of the key objectives of this forum, which is collecting information to develop a systematic national inventory of educational resource materials and organizations.

This Inventory is organized into two sections:

- **Resources:** annotated list of resources such as curriculum materials, instruction guides and manuals, educational reports, and web sites; and
- **Organizations:** annotated list of organizations such as educational institutes and organizations with web sites, publications of interest, events, and projects.

## **OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION**

### ***Pre-Forum Materials***

This Inventory is a work in progress. You are invited to add more entries to this Inventory for inclusion in the set of Post-Forum Materials; to do so, please email by March 16, 2001 the following details to: [ejmurray@telusplanet.net](mailto:ejmurray@telusplanet.net)

#### **RESOURCES:**

- 1) Title(s) of Resource
- 2) Target Group, e.g., primary, elementary, secondary, post-secondary, community, teachers, administrators
- 3) Author(s) of Resource
- 4) Organization
- 5) Year of Publication
- 6) Web Site Address, e.g., <http://>
- 7) Description of Resource, max. 100 words per entry

#### **ORGANIZATIONS:**

- 1) Organization
- 2) Web Site, e.g., <http://>
- 3) Description of Organization, max. 35 words per entry
- 4) Publications of Interest, e.g., title

**Note: Updates to this Inventory of Resources & Organizations should be available for Forum Participants within two months following the event, along with other Post-Forum Materials.**

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

#### ii. *Resources* [SECTION IN PROGRESS]

This sections provides an annotated list of resources including curriculum materials, instruction guides and manuals, educational reports, and web sites pertaining to the UNCRC and children's rights education issues. The entries are listed in alphabetical order by the resource title.

**Title:** *A Child Rights-Friendly Schools Initiative: The Theory and Practice of Setting Schools to Rights (work in progress)*  
**Target Group:** Community, Teachers, Administrators  
**Authors:** L. Wolff  
**Organization:** UNICEF Canada  
**Year:** 2000  
**Web Site:** <http://www.unicef.ca>

A proposed analytical framework for schools and school policymakers to determine which children's rights issues are particularly relevant to education and schooling, and how these rights can be advanced and protected in schools. Photocopies available free from UNICEF Canada; contact L. Wolff at [lwolff@unicef.ca](mailto:lwolff@unicef.ca)

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Title:** *Children's Rights Education Curriculum Resource*  
**Target Group:** Grade 6  
**Authors:** K. Covell & R. B. Howe  
**Organization:** Children's Rights Centre - University College of  
Cape Breton  
**Year:** 1998  
**Web Site:** <http://faculty.uccb.ns.ca/childrensrights/>

The goal of the curriculum, which was designed to fit into and complement existing school curricula in Nova Scotia, was to impart the information outlined in the UNCRC in a developmentally appropriate manner that was consistent with the rights the children would be taught they had. The activities were therefore centered on salient issues to the target age group (11 - 12 year olds) and were designed to provide opportunities to express opinions (articles 13 and 14 of the UNCRC), to work with friends (article 15) and have views heard (article 12).

These UNCRC articles mesh well with the developmental needs of later childhood and early adolescence for increased opportunity for peer interaction and self-determination, and for opportunities to engage in critical abstract and hypothetical thinking. Examples of content issues are discrimination, exploitation, and drug prevention.



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Title:** *Children's Rights Education Curriculum Resource*  
**Target Group:** Grade 8  
**Authors:** K. Covell & R. B. Howe  
**Organization:** Children's Rights Centre - University College of  
Cape Breton  
**Year:** 1999  
**Web Site:** <http://faculty.uccb.ns.ca/childrensrights/>

The curriculum was based on the Grade 6 curriculum, with modifications for age- appropriateness. To maximize learning, the curriculum was designed to fit into and complement existing school curricula in Nova Scotia. The activities were centered on salient issues to the target age group (13 - 15 year olds) and were designed to provide opportunities to express opinions (articles 13 and 14 of the UNCRC), to work with friends (article 15), and have views heard (article 12).

These UNCRC articles mesh well with the developmental needs of early adolescence for increased opportunity for peer interaction and self-determination, and for opportunities to engage in critical abstract and hypothetical thinking. Examples of content issues are the representation of rights in sexual activity in contemporary music (discussed in context of articles 13, 16, 19, 34), runaways and street children (articles 6, 9, 24, 27, 29), and tobacco and alcohol advertising (articles 3, 24, 27, 33).

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Title:** *Evaluation Mechanism Guided by the UNCRC*  
**Target Group:** Administrators, Teachers  
**Author:** BC Ministry of Education, SD #61  
**Organization:** BC Ministry of Education, Skills and Training;  
Greater Victoria School District #61  
**Year:** 1996  
**Web Site:** <http://www.gov.bc.ca/bced/>

This evaluation tool uses the UNCRC as a conceptual framework and a standard of measurement for rights-respectful education in order to monitor the extent to which children's rights are mirrored in curriculum resources or operational policies and regulations.

**Part I: Designing the Evaluation Mechanism:** includes two sets of twenty-six indicator templates, each designed to provide both quantitative and qualitative data.

**Part II: Implementing the Evaluation Mechanism:** presents samples of formative evaluations to determine congruencies, variances, or discrepancies between children's rights and curriculum resources as well as operational policies and regulations.

**Part III: Reporting the Findings:** provides findings, interpretations, and analyses of data collected through sample applications of this evaluation mechanism.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Title:** *Family Education Program on the UNCRC*  
**Target Group:** Community, Families, Teachers  
**Authors:** Greater Victoria School District #61, & Affiliates  
**Organization:** Greater Victoria School District #61  
**Year:** 1999  
**Web Site:** <http://www.sd61.bc.ca>

This program offers family-oriented workshops which serve to raise the level of awareness about the UNCRC, and how it can be used as a tool for advocacy and self-advocacy. The materials and learning activities can be adapted for study within elementary grades and up. The kit includes a Workshop Facilitator's Guide in 3 books:

<b>Book One</b>	<b><i>The Program</i></b>
PART A	FACILITATING A WORKSHOP
PART B	BACKGROUNDER INFORMATION
<b>Book Two</b>	<b><i>The Content</i></b>
PART A	ADVOCACY AND SELF-ADVOCACY
PART B	QUESTIONS ABOUT THE UNCRC
<b>Book Three</b>	<b><i>The Activities</i></b>
PART A	SAMPLE ACTIVITIES ON THE UNCRC
PART B	ORGANIZATIONS, WEB SITES, RESOURCES

To date, approximately 350 individuals have participated in workshops involving family members, university students, child care workers, social workers, youth groups, and teachers.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Title:** *Giving Voice: Children's Rights Come Alive*  
**Target Group:** Post-secondary  
**Authors:** School of Child and Youth Care (SCYC), University of Victoria; UNICEF-Canada; Canadian Coalition for the Rights of Children  
**Organization:** School of Child and Youth Care  
**Year:** 1995  
**Web Site:** <http://www.hsd.uvic.ca/CYC/cyc.htm>

This third-year university distance education course is intended to raise student awareness of the UNCRC, and to demonstrate applications of theory to child-related practices for human service practitioners, such as child and youth care workers, social workers, educators, and early child care providers. A key purpose of this course is to breathe life into the UNCRC by translating its principles into front-line child and youth care practice within various family, community, and cultural contexts. To date, approximately 150 students have studied this course. The course materials address issues surrounding the UNCRC contained in five modules:

Module One:	PARTNERSHIP - ADVOCACY
Module Two:	PROTECTION
Module Three:	PROVISION
Module Four:	PARTICIPATION
Module Five:	PROMOTION

**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

*Pre-Forum Materials*

**Title:** *Implications of The Convention on The Rights of The Child for Education Activities Supported By UNICEF*

**Target Group:** Community, Teachers, Administrators

**Authors:** M. Pigozzi, Education Section

**Organization:** UNICEF Canada

**Year:** 1997

**Web Site:** <http://www.unicef.ca>

Policy paper proposing a global strategy to integrate children's rights (using the Convention on the Rights of the Child) into education programs, including national public education curricula and schooling, supported by UNICEF. UNICEF is promoting the concept of "Child Friendly Schools," where curricula and other policies and practices ensure the scope of children's rights are protected and advanced through education and schooling. Photocopies available free from UNICEF Canada; contact L. Wolff at [lwolff@unicef.ca](mailto:lwolff@unicef.ca)

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Title:** *In Our Own Backyard: A Teacher's Guide for the Rights of the Child*  
*Ca nous regarde aussi ! Guide de l'enseignant aux droits de l'enfant*

**Target Group:** Grades 1 to 8

**Author:** D. Biggs

**Organization:** UNICEF Canada

**Year:** n.d.

**Web Site:** <http://www.unicef.ca>

Involving children in grades one through eight in the promotion of the rights they share with children around the world is the aim of this Education for Development resource from UNICEF Canada. To facilitate understanding and positive action, the articles of the UNCRC are grouped into five simple themes of creative classroom activities for each stage in the education for development cycle of exploring, responding, and taking action, in the classroom.

A poster, case studies, cards, and videos can be used with the activities to create a cross-graded school environment with a rights theme, or to develop thematic units and workstations in the classroom. (Available in English or French.)

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Title:** *It's Only Right! A Practical Guide to the UN Convention on the Rights of the Child*  
*Ce n'est que justice ! Guide pratique sur la Convention relative aux droits de l'enfant*

**Target Group:** Grades 9 and up

**Author:** S. Fountain

**Organization:** UNICEF Canada

**Year:** n.d.

**Web Site:** <http://www.unicef.ca>

The UNCRC spells out the rights shared by all the world's children, giving special recognition to this most vulnerable group in society. This activity guide can be used to integrate a global, multicultural dimension in any curriculum area. The activities (complete with reproducible student materials) will help young people recognize, respect, and protect their rights and the rights of others, through case studies, cooperative games, problem-solving, positive action and much more. (Available in English or French.)

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Title:** *National Child Day Web Site*  
**Target Group:** Children, Youth, Teachers, Families, Community  
**Authors:** Health Canada, Child and Youth Division  
**Organization:** Health Canada, Government of Canada  
**Year:** 2000  
**Web Site:** <http://www.hc-sc.gc.ca/child-day/>

The focal activity is the participation of children and youth in the National Child Day web site. Three interactive sections invite online participation: Children, Pre-Teens, and Teens, as well as other sections for Educators, Families, and Community Leaders. Children and youth are invited to send in responses to questions about issues on the agenda at the Special Session: participation, anti-discrimination, anti-poverty, non-violence, and the environment.

All child and youth responses will be compiled in a report and submitted to the Canadian delegation for the Special Session on Children. It will take place in September 2001 at the United Nations where world leaders will address the progress made so far in realizing the plan of action of the World Summit for Children. This web site is being developed over the 2000 - 2001 school year, and so children, youth, teachers, families, and others are encouraged to access the web site for information on children's rights issues beyond November 20th, which is National Child Day. (Web site is in English and French.)



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Title:** *The Right Way! A Teacher's Resource Concerning the Convention on the Rights of the Child*  
**Target Group:** Grades 4 to 6; Grades 7 to 10  
**Author:** Save the Children Canada  
**Organization:** Save the Children Canada  
**Year:** n. d.  
**Web Site:** <http://www.savethechildren.ca>

This kit aims to give teachers the resources needed to teach students about their various rights and responsibilities, as given by the UNCRC. Two separate packages were created: one for grades 4 to 6 and another for grades 7 to 10. The package is divided into:

*Section I: Rights and Responsibilities*

Introduces students to UNCRC, and accompanying responsibilities.

*Section II: The Five themes of the CRC*

Eleven activities illustrate the 5 themes of the convention

*Section III: Miscellaneous*

Additional activities and information are provided

*Section IV: About Save the Children Canada*

In total, 16 activities introduce, explain and help students to internalize the Rights of the Child on the local, national and global levels.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Title:** *The UNCRC: How Does Canada Measure Up?*  
**Target Group:** Community  
**Authors:** Canadian Coalition for the Rights of Children  
**Organization:** Canadian Coalition for the Rights of Children  
**Year:** 1999  
**Web Site:** <http://www.rightsofchildren.ca/>

The Canadian Coalition for the Rights of Children, a coalition of 34 national and international organizations concerned with the rights of children and youth, responded to the UN Committee's call for reports from non-governmental organizations to complement those submitted by governments. The Coalition researched six areas related to UNCRC articles on education, fundamental freedoms, abuse and neglect, refugee children, children with disabilities and Canada's international obligations.

Following this examination of children's rights in Canada, the Coalition concludes that Canada meets most of its obligations under the UNCRC. However, the Coalition's research also documents seven areas in which children's rights are being systemically violated and 26 situations where action is required before Canada's compliance with the UNCRC can be met in the articles examined.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Title:** *The World Around Us: A Thematic Primary-level Curriculum for Children's Rights Education*  
**Target Group:** Primary  
**Author:** E. Murray  
**Organization:** EM Educational Services  
**Year:** 1994; Revised 2000  
**Web Site:** [http://www3.telus.net/childrens\\_rights/](http://www3.telus.net/childrens_rights/)

This curriculum for children's rights education aims to promote children's growth toward responsible citizenship, within an educational context. It provides students with opportunities for exploring issues surrounding *respect, rights, and responsibilities*. The set of literature-based materials includes a total of 30 thematically linked learning activities and five annotated resource lists within its five modules:

- Module #1    Respect, Rights, and Responsibilities
- Module #2    Children, Families, and Friends
- Module #3    Education, Learning, and Growing
- Module #4    Food, Health Care, and Homes
- Module #5    Safe, Friendly, and Peaceful World

The curriculum kit includes hand puppets and a reproducible book entitled *3Rs: A Children's Book on Respect, Rights, and Responsibilities*. To date, approximately 2000 children have studied this curriculum in Victoria, BC and Calgary, AB.

**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

*Pre-Forum Materials*

**Title:** *Your Child Has Rights! A Parent's Guide to the United Nations Convention on the Rights of the Child*

**Target Group:** Families, Parents

**Authors:** K. Covell & R. B. Howe

**Organization:** University College of Cape Breton - Children's Rights Centre

**Year:** 1999

**Web Site:** <http://faculty.uccb.ns.ca/childrensrights/>

This booklet is designed for parents whose children are learning about children's rights at school. Addressed are common questions parents have about children's rights, about children's rights education, and about the UNCRC and parenting. In addition, there are suggested activities to help parents support their child's rights education.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

#### iii. *Organizations* [SECTION IN PROGRESS]

This section provides an annotated list of organizations including educational institutes and organizations with web sites, publications of interest, events, and projects pertaining to the UNCRC and children's rights education issues. The entries are listed in alphabetical order by the organization name.

**Organization:** Canadian Coalition for the Rights of Children

**Web Site:** <http://www.rightsofchildren.ca/>

**Description:** Site includes information on over 50 national and provincial non-government organizations committed to promoting and protecting children's rights in Canada and abroad.

**Publications of Interest:**

*The UN Convention on the Rights of the Child: How Does Canada Measure Up?* is Canada's first five year non-governmental progress report to the United Nations

*Say It Right! - The Unconventional Canadian Youth Edition of the United Nations Convention on the Rights of the Child*

*Interactive Quiz! on UNCRC*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Organization:** Canadian Heritage, Government of Canada

**Web Site:** <http://www.pch.gc.ca/>

**Description:** Site of Canadian Heritage.

**Publications of Interest:**

*Canada's First Report (1994)*

<http://www.pch.gc.ca/ddp-hrd/english/rotc/rc01index.htm>

*UN Convention on the Rights of the Child (complete text)*

<http://www.pch.gc.ca/ddp-hrd/english/rotc/croc.htm>

Order copies by email: [Rights-Droits@pch.gc.ca](mailto:Rights-Droits@pch.gc.ca)

**Organization:** Child and Family Canada

**Web Site:** <http://www.cfc-efc.ca>

**Description:** Site provides a wide range of helpful articles on the health, well-being, development and care of children. Fifty-two Canadian non-profit organizations have come together under the banner of Child and Family Canada to provide quality, resources on children and families on an easy-to-navigate web site.

**Publications of Interest:**

Virtual Library holds numerous reports on various topics: Adolescents, Child Care, Child Development, Family Life, Health, Learning Activities, Literacy, Media Influences, Nutrition, Parenting, Physical Activities, Play, Safety, Social Issues, Special Needs.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Organization:** Children's Rights Centre - University College of  
Cape Breton

**Web Site:** <http://faculty.uccb.ns.ca/childrensrights/>

**Description:** Site of the Children's Rights Centre, University College of Cape Breton; Sydney, Nova Scotia. The Children's Rights Centre is a provincial affiliate of the Canadian Coalition for the Rights of Children. Its mandate is to conduct research on issues of children's rights, to answer enquiries about children's rights, to further public education about children's rights, and to monitor the implementation of the UNCRC in Canada and in Nova Scotia.

**Publications of Interest:**

*Children's Rights Education Curriculum Resource - Grade 6*

*Children's Rights Education Curriculum Resource - Grade 8*

*Your Child Has Rights! A Parent's Guide to the United Nations  
Convention on the Rights of the Child*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Organization:** Child Rights Information Network (CRIN)

**Web Site:** <http://www.crin.org/>

**Description:** Site provides information on children's rights in relation to labour, AIDS/HIV, sexual exploitation, armed conflict, disabilities, and the media. This site aims to improve access to documentation and information on selected topics relevant to the Convention on the Rights of the Child.

**Publications of Interest:**

*UN Convention on the rights of the child training kit*

This training kit explores the background to the development of the United Nations' Convention on the Rights of the Child, what the Convention says, the monitoring and reporting process, and how organizations can integrate the Convention into their policy and practice.

<http://www.crin.org/crpublic>



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Organization:** Defense for Children International (DCI)

**Web Site:** <http://www.defence-for-children.org/>

**Description:** Site of DCI, which serves as a central collecting point for information published world-wide on children's rights issues.

**Publications of Interest:**

The collection includes almost 12,000 individually indexed items, which include articles, studies and reports from journals and serial publications, monographs, magazines, organisational newsletters, newspaper clippings, official documents (UN system and individual governments) and books.

**Organization:** EM Educational Services

**Web Site:** [http://www3.telus.net/childrens\\_rights/](http://www3.telus.net/childrens_rights/)

**Description:** Site provides information on a thematic Primary-level curriculum for children's rights education. This comprehensive educational resource aims to promote young children's growth toward responsible citizenship. Its thirty literature-based learning activities explore themes of respect, rights, and responsibilities.

**Publications of Interest:**

*The World Around Us: A Thematic Primary-level Curriculum for Children's Rights Education*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Organization:** Free The Children

**Web Site:** <http://www.freethechildren.org/>

**Description:** Site of Free the Children, which is an international network of children helping children through representation, leadership and action. This site has been divided into two separate entities: *Kids Can Free The Children* is the charitable portion of the organization, responsible for such things as fund-raising and project involvement. *Advocates for Free The Children* concentrates on the politics surrounding child labour and children's rights, designed to educate others on children's issues.

**Organization:** Health Canada, Government of Canada

**Web Site:** <http://www.hc-sc.gc.ca/child-day/>

**Description:** Site of Health Canada, Child and Youth Division, National Child Day 2000. This web site has sections especially designed for Children (5-8 years), Pre-teens (9-12 years), Teens (13-18 years), Educators, Families, and Community Leaders.

**Publications of Interest:**

This web site provides information and activities relating to the UNCRC and the preparations for the UN Special Session of the General Assembly for Follow-up to the World Summit for Children in 2001. It is being developed over the 2000 - 2001 school year, and so accessing its information on children's rights issues is encouraged beyond National Child Day, November 20th.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Organization:** Save the Children Canada

**Web Site:** <http://www.savethechildren.ca>

**Description:** Site of Save the Children Canada, which is a child-rights focused development organization, working both overseas and in Canada to improve the quality of children's lives through the realization of their rights.

**Publications of Interest:**

*The Right Way! A Teacher's Resource Concerning the Convention on the Rights of the Child.* This kit aims to give teachers the resources needed to teach students about their rights and responsibilities.

*I've got them! You've got them! We've all got them!* colouring book

**Organization:** Senator Landon Pearson

**Web Site:** <http://sen.parl.gc.ca/lpearson/>

**Description:** Site of Honourable Landon Pearson, Senate of Canada.

**Publications of Interest:**

Senator Pearson's *Infosidewalk* includes a quarterly newsletter, legislative review, and documents of the 1998 International Summit of Sexually Exploited Youth. It also provides information on the preparations for the UN Special Session of the General Assembly for Follow-up to the World Summit for Children in 2001.

**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

***Pre-Forum Materials***

**Organization:** UNHCHR

**Web Site:** <http://www.unhchr.ch>

**Description:** Site of UN High Commissioner for Human Rights.

**Publications of Interest:**

*Plan of Action for the UN Decade for Human Rights Education*

*UN Convention on the Rights of the Child*

*UN Declaration & Programme of Action for a Culture of Peace*

**Organization:** UNICEF Canada

**Web Sites:** <http://www.unicef.ca>

**Description:** Site of United Nations Children's Fund of Canada.

**Publications of Interest:**

*State of the World's Children 2000*

<http://www.unicef.org/sowc00/>

*Progress of Nations 1999*

<http://www.unicef.org/pon99/>

*A Child Rights-Friendly Schools Initiative: Theory and Practice of Setting Schools to Rights (work in progress); free photocopy - contact L. Wolff at [lwolff@unicef.ca](mailto:lwolff@unicef.ca)*

**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

***Pre-Forum Materials***

*Implications of the CRC for Education Activities Supported By  
UNICEF; free photocopy - contact L. Wolff at [lwolff@unicef.ca](mailto:lwolff@unicef.ca)*

*Global Village Game  
<http://www.unicef-kids.org/>*

*Voices of Youth - Three Forums: Our Meeting Place, Our Learning  
Place, The Research Forum  
<http://www.unicef.org/voy/>*

**Organization:** UNICEF Innocenti Research Centre

**Web Sites:** <http://www.unicef-icdc.org/>

**Description:** Site of UNICEF Innocenti Research Centre, in  
Florence, Italy (formally International Child Development Centre).

**Publications of Interest:**

*A Voice for Children: Speaking out as their ombudsman*

*Children: Noble Causes or Worthy Citizens?*

*Monitoring the Rights of Children: Global Seminar Report, 1994*

*Ombudswork for Children*

*The Best Interests of the Child: Reconciling culture, human rights*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Pre-Forum Materials*

**Organization:** Unit for Research and Education on the CRC

**Web Site:** <http://web.uvic.ca/urecrc>

**Description:** Site of URECRC, University of Victoria. Its mandate is to promote and monitor children's rights through research and education based on the UNCRC and other international human rights conventions and treaties.

**Publications of Interest:**

*Growing Strong: A Training Manual: Using the UN Convention on the Rights of the Child to Support Indigenous Children Within their Families, Community and Culture*

*Lekwungen: Then & Now*

*Children Enabling Change: Education, Advocacy and Action Plan for Children with Disabilities and their Families in Multi-Cultural Communities*

*Claiming our Place in the Circle: Indigenous Children's Rights: A Report on the Caring for Indigenous Children Capacity Building Workshop*

*Starting From Strengths Community Care for Orphaned Children: A Training Manual Supporting the Community Care of Vulnerable Orphans: Participant's Guide*







# OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

## *Post-Forum Materials*

### *Part IV - Forum Proceedings*

#### *i. Introduction*

Part IV of this set of **Forum Materials** provides a summary of the proceedings of the forum -- *Our Pathway to a Culture of Peace: United Nations Convention on the Rights of the Child and Public Education*. By exploring our pathway to a culture of peace within a context of public education, the forum and its participants supported both the *United Nations Convention on the Rights of the Child* (UNCRC) as well as the *International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001 to 2010*. Additionally, the forum was supportive of the *United Nations Decade for Human Rights Education, 1995 to 2004*, since the proceedings included opportunities for promoting the development of effective strategies for the advancement of children's rights education at all grade levels.

Inspired by the UNCRC as well as the current decades for peace and human rights education, the forum proceedings provided a practical link between national and provincial interests and needs regarding children's rights, public education, and peace building within primary through secondary levels, and within post-secondary sectors. The following section of the Post-Forum Materials summarizes key points of the forum events and proceedings.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### ii. *Forum Proceedings*

##### (a) *Forum Opening: February 22*

**Sandra Griffin**, the Forum Planning Committee Co-ordinator and a Board member of the Canadian Coalition for the Rights of Children, welcomed approximately 80 participants to the forum. Key points include:

- all participants were invited to take part in the forum events over the next two-day period -- events that aimed to explore issues surrounding the UNCRC and children's rights education;
- a key objective of the forum was to provide opportunities for planning and developing effective strategies for expanding the implementation of the UNCRC within public education systems across Canada, with a view to fostering and preserving a culture of peace; and
- in view of this objective, this forum motto was introduced:

*"Every child has the right to live in a peaceful and friendly world."*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Dev Aujla, Shannon Ramage, Adam Jones, members of the Queen Alexandra Foundation for Children Youth Advisory Council, participated in the organization of the 1999 Queen Alexandra Society Symposium on UNCRC. Key points include:

- all spoke of how they were empowered to advocate for their own rights, and the rights of other youth and children through their participation in the Youth Advisory Council; and
- as Council members, they had meaningful opportunities to exercise their rights to be heard and to participate in making decisions in their own best interests, e.g., collectively assisted the QA Foundation with grant allocations totalling a million dollars.

Colleen MacNeil, a University College of Cape Breton student and UNICEF Intern, spoke on *Why the United Nations Convention on the Rights of the Child is Important to Me?* Key points include:

- UNCRC is of great importance since interested in “educating parents who are their first teachers of their children so that from first days of a child’s life their rights can be provided for;” and
- conducted undergraduate research on parenting approaches and children’s participation rights; she noted that:

*“We need to see them as the rights bearing citizens they are now, not for simply what they can possibly do in the future. Children can be important contributors to a peaceful society, we just have to provide the opportunities by educating them and ourselves about their rights.” -- Colleen MacNeil*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### (b) Day One Proceedings: February 23

**Greg Sam**, a member of the Tsartlip Band, and **Bill White**, an Aboriginal Liaison with the University of Victoria, welcomed forum participants to Traditional Territories.

- A prayer for peace was offered in the Tsartlip language, with a drum accompaniment.

**Keith Cameron**, the Superintendent of Schools of the host school district, Greater Victoria #61, welcomed participants to the forum. Key points include:

- a need to educate students, teachers, and community members about the importance of the UNCRC was emphasized; and
- noted that various educational initiatives premised on the UNCRC have originated in this district over the past five years, including implementation of a curriculum for children's rights education and development of family-oriented program for parents and children.

#### *Highlights of the forum?*

*"Small group work and interactive workshops, and the speakers were excellent  
-- informative, interesting, dynamic, and passionate. -- participant*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

**Senator Landon Pearson**, a Forum Co-Chair, spoke on the role of UNCRC at both international and national levels. Key points include:

- in June 1999, Senator Pearson was asked by Prime Minister Jean Chrétien to represent Canada as his Personal Representative on the steering committee of the six initiator countries;
- during meetings by the personal representatives of the Head of States convened in New York and Geneva in 1999-2000, Senator Pearson identified Canadian priorities;
- Special Session of the General Assembly for Follow-up to the World Summit for Children (Special Session) is scheduled for September 2001;
- two youth were selected as members of the official Canadian delegation to the first substantive session of the Preparatory Committee held in New York on May 30 to June 2, 2000; and
- it was noted that Canada was the initial country to include youth.
- visit Senator Pearson's web site: <http://sen.parl.gc.ca/lpearson/>

“Canada’s priorities include meaningful participation of children and youth in the preparatory process, both nationally and internationally and during the Special Session.”-- Senator Pearson

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Keynote speaker, **Dawn Walker**, a Board member of the Canadian Coalition for the Rights of Children and Executive Director of Canadian Institute of Child Health, spoke on *How Does Canada Measure Up – UNCRC Monitoring and Education*. Key points include:

- Coalition developed a comprehensive monitoring framework and used this framework to review the status of children's rights in Canada with respect to a selected articles in the UNCRC;
- review indicates that initiatives are needed to address early school leaving particularly amongst Aboriginal students; to foster development of respect for equality, human rights, cultural diversity and the environment; and to incorporate children's rights education into core curricula.
- visit CCRC web site for report: <http://www.rightsofchildren.ca/>

*“Cutbacks in education funding and the closing of schools need to be addressed as they have undermined access to and quality of education in Canada, especially in special education, citizenship, social studies and arts education.” -- How Does Canada Measure Up?*

*“Children's rights education needs to be part of the core curricula in public schools.” –Dawn Walker*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

**Brian Howe**, Co-Director of Children's Rights Centre at the University College of Cape Breton, spoke on *From Dream to Mandated Reality – The Nova Scotia Experience*. Key points include:

- Children's Rights Centre at the UCCB piloted a children's rights curriculum in seven Grade 6 classrooms in Cape Breton in 1997;
- to gain the support of the school board, teachers, and children, the curriculum was designed to harmonize with provincial learning objectives, to fit into the existing health curriculum, and to engage the children in age-appropriate exercises and activities;
- based on the successful field testing, the UCCB initiated a Grade 8 project and curriculum to reinforce what was learned in Grade 6;
- curriculum benefited from input from students and teachers, and was put into effect across Cape Breton in 1998 and across NS in September 2000; and
- children's rights education has been incorporated into the new core curriculum for health studies and social studies in NS.
- presentation to be listed when next annual report is added to site: <http://faculty.uccb.ns.ca/childrensrights/anreport.htm>
- request speech copy via presenter c/o: [children@uccb.ns.ca](mailto:children@uccb.ns.ca)

*“ We had the idea that as children learn that they have rights, that as they come to put strong value on the rights of the child, that as they become adults with strong value on the rights of the child, more and more progress is going to be made in the advance of children's rights. This idea is not yet transformed into reality. But we are a few steps closer.” -- Brian Howe*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### **Workshop Events**

Four concurrent workshops were conducted on the Friday afternoon on Primary Curriculum, Elementary/Secondary Curricula, Post-secondary Curriculum, and Child and Youth Friendly Communities. Key points of the workshops are reported here.

#### **(1) Primary Curriculum:**

Presenters: **Ellen Murray** (Curriculum Developer), **Erika Godfrey** (Principal, Greater Victoria School District #61), and **Lorraine Patterson** (Teacher, Greater Victoria School District #61) as well as **Rosemary Allan** (Curriculum Specialist, Calgary Board of Education) and **Janet Samber** (Teacher-Librarian, Calgary Board of Education)

- workshop introduced participants to *The World Around Us*;
- Victoria presenters provided samples of student work to illustrate ways in which young children have explored issues relating to respect, rights, and responsibilities; and
- Calgary presenters explained how the curriculum model has been adapted to its *In Our World* program in order to create a workable citizenship thrust within the Alberta Programs of Study.
- visit TWAU web site: [http://www3.telus.net/childrens\\_rights](http://www3.telus.net/childrens_rights)

*"These learning activities emphasize that the way we interact every day has a direct effect on respect for rights ... for example, the activity about listening focuses on a right to an opinion and a responsibility to respect the opinions of others." -- E. Murray*



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### (2) Elementary/Secondary Curricula

Presenters: **Katherine Covell** (Director, Children's Rights Centre at the University College of Cape Breton; Board member, Canadian Coalition for the Rights of Children) and **Johnna O'Leary** (Student, University College of Cape Breton)

- workshop introduced participants to two curricula: *Children's Rights Education Curriculum Resource - Grade 6 and Grade 8*;
- both curricula were designed to complement existing topics in social studies, health, and personal development;
- activities were centered on salient issues to the target age group (11 - 12 year olds or 13-15 year olds) and were designed to provide opportunities to express opinions (articles 13 and 14 of the UNCRC), to work with friends (article 15) and have views heard (article 12);
- workshop demonstrated how the curricula have been used by teachers in the classroom, and showed how the learning activities in each curriculum teach about children's rights issues; and
- workshop group had opportunities to participate in a variety of hands-on activities and to compare their experiences with the activities with those of teachers and children who have used them in Nova Scotia.
- curricula can be downloaded via UCCB web site:  
<http://faculty.uccb.ns.ca/childrensrights/resource.htm>

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### (3) Post-secondary Curricula

Presenters: **Brian Howe** (Co-Director of the Children's Rights Centre, University College of Cape Breton) and **Philip Cook** (Director, Institute for Child Rights and Development)

- workshop reported on approaches used to teach courses on children's rights at the third year university level. **Brian Howe** spoke on *Children's Rights 395* was designed for those with a particular interest in the rights of children and youth in Canada, and it is offered at the UCCB; and
- focusing on Canada, the course examines policy and legal developments and related psychological research in these areas: (1) abuse and neglect, (2) sexual abuse and exploitation, (3) participation and autonomy, (4) legal rights and young offenders, (5) child care, (6) child poverty, and (7) rights of minorities.

*"Using a multi-disciplinary approach, it is suitable for those with a background in either psychology, or political science or law." -- Brian Howe*

- second course discussed by **Brian Howe** was *Psychology/Political Science 397 - Children and the Law*, which is also offered at the University College of Cape Breton. This interdisciplinary course is a follow-up to *Children's Rights 395*.
- visit UCCB web site:  
<http://faculty.uccb.ns.ca/childrensrights/resource.htm>

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

- third course was discussed by **Philip Cook**, entitled *Giving Voice: Children's Rights Come Alive*, which is offered through the distance education program at the School of Child and Youth Care, University of Victoria;
- course is intended to raise student awareness of the UNCRC, and to demonstrate applications of theory to child-related practices for human service practitioners, such as child and youth care workers, social workers, educators, and early child care providers; and
- to date, approximately 150 students have studied this course.
- visit ICRD web site: <http://www.uvic.ca/icrd>

*"A key purpose of this course is to breathe life into the UNCRC by translating its principles into front-line child and youth care practice within various family, community, and cultural contexts." -- Philip Cook*

*"It was particularly interesting to be given the opportunity to sample the activities that are currently being used to educate children about the CRC. The participatory and interactive workshops were very effective." -- participant*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### (4) Child and Youth Friendly Communities

Presenters: **Valerie Fronczek** (Society for Children and Youth [SCY] and Board Member, CCRC) and **Robert Yates** (SCY)

- workshop addressed SCY's Child and Youth Friendly Communities initiative; its aims include developing a climate in BC communities that respects the rights of children and youth, involving children and youth actively in creating their community's future, and meeting the needs of children and youth for safe, healthy communities that allow them to thrive;
- speakers introduced *The UNCRC: Does Domestic Legislation Measure Up?* that looks at BC law through a lens of the UNCRC;
- document contains four-star system to analyze and rate 140 BC statutes and two examples of federal legislation; two compliance ratings were used: overall compliance and the "views of the child;"
- workshop also introduced the *Rights Awareness Kit*, which includes materials to assist individuals, organizations and communities in their understanding and promotion of UNCRC; and
- kit focuses on four issue areas: Abuse, Youth Justice, Play and Recreation, and Right to be Heard and Considered.
- visit SCY of BC web site: <http://www.scyofbc.org>

*"The opportunity to meet with those from across the country and learn about the variety of initiatives that exist was wonderful - a perfect opportunity to form partnerships and plan for future action" -- participant*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### (c) Day Two Proceedings: February 24

Katherine Covell, Director of Children's Rights Centre, University College of Cape Breton, spoke on *Catching Peace -- The Contagion Effect*. Key points include:

- research studies focused on evaluating the impact of children learning about their rights under the UNCRC converge in findings to suggest rights education has a facilitative effect on promoting tolerance and respect for the rights of others;
- 'contagion effect' results from both the content and the process of teaching children's rights; the content is the actual articles of the UNCRC, whereas the process of teaching rights includes three essential components: democratic teaching, cooperative learning, and rights reflection; and
- such components of children's rights education can promote rights respect through their impact on rights understanding, caring classroom environment, and higher self-esteem.
- presentation to be listed when next annual report is added to site: <http://faculty.uccb.ns.ca/childrensrights/anreport.htm>
- request speech copy via presenter c/o: [kcovell@uccb.ns.ca](mailto:kcovell@uccb.ns.ca)

*"In all the evaluation research, students who had a rights curriculum showed more adult-like understanding of the concept of rights. They realized that rights are not freedoms but entail responsibilities to others because all children should and do have rights." -- Katherine Covell*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

**Brent Parfitt**, Deputy Ombudsman for the Province of BC, spoke on *What We Can Learn From Other Countries*. Key points include:

- presentation focused on the implementation of the UNCRC through education programs supporting children at risk in developing countries;
- described a tour made in a detention centre located in Kazakhstan, where he observed significant human rights violations; for example, it held 1500 persons although 1000 were freed in view of the visit – all those individuals were inflicted with tuberculosis;
- observed situation not only violated the *UN Standard Minimum Rules of the Administration of Justice*, or the Beijing Rules of 1985, but also the basic rights and principles accorded every child in the UNCRC; and
- discussed Article 34 of the UNCRC concerning the protection of children from all forms of sexual exploitation and sexual abuse, which has influence on domestic laws.

*“The Criminal Code of Canada reflects a growing trend towards criminalization of the possession of child pornography, and Article 34 was a contributing factor in a recent court case decision made in BC.”*

-- Brent Parfitt

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

**Philip Cook**, Director of Institute for Child Rights and Development, University of Victoria, also spoke on *What We Can Learn From Other Countries*. Key points include:

- work on international projects involves partnerships with communities in developing contexts through the use of grassroots information;
- slide show presentation included examples of projects that apply the UNCRC in regard to issues such as children affected by HIV/AIDS in Africa and Asia and, support for indigenous and street children in Central America;
- most projects focused on the rights of vulnerable children with regards to HIV and AIDS, where 20% of population is HIV+ resulting in 800,000 orphans or 10% of the population;
- AIDS has changed the landscape of childhood since there seems to be substantially fewer people in the 25- 40 age group; and
- it was noted that HIV/AIDS is a major global challenge that has children's rights implications -- many children's rights issues are truly international since they transcend borders.

*"Small group work and interactive workshops, and the speakers were excellent in the plenary – informative, interesting and dynamic and passionate." -- participant*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### **Planning for Next Steps**

The participatory format of this part of the forum involved four working groups, which were facilitated by members of the forum Planning Committee. Key points include:

- participants were asked by the Facilitators to answer ten Reflection and Action Questions on 4 x 6 cards;
- to provide focal points for the four working group discussions, the Facilitators posed questions concerning the promotion of the UNCRC and children's rights education within public education and post-secondary education systems;
- plenary session was facilitated so that areas of consensus or divergence in thinking could be identified, focusing on three theme areas: (1) Potential Barriers, (2) Strategies for Promotion, and (3) Next Steps; and
- see **Part V: Next Steps** of this set of materials, which summarizes participants' ideas, insights, and comments offered at the working group sessions, as noted on their response cards, or as summarized during the final plenary session.

#### **Resource Fair**

The Resource Fair was organized by **Lisa Wolff** of UNICEF Canada and **Natasha Blanchet-Cohen** of the Institute for Child Rights and Development. It included displays of materials on the UNCRC and children's rights education such as curriculum materials, books, and videos from a variety of organizations, agencies, and school districts.



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### (d) Forum Closing

**Nikki Sanchez-Hood**, a student with the Greater Victoria School District, provided closing comments to the forum. Key points include:

- experiences at age ten, when living in a remote Mayan village with her mother; there she saw violations of human rights such as child labour, and children without access to formal education; and
- experiences in New York as an official youth representative on the Canadian delegation to the first and second substantive Preparatory Committee Meetings for the end of decade review at the World Summit for Children, as well as to the Fifth Ministerial Meeting on Children and Social Policy in the Americas.
- Note: copy of poem written by Nikki Sanchez-Hood during the Elementary/Secondary Curriculum workshop is posted on UCCB web site: <http://faculty.uccb.ns.ca/childrensrights/colorspoem.htm>

*"When I spoke about why children's rights were so important to me at the United Nations, it was the first time I really felt listened to and respected for who I was and what I had experienced by the adults around me." ...  
Ghandi said: 'Be the change you wish to see in the world.' Practice the principles of the UNCRC and you will make a change in this world."  
-- Nikki Sanchez-Hood*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

**Adam Jones**, a 17-year-old student with the University of Victoria, provided closing comments to the forum. Key points include:

- affiliated with Save the Children Canada, he was one of their youth representatives to the second substantive Preparatory Committee Meeting for the end of decade review at the World Summit for Children, in September 2001;
- noted obstacles were encountered at the meeting when some participants apparently had their own agendas and attempted to thwart group efforts; noted that key issues were poverty and participation at the Preparatory Committee Meeting; and
- in closing, Adam urged the youth and adults in the group to keep the “dialogue open and do some good work.”

**Senator Landon Pearson** offered some concluding comments.

Key points include:

- information gathered and the lessons learned through this forum would help with the preparatory process for the upcoming Special Session of the General Assembly for Follow-up to the World Summit for Children in 2001;
- we can move toward the developing and strengthening of national capacities and expertise for the effective implementation of the UNCRC in Canada, but we need not stop there; and
- children’s rights education that is delivered in Canadian public school systems should help to shape not only a national but also a global awareness amongst students and others.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

**Sandra Griffin** provided closing comments. Key points include:

- through children's rights education, we can help students understand that all children have human rights, and they have responsibilities to respect the human rights of others, and to foster a sense of peace in the world; and
- images of children were viewed to Lennon's song, *Imagine*, while the group was asked to imagine what it will take to create a rights-respectful and peaceful world, and to make that world a reality ... with what individual and collective commitments do we leave this forum?

**Shivon Robinsong** led the group in four-part harmony, while encouraging a sense of collective action through this song:

*We are the ones we've been waiting for ... We are the ones, we are the ones.*

**Karen Speranzini** wrote a poem during the forum, which offers us inspiration to take the next steps for promoting children's rights education, while fostering and preserving a culture of peace; in part, it reads:

*There are moments in which all other moments depend.  
We will not know there is a before until there is an after.  
We should not underestimate the power of a moment.  
We should know that it would be a sad world without passion.  
Now is the time do what our dreams intend.*







## Summary Document

### *Our Pathway to a Culture of Peace: United Nations Convention on the Rights of the Child and Public Education*

The Greater Victoria School District #61 in Victoria, British Columbia, held a national planning forum on February 22- 24, 2001 with approximately 80 participants attending from across Canada, including youth, educators, non-governmental organizations, and government representatives. The forum was co-chaired by Senator Landon Pearson of Ottawa, as well as Carole James, First Vice- President of the Canadian School Boards Association.

The primary purpose of the forum was to raise the profile of the children's rights by sharing information, expertise, and experiences, while planning and developing effective strategies for expanding the implementation of the rights and principles of the CRC within public education systems. By exploring "our pathway to a culture of peace" within a context of public education, together the forum participants supported both the *United Nations Convention on the Rights of the Child* (UNCRC) as well as the *International Decade for a Culture of Peace and Non-Violence for the Children of the World*, 2001 to 2010. The forum further supported the *United Nations Decade for Human Rights Education*, 1995 to 2004, since the proceedings included opportunities for promoting the development of effective strategies for the advancement of children's rights education at all grade levels.

Inspired by the UNCRC as well as the current decades for peace and human rights education, the forum proceedings provided a practical link between national and provincial interests and needs regarding children's rights, public education, and peace building within primary through secondary levels, and within post-secondary sectors. Events included speakers on national and international children's rights issues as well as interactive workshops and working group sessions. Keynote speech topics included a non-governmental review of the education system using a UNCRC-based monitoring framework, a discussion on the processes of Nova Scotia becoming the first province in Canada to incorporate children's rights education into its public school curriculum, a report on research that suggests rights education has a facilitative 'contagion effect' on promoting tolerance and respect for the rights of others, and presentations on the implementation of the UNCRC through education programs supporting children at risk in developing countries. Four concurrent workshops focused on primary, elementary/secondary, and post-secondary curricula, as well as community-based learning about children's rights issues.

During the working group sessions, forum participants considered issues such as potential barriers we may face when implementing the UNCRC. They also considered strategies for advancing the UNCRC within public education, human services, and post-secondary programs, which can lead to the next steps for promoting children's rights education within Canada. The following page provides a summary of the recommendations that emerged from the forum, as related to these key issues: (1) Structuring a Network, (2) Raising Adequate Finances, (3) Influencing Supportive Attitudes, (4) Providing Instructional Opportunities, and (5) Developing Educational Materials.

... 2 page/

- (1) Structuring a Network - Recommendations to:

- initiate and structure a network whose mandate is promoting the UNCRC and children's rights education within Canadian public education and post-secondary education systems;
  - establish a systematic mechanism for organizing and coordinating a nation-wide implementation of available learning resources within public school systems; and
  - set up an on-line database to disseminate information on existing curricula for children's rights issues at all levels of education, which could be premised on the materials presented in this report.
- (2) Raising Adequate Finances - Recommendations to:
- develop a national plan for raising adequate funding at local, provincial and national levels, for the promotion and implementation of children's rights education; and
  - persuade the local or provincial educational authorities to change the system from the top to make funding and time available for children's rights teaching and learning.
- (3) Influencing Supportive Attitudes - Recommendations to:
- change attitudes from resisting children's rights to supporting the UNCRC and children's rights education through such means as the "contagion effect;"
  - help students feel ownership of their rights and to support their democratic action; and
  - alleviate fears that the UNCRC erodes parenting rights and responsibilities, as per Article 18 of the UNCRC.
- (4) Providing Instructional Opportunities - Recommendations to:
- provide more post-secondary course work that addresses children's rights issues during pre-service training for teachers and other professionals, or para-professionals;
  - provide training-the-trainer sessions for in-service teachers who could offer practical sessions where trainers and participants work together using participatory learning strategies and how to introduce them into the school at various grade levels; and
  - provide work-based or community-based instructional opportunities, and post-secondary instruction, which the UNCRC and children's rights education.
- (5) Developing Educational Materials - Recommendations to:
- develop suitable educational materials for pre-school and after-school programs, and for secondary grades;
  - integrate children's rights education into core curricula subjects, so that it permeates the students' whole learning experience; and
  - develop educational materials with input from students and teachers, especially during the piloting phases.



**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

***Forum Materials***

**The Greater Victoria School District #61  
invited delegates to attend a national forum:**

**Our Pathway to a Culture of Peace:  
United Nations Convention on the Rights of the Child  
and Public Education**

**We gratefully acknowledge the  
support of these partners:**

**BC Ministry of Education  
Canadian Heritage - Human Rights Program  
Canadian Teachers' Federation  
Health Canada - Childhood & Youth Division  
Justice Canada  
Queen Alexandra Foundation for Children  
UNICEF Canada**

**&  
Steering Committee Members**

OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION

*Forum Materials*

Together we aimed to make a significant contribution to  
the advancement of children's rights education  
within public education systems in Canada,  
with a view to fostering and preserving a culture of peace.

**P** *is for People who help to make this world a better Place.*

**E** *is for Educating our children to Exercise rights and responsibilities.*

**A** *is for Appreciating what others do to Acquire a peaceful environment.*

**C** *is for Cultures and respecting the Colours of the people in the world.*

**E** *is for Extending a helping hand to Everyone in the world.*

Peace poem written by **C. F. Koop** at age 14 years,  
& cover artwork created by her at age 7 years

# OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

## *Forum Materials*

## *Table of Contents*

### ***Part I - Introductory Notes on Forum***

i.	Introduction	1
ii.	Steering Committee Members	2
iii.	Forum Participants	5
iv.	Purpose & Objectives	7

### ***Part II - Background Information on UNCRC & Education***

i.	Backgrounder on the UNCRC	9
ii.	Overview of Children's Rights	10
iii.	Overview of Education Rights	11
	(a) <i>Education &amp; Personal Development</i>	11
	(b) <i>Special Needs Education</i>	13
	(c) <i>Linguistic, Cultural, Artistic, &amp; Recreational Education</i>	14
iv.	Excerpts from UNCRC: <i>How Does Canada Measure Up?</i>	15
v.	Backgrounder on Human Rights Education	17
	(a) <i>Decade for Human Rights Education</i>	17
	(b) <i>Decade for a Culture of Peace</i>	18

### ***Part III - Revised Inventory***

i.	Introduction	20
ii.	Resources	21
iii.	Organizations	34
iv.	Contacts	43

**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

***Forum Materials***

***Table of Contents - Continued***

***Part IV - Forum Proceedings***

i.	Introduction	58
ii.	Forum Proceedings	
	(a) Forum Opening	59
	(b) Day One Proceedings: February 23	59
	(c) Day Two Proceedings: February 24	70
	(d) Forum Closing	74

***Part V - Next Steps***

i.	Introduction	77
ii.	Findings	79
	(a) Potential Barriers	79
	(b) Strategies for Promotion	82
	(c) Next Steps - Summary	96
iii.	Concluding Comments	99

# OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

## *Post-Forum Materials*

### *Part III - Revised Inventory Resources, Organizations, & Contacts*

#### *i. Introduction*

This section provides information on resources, organizations, and contacts pertaining to the UNCRC and children's rights education issues. Its development is in keeping with an objective of this forum, which is collecting information to develop a systematic national inventory of educational resource materials and organizations.

**Resources:** annotated list of resources such as curriculum materials, instruction guides and manuals, educational reports, and web sites;

**Organizations:** annotated list of organizations such as educational institutes and organizations with web sites, publications of interest, events, and projects; and

**Contacts:** (a) Steering Committee Members who took part in the planning and preparation of the forum, (b) Invitation List of individuals and organizations who were invited to attend the forum and (c) Participant List of those delegates who attended the Forum. The contact information is current at the time of writing.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### *ii. Resources*

This section provides an annotated list of resources including curriculum materials, instruction guides and manuals, educational reports, and web sites pertaining to the UNCRC and children's rights education issues. The entries are listed in alphabetical order by the resource title.

*"It was particularly interesting to be given the opportunity to sample the activities that are currently being used to educate children about the CRC. The participatory and interactive workshops were very effective."*

*- participant*

**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

*Post-Forum Materials*

Title: *A Child Rights-Friendly Schools Initiative: The Theory and Practice of Setting Schools to Rights (work in progress)*

Target Group: Community, Teachers, Administrators

Author: L. Wolff

Organization: UNICEF Canada

Year: 2000

Web Site: <http://www.unicef.ca>

A proposed analytical framework for schools and school policymakers to determine which children's rights issues are particularly relevant to education and schooling, and how these rights can be advanced and protected in schools. Photocopies available free from UNICEF Canada; contact L. Wolff at [lwolff@unicef.ca](mailto:lwolff@unicef.ca)

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Title: ***Children's Rights 395***  
***Psych./Political Science 397 - Children and the Law***  
Target Group: Post-secondary  
Authors: K. Covell & R. B. Howe  
Organization: Children's Rights Centre - University College of  
Cape Breton  
Year: n.d.  
Web Site: <http://faculty.uccb.ns.ca/childrensrights/>

This course is designed for those with a particular interest in the rights of children and youth in Canada. Using a multi-disciplinary approach, it is suitable for those with a background in either psychology, political science/law, or related discipline. The course uses Canada's signing of the UNCRC as a point of departure. Focusing on Canada, it examines policy and legal developments and related psychological research in the following areas: (1) abuse and neglect, (2) sexual abuse and exploitation, (3) participation and autonomy, (4) legal rights and young offenders, (5) child care, (6) child poverty, and (7) the rights of minority children. The course examines the implications of the UNCRC in each of these areas and in relation to psychological literature.

***Psychology/Political Science 397 - Children and the Law.*** This interdisciplinary course is a follow-up to Psychology/Political Science 395 and assumes knowledge of the UNCRC.



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Title: *Children's Rights Education Curriculum Resource*

Target Group: Grade 6

Authors: K. Covell & R. B. Howe

Organization: Children's Rights Centre - University College of  
Cape Breton

Year: 1998

Web Site: <http://faculty.uccb.ns.ca/childrensrights/resource.htm>

The goal of the curriculum, which was designed to fit into and complement existing school curricula in Nova Scotia, was to impart the information outlined in the UNCRC in a developmentally appropriate manner. The activities were therefore centered on salient issues to the target age group (11 - 12 year olds) and were designed to provide opportunities to express opinions (articles 13 and 14 of the UNCRC), to work with friends (article 15) and have views heard (article 12).

These UNCRC articles mesh well with the developmental needs of later childhood and early adolescence for increased opportunity for peer interaction and self-determination, and for opportunities to engage in critical abstract and hypothetical thinking. Examples of content issues are discrimination, exploitation, and drug prevention.

This resource can be downloaded via the UCCB web site as noted above.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Title: *Children's Rights Education Curriculum Resource*  
Target Group: Grade 8  
Authors: K. Covell & R. B. Howe  
Organization: Children's Rights Centre - University College of  
Cape Breton  
Year: 1999  
Web Site: <http://faculty.uccb.ns.ca/childrensrights/resource.htm>

The curriculum was based on the Grade 6 curriculum, with modifications for age-appropriateness. To maximize learning, the curriculum was designed to fit into and complement existing school curricula in Nova Scotia. The activities were centered on salient issues to the target age group (13 - 15 year olds) and were designed to provide opportunities to express opinions (articles 13 and 14 of the UNCRC), to work with friends (article 15), and have views heard (article 12).

These UNCRC articles mesh well with the developmental needs of early adolescence for increased opportunity for peer interaction and self-determination, and for opportunities to engage in critical abstract and hypothetical thinking. Examples of content issues are the representation of rights in sexual activity in contemporary music (discussed in context of articles 13, 16, 19, 34), runaways and street children (articles 6, 9, 24, 27, 29), and tobacco and alcohol advertising (articles 3, 24, 27, 33).

This resource can be downloaded via the UCCB web site as noted above.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Title: *Curriculum for Practitioners on the Sexual Exploitation of Children and Youth*  
Target Group: Professional and Service Practitioners who come into contact with sexually exploited youth  
Authors: Institute for Child Rights and Development & Save the Children Fund  
Organization: Institute for Child Rights and Development  
Year: 2001  
Web Site: <http://www.uvic.ca/icrd>

This course is intended to help expand practitioners understanding of the causes and effects of sexual exploitation. It is also intended to educate practitioners about the fundamental principles of children's rights and how these principles can and should guide child-related policies, practices and services.

Throughout, the course is guided by the voice of children themselves as expressed in the International Summit of Sexually Exploited Youth held in March 1998. The course is divided into modules that highlight the basic themes of the Summit Youth Declaration and Agenda for Action: prevention, harm reduction, crisis situations, healing and connecting and public attitudes/advocacy.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Title: ***Family Education Program on the UNCRC***  
Target Group: Community, Families, Teachers  
Authors: Greater Victoria School District #61 & Affiliates  
Organization: Greater Victoria School District #61  
Year: 1999  
Web Site: <http://www.sd61.bc.ca>

This program offers family-oriented workshops which serve to raise the level of awareness about the UNCRC, and how it can be used as a tool for advocacy and self-advocacy. It includes a Workshop Facilitator's Guide in 3 books: (1) Program, (2) Content, and (3) Activities.

Title: ***Giving Voice: Children's Rights Come Alive***  
Target Group: Post-secondary  
Authors: School of Child and Youth Care (SCYC), University of Victoria; UNICEF-Canada; Canadian Coalition for the Rights of Children  
Organization: School of Child and Youth Care  
Year: 1995  
Web Site: <http://www.hsd.uvic.ca/CYC/cyc.htm>

This third-year university distance education course is intended to raise student awareness of the UNCRC, and to demonstrate applications of theory to child-related practices for human service practitioners, such as child and youth care workers, social workers, educators, and early child care providers.

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### *Post-Forum Materials*

Title: *Growing Strong: A training manual promoting the rights of Indigenous children*

Target Group: Community workers

Author: Institute for Child Rights and Development

Organization: Institute for Child Rights and Development

Year: 1999

Web Site: <http://www.uvic.ca/icrd>

This training manual was designed to facilitate the implementation of the UNCRC in indigenous communities. It provides an excellent 'toolkit' for community workers and anyone involved in health care, education, social services, or child and youth care. It includes specific sections on: participation, development, survival and protection.

Title: *Guiding Spirit: A Leadership Training Course*

Target Group: Youth Workers, Outdoor Education

Author: Institute for Child Rights and Development

Organization: Institute for Child Rights and Development

Year: 2000

Web Site: <http://www.uvic.ca/icrd>

The Guiding Spirit Leadership Training Program is a course package that prepares students to enter the growing fields of outdoor education, therapeutic wilderness adventure and child and youth care. It includes six modules: personal journey, outdoor leadership, water skills, UNCRC in practice, eco-cultural systems and experiential education.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Title: *Implications of the Convention on the Rights of the Child for Education Activities Supported By UNICEF*  
Target Group: Community, Teachers, Administrators  
Author: M. Pigozzi, Education Section  
Organization: UNICEF Canada  
Year: 1997  
Web Site: <http://www.unicef.ca>

Policy paper proposing a global strategy to integrate children's rights using the UNCRC into education programs, including national public education curricula and schooling, supported by UNICEF. It addresses the concept of "Child Friendly Schools," where curricula and other policies and practices ensure the scope of children's rights are protected and advanced through education and schooling. Photocopies available free from UNICEF; contact L. Wolff at [lwolff@unicef.ca](mailto:lwolff@unicef.ca)

Title: *In Our Own Backyard: A Teacher's Guide for the Rights of the Child, Ca nous regarde aussi!*  
Target Group: Grades 1 to 8  
Author: D. Biggs  
Organization: UNICEF Canada  
Web Site: <http://www.unicef.ca>

Involving children in grades 1 to 8 in the promotion of the rights is the aim of this resource. It includes creative classroom activities for each stage in the education for development cycle of exploring, responding, and taking action in the classroom. (English or French.)

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Title: *It's Only Right! A Practical Guide to the UN  
Convention on the Rights of the Child  
Ce n'est que justice !*

Target Group: Grades 9 and up

Author: S. Fountain

Organization: UNICEF Canada

Web Site: <http://www.unicef.ca>

The UNCRC spells out the rights shared by all the world's children, giving special recognition to this most vulnerable group in society. The activities include reproducible materials to help students recognize, respect, and protect their rights and the rights of others, through case studies, cooperative games, and problem-solving. (English or French.)

Title: *National Child Day Web Site*

Target Group: Children, Youth, Teachers, Families, Community

Author: Health Canada, Child and Youth Division

Organization: Health Canada, Government of Canada

Year: 2000

Web Sites: <http://www.childday.gc.ca>  
<http://www.journeeenfant.gc.ca>

The focal activity is the participation of children and youth in the National Child Day (November 20th) web site. Three interactive sections invite online participation: Children, Pre-Teens, and Teens, as well as other sections for Educators, Families, and Community Leaders. (English or French.)

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Title: ***Rights Awareness Kit***

Target Group: Youth, Community Groups

Author: Society for Children and Youth of BC

Organization: Society for Children and Youth of BC

Year: 1995

Web Site: <http://www.scyofbc.org>

This SCY of BC kit of materials will assist individuals, organizations and communities in their understanding and promotion of the UNCRC.

Four issue areas demonstrate the relevance of the Convention in the lives of children in Canada: Child Abuse, Youth Justice, Play and Recreation, and the Child's Right to be Heard and Considered.

Title: ***The Right Way! A Teacher's Resource Concerning the Convention on the Rights of the Child***

Target Group: Grades 4 to 6; Grades 7 to 10

Author: Save the Children Canada

Organization: Save the Children Canada

Web Site: <http://www.savethechildren.ca>

This kit aims to give teachers the resources needed to teach students about various rights and responsibilities, as per the UNCRC. Two separate packages were created: grades 4 to 6 and grades 7 to 10. The package is divided into four sections: Rights and Responsibilities, Five Themes of the UNCRC, Miscellaneous, and About Save the Children Canada.



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Title: *The UNCRC: How Does Canada Measure Up?*

Target Group: Community Groups

Author: Canadian Coalition for the Rights of Children

Organization: Canadian Coalition for the Rights of Children

Year: 1999

Web Site: <http://www.rightsofchildren.ca>

The CCRC responded to the UN Committee's call for reports from NGOs to complement those submitted by governments. It reports on six areas related to UNCRC articles: education, fundamental freedoms, abuse and neglect, refugee children, children with disabilities and Canada's obligations. Report can be downloaded via CCRC web site.

Title: *The UNCRC: Does Domestic Legislation Measure Up*

Target Group: Youth, Community Groups

Author: Society for Children and Youth of BC

Organization: Society for Children and Youth of BC

Year: 1998

Web Site: <http://www.scyofbc.org>

A look at British Columbia legislation through the lens of the UNCRC. Using a four-star system, 140 BC statutes and two examples of federal legislation were analyzed and rated. Two compliance ratings were used: overall compliance and the other focuses on the "views of the child."

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Title: *The World Around Us: A Thematic Primary-level Curriculum for Children's Rights Education*

Target Group: Primary

Author: E. Murray

Organization: EM Educational Services

Year: 1994; Revised 2000

Web Site: [http://www3.telus.net/childrens\\_rights](http://www3.telus.net/childrens_rights)

This curriculum for children's rights education aims to promote children's growth toward responsible citizenship, within an educational context. It provides students with opportunities for exploring issues surrounding respect, rights, and responsibilities. The set of literature-based materials includes a total of 30 thematically linked learning activities and five annotated resource lists within five modules:

Module #1	Respect, Rights, and Responsibilities
Module #2	Children, Families, and Friends
Module #3	Education, Learning, and Growing
Module #4	Food, Health Care, and Homes
Module #5	Safe, Friendly, and Peaceful World

The curriculum kit includes hand puppets and a reproducible book entitled *3Rs: A Children's Book on Respect, Rights, and Responsibilities*. To date, approximately 2000 children have studied this curriculum in Victoria, BC and Calgary, AB combined.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### *iii. Organizations*

This section provides an annotated list of organizations including educational institutes and organizations with web sites, publications of interest, events, and projects pertaining to the UNCRC and children's rights education issues. The entries are listed in alphabetical order by the organization name.

Organization: **Canadian Coalition for the Rights of Children**

Web Site: <http://www.rightsofchildren.ca/>

Description: Site includes information on over 50 national and provincial non-government organizations committed to promoting and protecting children's rights in Canada and abroad.

Publications of Interest:

- Say It Right! The Unconventional Canadian Youth Edition of the
- United Nations Convention on the Rights of the Child
- The UN Convention on the Rights of the Child: How Does Canada Measure Up?
- Interactive Quiz! online - see web site

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Organization: **Canadian Heritage, Government of Canada**  
Web Site: <http://www.pch.gc.ca/>  
Description: Site of Canadian Heritage.

#### Publications of Interest:

- Canada's First Report (1994)  
<http://www.pch.gc.ca/ddp-hrd/english/rotc/rc01index.htm>
- UN Convention on the Rights of the Child (complete text)  
<http://www.pch.gc.ca/ddp-hrd/english/rotc/croc.htm>
- Order copies by email: [Rights-Droits@pch.gc.ca](mailto:Rights-Droits@pch.gc.ca)

Organization: **Child and Family Canada**  
Web Site: <http://www.cfc-efc.ca>  
Description: Site provides a wide range of helpful articles on the health, well-being, development and care of children. Fifty-two Canadian non-profit organizations have come together under the banner of Child and Family Canada to provide quality, resources on children and families on an easy-to-navigate web site.

#### Publications of Interest:

- Virtual Library holds numerous reports on various topics: Adolescents, Child Care, Child Development, Family Life, Health, Learning Activities, Literacy, Media Influences, Nutrition, Parenting, Physical Activities, Play, Safety, Social Issues, Special Needs.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Organization: **Children's Rights Centre - University College of Cape Breton**

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

Description: Site of the Children's Rights Centre, University College of Cape Breton; Sydney, Nova Scotia. The Children's Rights Centre is a provincial affiliate of the Canadian Coalition for the Rights of Children. Its mandate is to conduct research on issues of children's rights, to answer enquiries about children's rights, to further public education about children's rights, and to monitor the implementation of the UNCRC in Canada and in Nova Scotia.

#### Publications of Interest:

- Your Child Has Rights! A Parent's Guide to the United Nations Convention on the Rights of the Child
- Children's Rights Education Curriculum Resource - Grade 6
- Children's Rights Education Curriculum Resource - Grade 8
- Curricula can be downloaded from:  
<http://faculty.uccb.ns.ca/childrensrights/resource.htm>

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Organization: **Child Rights Information Network (CRIN)**

Web Site: <http://www.crin.org/>

Description: Site provides information on children's rights in relation to labour, AIDS/HIV, sexual exploitation, armed conflict, disabilities, and the media. This site aims to improve access to documentation and information on selected topics relevant to the UNCRC.

#### Publications of Interest:

- UN Convention on the rights of the child training kit

This training kit explores the background to the development of the UNCRC, the monitoring and reporting process, and how organizations can integrate it into policy and practice. <http://www.crin.org/crpublic>

Organization: **Defense for Children International (DCI)**

Web Site: <http://www.defence-for-children.org/>

Description: Site of DCI, which serves as a central collecting point for information published world-wide on children's rights issues.

#### Publications of Interest:

- The collection includes almost 12,000 indexed items of articles, studies and reports from journals and serial publications, magazines, organisational newsletters, newspaper clippings, official documents (UN system and individual governments) and books.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Organization: **Free The Children**

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

Description: Site of Free the Children, which is an international network of children helping children through representation, leadership and action.

#### Publications of Interest:

- Kids Can Free The Children is the charitable portion of the organization, responsible for such things as fund-raising and project involvement
- Advocates for Free The Children concentrates on the politics surrounding child labour and children's rights, designed to educate others on children's issues.

Organization: **Institute for Child Rights and Development  
Centre for Global Studies; University of Victoria**

Web Site: <http://www.uvic.ca/icrd>

Description: Site of ICRD, whose mandate is to promote and monitor children's rights via research and education.

#### Publications of Interest:

- Claiming our Place in the Circle -- Indigenous Children's Rights: A Report on Caring for Indigenous Children
- Growing Strong: A Training Manual Promoting the Rights of Indigenous Children

**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

***Post-Forum Materials***

Organization: **Health Canada, Government of Canada**  
Web Sites: <http://www.childday.gc.ca>  
<http://www.journeeenfant.gc.ca>  
Description: Sites for National Child Day 2000.

Publications of Interest:

- Information and activities relating to the UNCRC and UN Special Session: Children (5-8 years), Pre- teens (9-12 years), Teens (13-18 years), Educators, Families, and Community Leaders.

Organization: **Save the Children Canada**  
Web Site: <http://www.savethechildren.ca>  
Description: Site of Save the Children Canada, which is a child-rights focused development organization, working both overseas and in Canada to improve the quality of children's lives through the realization of their rights.

Publications of Interest:

- The Right Way! A Teacher's Resource Concerning the Convention on the Rights of the Child



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Organization: **Senate of Canada**  
Web Site: <http://sen.parl.gc.ca/lpearson/>  
Description: Site of Honourable Landon Pearson.

#### Publications of Interest:

- Infosidewalk includes a quarterly newsletter, legislative review, and documents of the 1998 International Summit of Sexually Exploited Youth
- Information on the preparations for the UN Special Session of the General Assembly for Follow-up to the World Summit for Children in 2001.

Organization: **Society for Children and Youth**  
Web Site: <http://www.scyofbc.org>  
Description: Site of Society for Children and Youth of BC. SCY operates a resource centre that collects specialized materials on the subject of child abuse, the role of play in child development, and the rights of children and youth.

#### Publications of Interest:

- Rights Awareness Kit
- The UNCRC: Does Domestic Legislation Measure Up?

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Organization: **UNHCHR**

Web Site: <http://www.unhchr.ch>

Description: Site of UN High Commissioner for Human Rights.

Publications of Interest:

- Plan of Action for the UN Decade for Human Rights Education
- UN Declaration & Programme of Action for a Culture of Peace

Organization: **UNICEF Canada**

Web Sites: <http://www.unicef.ca>

Description: Site of United Nations Children's Fund of Canada.

Publications of Interest:

- State of the World's Children 2000  
<http://www.unicef.org/sowc00/>
- Progress of Nations 1999 <http://www.unicef.org/pon99/>
- A Child Rights-Friendly Schools Initiative: Theory and Practice of Setting Schools to Rights (work in progress); free photocopy - contact L. Wolff at [lwolff@unicef.ca](mailto:lwolff@unicef.ca)
- Implications of the UNCRC for Education Activities Supported By UNICEF; free photocopy - contact L. Wolff at [lwolff@unicef.ca](mailto:lwolff@unicef.ca)
- Global Village Game <http://www.unicef-kids.org/>
- Voices of Youth - Three Forums: Our Meeting Place, Our Learning Place, The Research Forum <http://www.unicef.org/voy/>

**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

***Post-Forum Materials***

Organization: **UNICEF Innocenti Research Centre**

Web Sites: <http://www.unicef-icdc.org>

Description: Site of UNICEF Innocenti Research Centre, in Florence, Italy (formally International Child Development Centre).

Publications of Interest:

- A Voice for Children: Speaking out as their ombudsman
- Monitoring the Rights of Children: Global Seminar Report, 1994
- The Best Interests of the Child: Reconciling culture, human rights

**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

***Post-Forum Materials***

**iv. *Contacts***

**(a) *Steering Committee Members***

This section provides a list of individuals who took part in the planning and preparation of the forum:

**Forum Co-Chairs:**

Honourable Landon Pearson  
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Advisor on Children's Rights to the Minister of Foreign Affairs  
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Trustee, Greater Victoria School District #61  
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**Planning Committee Coordinator:**

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Executive Director, Canadian Child Care Federation  
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OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION

*Post-Forum Materials*

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**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

***Post-Forum Materials***

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**OUR PATHWAY TO A CULTURE OF PEACE:  
UNCRC AND PUBLIC EDUCATION**

***Post-Forum Materials***

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**(b) Invitation List**

This section provides a detailed list of individuals and organizations who were invited to attend the forum; the contact information is current at the time of writing. Refer to pages 47 through 52.

**(c) Participant List**

This section provided a detailed list of individuals and organizations who attended the forum; the contact information is current at the time of writing. Refer to pages 53 through 57.

Our Pathway to Culture of Peace:  
UNCRC and Public Education  
Victoria BC February 22-24, 2001  
**Invitation List**

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## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### *Part V - Next Steps*

##### *i. Introduction*

Part V of this set of *Forum Materials* provides a summary of forum participants' responses that were offered at workshops, working group sessions, on question cards, during the final plenary session at the forum, or on post-forum evaluation forms. Participants considered issues such as potential barriers we may face when implementing the UNCRC; they also considered strategies for advancing the rights and principles of the UNCRC within public education, human services and post-secondary programs, which can lead to the next steps for promoting children's rights education within Canada. In order to facilitate discussions on these issues during the working group sessions, participants were initially asked to respond to these ten Reflection and Action Questions:

- 1) What are the key points you will remember and reflect upon after your participation at this forum?
- 2) What advantages do you see in having the UNCRC and children's rights education being part of the core curriculum in public education curricula (primary through secondary)?
- 3) What advantages do you see in having the UNCRC and children's rights education being more explicitly addressed in post-secondary education for individuals who work or plan to work with children?

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

- 4) What do you see as potential barriers to promoting the UNCRC and children's rights education in public education and post-secondary education systems?
- 5) What do you think would be some effective strategies for promoting the UNCRC and children's rights education within public education and post-secondary education systems?
- 6) Who do you think should be the principal players involved in achieving this effort within public education and post-secondary education systems?
- 7) What notable examples of educational initiatives about the UNCRC and children's rights education have you heard about, which have not been highlighted at this forum?
- 8) What do you think should be our next steps in promoting the UNCRC and children's rights education in public education and post-secondary education?
- 9) What are your commitments for action at both personal and professional levels after you leave this forum?
- 10) Any other comments you would like to add?

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### **ii. Findings**

The forum participants' responses were related to three topics: (a) Potential Barriers, (b) Strategies for Promotion, and (c) Next Steps - Summary. The findings on these topics are summarized in the remainder of Part V.

##### **(a) Potential Barriers**

This section summarizes the findings related to this discussion question: What do you see as potential barriers to promoting the UNCRC and children's rights education? When exploring potential barriers, these key issues emerged: (1) Structural, (2) Financial, (3) Attitudinal, (4) Instructional, and (5) Material.

##### **(1) Structural**

According to participant responses, a potential barrier to promotion is a lack of an organized structure involving governments, non-governmental organizations, school districts, and individuals who share the mandate of promoting children's rights education. Some participants voiced the opinion that acting as a network might make it easier to persuade government and officials to support and fund children's rights education.

##### **(2) Financial**

According to participant responses, a potential barrier to promotion is a lack of adequate finances for the effective

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

implementation of the UNCRC and children's rights education across Canada. Some participants voiced the opinion that there is a need for a nation-wide plan of action for securing adequate funding from federal as well as provincial and territorial governments, since public school education in Canada is under provincial/territorial jurisdiction.

#### **(3) Attitudinal**

According to participant responses, a potential barrier to promotion is a lack of support and an apparent resistance to recognize children's rights as expressed in the UNCRC by some groups, individuals, and governments. For example, there is an apparent reluctance for Ministries of Education to get involved on this issue -- the fact that out of 13 jurisdictions, only a few ministries participated in this forum on children's rights and public education does represent a challenge. Some participants voiced the opinion that such attitudes toward children's rights may be changed when the UNCRC is better understood, and the potential value of students learning about and exercising their rights and responsibilities at school is realized through the "contagion effect," to be addressed in the next section, item 3.

#### **(4) Instructional**

According to participant responses, a potential barrier to promotion is a lack of instructional opportunities on the rights and principles of the UNCRC for the general public, and in public school systems. Some participants voiced the opinion that children and youth as well as parents, professionals, and para-professionals alike should have



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

access to suitable educational resources, which need to focus on the UNCRC and its applications to services, practices, and behaviours.

#### **(5) Material**

According to participant responses, a potential barrier to promotion is a lack of awareness about existing curriculum material that is already available in Canada. Canadian materials have been developed over the past six years, including primary through secondary resources, as well as post-secondary materials; however, there is a need for the development of additional material especially for pre-school and after-school programs as well as for secondary grade levels.

Some forum participants promoted educational resources that included content premised on the actual articles of the UNCRC, while the process of teaching has three essential components: democratic teaching, cooperative learning, and rights reflection. Other participants held the view that appropriate educational resources for all Canadians should emphasize and facilitate understanding and positive action. Other participants recommended that educational resources should focus on helping students feel ownership of their rights.

*"When we say that each child has human rights, we are also saying that each child has responsibilities to respect the human rights of others." -- participant*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### (b) Strategies for Promotion

This section summarizes the findings and recommendations related to this discussion question: What meaningful opportunities are there to promote UNCRC and children's rights education within public education and post-secondary education systems? What are some effective strategies for promotion, and who should be the principal players involved in achieving this effort? When exploring strategies for promotion, these key issues emerged: (1) Structuring a Network, (2) Raising Adequate Finances, (3) Influencing Supportive Attitudes, (4) Providing Instructional Opportunities, and (5) Developing Educational Materials.

#### (1) Structuring a Network

**Meaningful Opportunities:** Participants came from across Canada to attend the Our Pathway to a Culture of Peace forum including representatives of non-government organizations, student associations, governments and institutes, as well as interested citizens. Some individuals were interested in incorporating children's rights into their teaching, while others were officially responsible for promoting the UNCRC. Given the wide range of participants' expertise and geographic locations, some participants voiced the opinion that there is an opportunity to coordinate systematically these child rights-centred efforts by structuring a network, perhaps called *Children's Rights Education Network*.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

**Effective Strategies:** It was recommended that an effective strategy to coordinate efforts would be to initiate and structure a network whose mandate is promoting the UNCRC and children's rights education within Canadian public education and post-secondary education systems. The implementation of this network would require the active participation of adults and youth, as well as children -- in keeping with their evolving capacities to do so, in accordance with Article 5 and 14 of the UNCRC. It was recommended that an effective strategy for distributing learning materials on a nation-wide and systematic basis could be through a structured network. On a related topic, other forum participants recommended that an on-line database could be set up by such a network in order to disseminate information on existing curricula for children's rights issues at all levels of education.

**Principal Players:** It was recommended that principal players involved in organizing and structuring this sort of network should include forum participants. Network membership could begin with the Invitation List, which is included at the end of **Part III, Revised Inventories**, within this set of materials. Similarly, it was recommended that key principals in the distribution processes of the learning materials should be forum participants who could form a national committee to coordinate this evolving task. Note that the database could be premised on the extensive lists of child rights-related resources and organizations, which are included in **Part III, Revised Inventories**, within this set of materials.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### (2) Raising Adequate Finances

**Meaningful Opportunities:** Since inadequate funding was perceived by some participants as an obstacle to the effective promotion of the UNCRC, some participants voiced the opinion that there is an opportunity to develop a nation-wide action plan for raising adequate finances at local, provincial, and national levels. This suggestion was made in view of Canada's ratification of the UNCRC, which obliges our governments to "undertake all appropriate legislative, administrative, and other measures for the implementation the rights recognized" as stated in Article 4. If Canadian governments are to uphold responsibilities as pledged when the UNCRC was ratified 1991, then they need to invest money in providing for children and their rights.

**Effective Strategies:** It was recommended that an effective strategy to raise adequate funding would be to establish a national fund earmarked for incorporating children's rights education into core curricula in public school systems across this country. Another approach might be to persuade the local or provincial educational authorities to change the system from the top to make funding and time available for children's rights teaching and learning. Another individual thought that an established network may be better able to access financial support since funding bodies might prefer to grant money to a group of individuals who will have the interest and energy to complete a project. If such a network involves the partnerships of people who work on different aspects of the same thing, then a collaborative project and application for funds would be possible.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

**Principal Players:** It was recommended that key principals of such partnerships should include potential funding bodies as well as representatives of youth groups, children's rights advocacy groups, government agencies, non-governmental organizations, university faculties, and public school systems. For example, the *Our Pathway to a Culture of Peace: UNCRC and Public Education* forum was initiated and planned by a devoted group of Steering Committee Members who wrote and submitted funding proposals, on behalf of the Greater Victoria School District #61, in order to secure financial support for holding the forum. This forum was made possible through the work of the Steering Committee and the financial support of partners across Canada.

*"I believe that learning through children's rights education is positive, not negative, because students can learn about their own inherent rights and about the importance of human dignity." -- participant*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### (3) **Influencing Supportive Attitudes**

**Meaningful Opportunities:** Based on previous observations made and situations encountered by various forum participants, there is an apparent reluctance by some parties to recognize the rights of the child or to support the promotion children's rights education within public education systems. Resistance to children's rights education has been demonstrated by people of diverse backgrounds, including but not limited to parents and legal guardians, educators, and governments.

Such parties may benefit from gaining access to practical information about the UNCRC, and its potential use by individuals within our communities. Thus, some participants voiced the opinion that we must make opportunities to educate the reluctant public and to influence supportive attitudes toward the UNCRC and children's rights education. For example, research studies discussed at the forum focused on evaluating the impact of children learning about their rights under the UNCRC. The empirical research findings converged to suggest rights education has a facilitative "contagion effect" on promoting tolerance and respect for the rights of others.

**Effective Strategies:** It was recommended that an effective strategy to influence attitudes is to promote the "contagion effect," which results from both the content and the process of teaching children's rights. Other forum participants noted that people may begin to change attitudes from resisting children's rights to supporting them when they have a clearer understanding of the rights and principles

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

embodied in the UNCRC. We must understand that children's rights in the UNCRC do not have to be earned or inherited, they belong to children simply because they are human -- human rights are inherent to each individual.

Also, education that includes information on the rights and responsibilities of adults with regard to children may also help to alleviate some concerns that the UNCRC may potentially undermine parenting rights and responsibilities, as per Article 18 of the UNCRC. As summarized by one participant, this article emphasizes that families are primarily responsible for the upbringing and appropriate socialization of their children. Additionally, this article implies that governments must respect the rights and responsibilities of parents and caregivers, when providing direction and guidance to their children and youth to exercise their rights. Consequently, resistance may change to support when individuals have a dawning awareness of the potential merits of promoting and implementing children's rights education -- when students learn about mutual respect and about exercising their rights both at school and at home.

***Principal Players:*** With reference to parents, they need to understand that the UNCRC does not infringe on parental rights to decide what is best for their children. Rather, the UNCRC specifically states that governments shall make every effort to keep families intact, and provide support and assistance to parents in fulfilling their primary responsibilities with regard to upbringing and development of children.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### (4) Providing Instructional Opportunities

**Meaningful Opportunities:** In accordance with Article 42 of the UNCRC, some participants voiced the opinion that there is an opportunity to heighten the level of awareness of Canadians about the rights and principles of the UNCRC. This article implies that citizens of Canada, a signatory nation, need to help make human rights and principles of the UNCRC widely known to adults and children and youth alike. Accordingly, instructional opportunities should be provided for citizens of all ages which lead to a raised level of awareness and a better understanding of children's rights and related issues, such as advocacy and self-advocacy. Accurate and age-appropriate information should be accessible on the UNCRC, which addresses children's rights of protection, provision, and participation.

**Effective Strategies - Children and Youth:** It was recommended that an effective strategy to heighten the awareness of children and youth about the UNCRC would be to provide learning opportunities for active participation and responsible citizenship through children's rights education. This strategy reflects Article 29 of the UNCRC by recognizing the need to educate children in ways which prepare them for responsible citizenry, and promote development of their capacities.

*"Raising the questions is more important than finding one right answer." --  
participant*



## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

It was recommended that an effective strategy for implementing learning materials would be to use many different approaches for integrating children's rights into the school curriculum. One approach might be starting to teach children's rights at a grassroots level in whichever way you can, with the permission of the school principal. For example, one teacher at the forum described the design of a curriculum model about children's rights education as a thread woven all subjects, which she used to help young students begin to understand that different subjects, different people, and the world around them are interconnected.

Within the secondary curricula, introducing teaching for human rights at this level may be more challenging. That is, sometimes it depends on the attitude of the school principal and the educational authorities, who may be most concerned about the full existing timetable and the students' need to prepare for final examinations.

The subject specialization of secondary school teachers also means that co-operation between staff is needed to integrate children's rights education across the curriculum. Teachers may want to plan with colleagues to involve students in project work that could involve several core subjects. This strategy might help students to see the relevance of school subjects to the real world around them.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Or teachers might need to combine these approaches by beginning with their own classroom and school and then using their successes as evidence to persuade the educational authorities to change the system. Whatever the approach taken to implement curricula for children's rights education, it is important to realize that while all children are entitled to the same rights, some do not have basic needs of life met, such as receiving adequate food or shelter. We need to be sensitive to this reality when speaking with children and youth about such issues, and to assure them that they not responsible for these circumstances.

***Effective Strategies - Parents and Families:*** It was recommended that an effective strategy to heighten the awareness of parents and families about the UNCRC would be to provide instructional opportunities that have a strong emphasis on issues with high relevance to Canadian families and the well-being of their children and youth. For example, it would be important to note that the promotion of the UNCRC and children's rights education is not a matter of placing children in conflict with the adults in their lives, but is a matter of encouraging citizens of all ages to work together to ensure the rights of every child to live in a peaceful and friendly world.

With reference to learning opportunities for parents and families, the point was emphasized by one participant that Article 5 of the UNCRC recognizes the importance of families and extended families, and where applicable legal guardians, as being primarily responsible for the upbringing and appropriate guidance of their children.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

On a related topic, it was noted that a family-oriented program was developed through the Greater Victoria School District #61, entitled *Family Education Program on the UNCRC*, which focuses on advocacy by families and self-advocacy by children and youth. This program has been effectively used as a model for helping to make the UNCRC more meaningful at a local level.

***Effective Strategies - Educators and Others:*** It was recommended that an effective strategy to heighten the awareness of educators and others about the UNCRC would be to provide work-based or community-based instructional workshops, and post-secondary instruction, which address the articles of the UNCRC and children's rights education.

With reference to educators in particular, teacher preparation is one means for reinforcing the significance of a democratic classroom and the use of participatory learning strategies to enhance student skills, knowledge, and attitudes about children's rights. However, it is important to remember that although learning resources can assist in the process, they cannot create a democratic learning environment. Rather, a teacher ought to engage students in relevant issues, and help them to explore and express their opinions in discussion with others, in keeping with children's participation rights outlined in the UNCRC.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Additionally, training workshops for in-service teachers and other professionals could provide practical sessions where trainers and participants work together using participatory learning strategies and how to introduce them into the school at various grade levels. Also, it was recommended that training-the-trainers sessions be conducted, so that more trained individuals could present suitable and ongoing workshops within the workplace or the community.

***Principal Players:*** With reference to implementing effective strategies for children and youth, it was recommended that students and teachers should be the principal players involved in those processes. However, parents and caregivers can support this education process by both teaching children and youth of their rights and responsibilities as well as providing appropriate direction and guidance to exercise them.

It was recommended that individuals who attend family-oriented training workshops could then facilitate work-based or community-based workshops on children's rights and related issues; and, it was recommended that universities and colleges should provide more post-secondary course work. It was also recommended that work-based or community-based workshops should involve professionals such as teachers and social workers, and para-professionals such as teacher/child assistants and noon-hour supervisors, early childhood educators, and child and youth care practitioners. Also, those individuals who take part in training-the-trainers sessions could then facilitate workshops on children's rights and related issues.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### (5) Developing Educational Materials

**Meaningful Opportunities:** In view of Article 42 of the UNCRC, it was agreed upon that public education and post-secondary education systems should implement curricula with a children's rights education focus. Compared to the situation a decade ago in Canada when this country ratified the UNCRC, now there is a much broader development of educational materials for children's rights education.

Educational materials have been developed by human rights NGOs such as Society for Children and Youth of BC, UNICEF Canada, Save the Children Canada; universities such as University College of Cape Breton and the University of Victoria; as well as individual curriculum developers and teachers. The educational approaches taken in these existing materials are seemingly divergent, although could be viewed as complementary in that all are premised on the rights and principles expressed in the UNCRC.

For example, Children's Rights Curricula developed through the University College of Cape Breton include content that is premised on the actual articles of the UNCRC, while the process of teaching has three essential components: democratic teaching, cooperative learning, and rights reflection. Together these components of children's rights education can promote rights respect through their impact on rights understanding, classroom environment, and self-esteem.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

Other forum participants held the view that appropriate education for all Canadians should include educational materials that emphasize and facilitate understanding and positive action. For example, some UNICEF Canada materials include thematic activities for each stage in the education for development cycle of exploring, responding, and taking action in the classroom.

Other forum participants recommended that educational materials should focus on helping students feel ownership of their rights. In order to help students feel ownership of their rights and to support their democratic action, some participants stated children's rights education within public school systems should espouse a specific mandate of providing first-hand opportunities to learn about rights and responsibilities, as well as mutual respect for others and their rights.

While various educational materials exist as referenced in **Part III, Revised Inventories**, the point was made that age-appropriate resources should be available for all learners. Consequently, some participants voiced the opinion that there is an opportunity to develop additional suitable educational materials for pre-school and after-school programs as well as secondary grade levels.

**Effective Strategies:** Ideally, children's rights education should be integrated into core curricula subjects, and should permeate the students' whole learning experience. Whatever approach is espoused in educational materials, the content and strategies need to treat children

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

and youth as humans worthy of protective care, respect, and dignity. Within the UNCRC, the term dignity generally refers to showing regard for the worth and rights of all children and youth while promoting human equality. And, we need to show regard for the worth and rights of all children and youth while promoting human equality and promoting children's rights in this democracy. One participant pointed out that we all need to realize that within our democracy, children regardless of their grade level are practising citizens with rights to exercise, standards of conduct to consider, and numerous decisions to make about actions in their lives.

For example, the learning materials could be designed to show that one person's rights end where another person's rights begin, and that everyone has a responsibility to respect the rights of others. These learning materials should provide students with appropriate direction and guidance for understanding and exercising their rights and responsibilities, consistent with their evolving capacities.

***Principal Players:*** It was recommended that principal players in developing learning materials should include participants who attended the forum, and who already have training and experience in this specialized domain. As important, the processes of developing learning materials should also involve appropriate input from students and teachers, especially during the piloting phase.

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### (c) Next Steps - Summary

This section summarizes the findings and recommendations related to this discussion question: What do you think should be our next steps in promoting the UNCRC and children's rights education in public education and post-secondary education? What are some of the commitments for action at both personal and professional levels after leaving the forum? When exploring next steps, these key issues were considered: (1) Structuring a Network, (2) Raising Adequate Finances, (3) Influencing Supportive Attitudes, (4) Providing Instructional Opportunities, and (5) Developing Educational Materials.

##### (1) Structuring a Network

- recommendation to initiate and structure a network whose mandate is promoting the UNCRC and children's rights education within Canadian public education and post-secondary education systems;
- recommendation to establish a systematic mechanism for organizing and coordinating a nation-wide implementation of available learning resources within public school systems; and
- recommendation to set up an on-line database to disseminate information on existing curricula for children's rights issues at all levels of education, which could be premised on the materials presented in this report.



## **OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION**

### ***Post-Forum Materials***

#### **(2) Raising Adequate Finances**

- recommendation to develop a national plan for raising adequate funding at local, provincial and national levels, for the nation-wide promotion and implementation of children's rights education; and
- recommendation to persuade the local or provincial educational authorities to change the system from the top to make funding and time available for children's rights teaching and learning.

#### **(3) Influencing Supportive Attitudes**

- recommendation to change attitudes from resisting children's rights to supporting the UNCRC and children's rights education through such means as the "contagion effect;"
- recommendation to help students feel ownership of their rights and to support their democratic action; and
- recommendation to alleviate fears that the UNCRC erodes parenting rights and responsibilities, as per Article 18 of the UNCRC.

#### **(4) Providing Instructional Opportunities**

- recommendation to provide more post-secondary course work that addresses children's rights issues during pre-service training for teachers and other professionals, or para-professionals;

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

- recommendation to provide training-the-trainer sessions for in-service teachers who could offer practical sessions where trainers and participants work together using participatory learning strategies and how to introduce them into the school at various grade levels; and
- recommendation to provide work-based or community-based instructional opportunities, and post-secondary instruction, which address the rights and principles of the UNCRC and children's rights education.

#### **(5) Developing Educational Materials**

- recommendation to develop suitable educational materials for pre-school and after-school programs, and for secondary grades;
- recommendation to integrate children's rights education into core curricula subjects, so that it permeates the students' whole learning experience; and
- recommendation to develop educational materials with input from students and teachers, especially during the piloting phases.

*"The opportunity to meet with those from across the country and learn about the variety of initiatives that exist was wonderful – a perfect opportunity to form partnerships and plan for future action." -- participant*

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### *Post-Forum Materials*

#### iii. *Concluding Comments*

In view of the *United Nations Decade for Human Rights Education*, this forum supported the advancement of human rights education for all, pursuant to Article 42 of the UNCRC. The UNCRC mandates that adults and children alike learn about the human rights expressed within the document, and consequently citizens of all ages should have access to suitable children's rights education. An effective approach to teaching and learning children's rights education is promoting tolerance and respect for the rights of others through the "contagion effect." This approach to children's rights education can be seen as desirable policy from the point of view of complying with the UNCRC, and from a social perspective as a proactive approach to teaching rights-respecting attitudes and behaviours.

Additionally, in view of the *International Decade for a Culture of Peace and Non-Violence for the Children of the World*, this forum aimed to explore our pathway to a culture of peace -- one where children and youth can live and grow with "peace, dignity, tolerance, freedom, equality, and solidarity," as quoted from the UNCRC preamble. Within the context of this human rights document, we see that children's rights are human rights, which are based upon the inherent dignity of people.

In keeping with the spirit of both the UNCRC and a culture of peace, this forum on children's rights and public education successfully accomplished four significant functions:

## OUR PATHWAY TO A CULTURE OF PEACE: UNCRC AND PUBLIC EDUCATION

### Post-Forum Materials

- it facilitated a productive exchange of educational information, perspectives, expertise, experiences, and strategies relating to the UNCRC amongst youth and adults including youth advocates, government representatives, administrators, and educators;
- it provided a platform to present diverse approaches for delivering children's rights education within public education and post-secondary education systems;
- it underlined the need to make both individual and collective commitments at personal and professional levels for promoting the UNCRC and children's rights education; and
- it highlighted the need to continue our efforts for building a civil society, that allows children and youth to feel a sense of living in a peaceful and friendly world - to which every child has the right.

#### *How can we help contribute to such a peaceful and friendly world?*

According to lessons learned at the forum, we can help by designing and implementing children's rights educational materials that promote rights-respectful education while fostering peace, inclusion, dignity, and safety at home and school, within our communities, and across this nation. And, we can offer children's rights education that helps children, youth, and adults to understand human rights and to feel that those rights are worthy of respect, protection, and promotion.





# PEACEPRINTS

A Resource Reader to Promote Peace and Respect in Grades K-6



Written by Jan Foley  
For the Newfoundland-Labrador Human Rights Association

**This project was made possible with financial assistance from the *Department of Canadian Heritage, Multiculturalism Program*. This written work and illustrations do not necessarily represent the position or the opinions of the Government of Canada.**

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Heritage**

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**Canada**

# **DEDICATION**

This Resource Reader is dedicated to the  
children of the Purple Elephant Art Club.



# **PEACEPRINTS**

**PEACE AND RESPECT PROJECTS, ACTIVITIES, RESOURCES**

**For Grades K-6**

**Easy for Teachers**

**Fun for Children**

**Enjoyable for Families**

**Written by Jan Foley**

**For The Newfoundland-Labrador Human Rights Association**

## Preface and Acknowledgements

The Newfoundland-Labrador Human Rights Association has participated in various Working Groups to develop innovations in the education curriculum. This has included Global Issues and the Balancing Students' Rights and Responsibilities modules.

To support those activities and to promote human rights, the Association has published a number of educational resources. A list of these materials can be found on the inside back cover.

Whenever we meet educators, a common complaint is the high cost of materials and the difficulty in obtaining resources. The Association is committed to providing human rights educational resources free of charge. Therefore, *PeacePrints*, as well as other educational resources can be obtained in PDF format on our Website [www.stemnet.nf.ca/nlhra](http://www.stemnet.nf.ca/nlhra)

*PeacePrints* is designed to promote respect and understanding of our communities, our environment and ourselves. Human rights can only flourish in a society where these ideals are an integral part of our everyday lives. We must encourage our youth to recognize the need to have respect and understanding at an early age. This is a process that involves parents, teachers and communities.

The most important participants, however, are the children themselves. They are naturally inquisitive and eager to look at their environment and their role in this big mystery. The cover of this book illustrates a child's fascination with the world in which he or she lives.

*PeacePrints* is designed to be fun for children; easy for teachers; and enjoyable for families. It is meant to be used in schools, but also in family settings, as well as wherever children meet and learn. This ideal guided the author, Jan Foley, in developing the activities and resources. The successful completion of the reader is largely due to her dedication. Also we must note the contribution of Doug Bird who did the art work and cover to enhance the author's message. Ivan Morgan did the layout and editing to further bring out the central themes of the Resource Reader.

The *Department of Canadian Heritage* provided financial support. Additionally, we received valuable assistance from the Department's project officer, Neil Penney, whose suggestions are reflected throughout this Resource Reader.

We hope that PeacePrints will become a valuable tool for parents and educators in promoting respect and understanding. Most importantly, we hope that it will leave everlasting peace prints in the hearts and minds of students and their communities.

Jerry Vink  
St. John's  
February 18<sup>th</sup>, 2002



## Introduction

Peace is not a destination. It is a journey where one weaves amongst issues such as self-esteem, respect, tolerance, conflict resolution, and environmentalism. This journey should begin at home, be nurtured in the classroom and lived out in the community. Although it appears that the path is strewn with obstacles, some things are clear. Teachers, parents and other caring adults can guide children as they navigate in the direction of peace by providing experiences which invite them to play, to create and to care from their inner, peaceful selves.

This Resource Guide has been designed to assist those who want to guide children by describing some projects and activities which can be adapted for home, classroom, camp and playground. It is anticipated that some of these projects will be starting places, others will be integrated into regular curricula, others adapted for age, grade and need. They include games, stories, art, visualization, imaginative play, simulations, role playing, dreaming, wishing, listening, decision making, brainstorming, helping and celebrating. From these experiences children will grow in compassion, confidence, tolerance, cooperation, communication ability and problem solving. These attributes are the cornerstones of peaceful living.

## About the Units

The material in this Resource Guide has been organized according to four main aspects of Peace Education, relating to self, to others, to the earth and building peace. The self aspect begins with a personal footprint, a symbol of an individual path, a unique personality leaving a mark. When two individuals stand next to each other, their footprints can resemble a heartprint, representing people working and moving together in a common purpose. Great numbers of heartprints can circle a globe, making earthprints. All of these are encompassed by peaceprints, not a destination but a deeper, more complex celebration of footprints, heartprints and earthprints.

## Unit One

### Footprints-Knowing and Respecting Myself

This is a unit with activities focusing on the self, awareness, positive regard and expression.

There is a strong mutual relationship between peace and healthy self-concept. As you nurture one, you support the other. Early experiences of feeling respected, important and

accepted will translate to later peaceful living. It is no surprise that much of the primary and elementary curriculum is also designed like this, beginning with the individual, stressing the need for strong foundations. Teachers and parents are critical influences in these processes and should model respect and acceptance which will be translated into self-respect, the precursor for respecting others.

The activities in this unit encourage inner peace, self-affirmation and the expression of feelings, hopes, dreams and fears. These are examples of the types of experiences which are indicated as influencing positive peace growth. You will find that they have similarities to activities in existing curricula, across the primary and elementary grade levels.

## **Unit Two**

### **Heartprints-Knowing and Respecting Others**

This unit is about building peaceful communities through developing healthy friendships and by respecting others. The activities in this unit are intended to promote peace and friendship in family and peer relationships, as well as raise awareness of how to belong to the world community. This unit celebrates diversity, encourages tolerance, practices perspective taking and supports efforts to respect the dreams and wishes of others. Some of the themes explored are friendship, listening to each other, showing appreciation, sharing feelings and learning about how someone else sees the world.

## **Unit Three**

### **Earthprints-Knowing and Caring About the Earth**

In this unit children are introduced to the goal of working toward a healthy and peaceful Earth. Activities in this unit are intended to raise general awareness of the earth by encouraging children to use their senses to get up close and personal with plant and animal life. They are also encouraged to pledge protection of the resources, by becoming aware of the effects of pollution and neglect. And one of the most important aspects of this unit is the focus on ways in which all life on earth is connected and interdependent. By learning to see themselves as part of the earth, children are encouraged to relate peacefully toward all of nature.

## Unit Four

### PeacePrints-Knowing and Caring About Peace

This unit may be used as a culminating collection of activities, designed to help children learn about peace making. It may also be used as an ongoing resource base from which to design peace programs to meet the needs of particular groups. It is not necessary to complete the three other levels before doing particular peace themed activities. However, some basis in self-awareness, interpersonal skills and earth appreciation will make the peace activities much more meaningful. Within this unit there are opportunities to practice peaceful art, music, communication and play. There are also activities which focus on celebrations of peace, learning about peace heroes and taking personal action to make peace a reality. Using the suggested classroom basics as an organizational aid, an adult can facilitate weeks and months of peace building in any setting.

### Convention on the Rights of the Child

The Convention on the Rights of the Child is included at the back of this publication.

## Curriculum Links

**Social Studies** is one of the most frequent curriculum links for the projects and activities contained in this Resource Guide. This is due to a shared emphasis placed on dispositions such as tolerance, empathy, citizenship and stewardship. In the Social Studies curriculum, these disposition strands are realized through meeting objectives such as helping children learn about themselves, their families, their communities, their rights and responsibilities and the resources of the planet. These are also key objectives in the basics of Peace Education and are given significant attention in the projects and activities of this Resource Guide.

**Enterprise Education**, which is related to Social Studies, emphasizes positive self-esteem, self-efficacy and the use of creativity as tools to learn about the world. These areas of focus mean that there are many projects and activities in the Resource Guide which are appropriate for inclusion and integration in Enterprise Education.

The **Health Curriculum** also reflects many of the aims of the material included in this Resource Guide. Both provide opportunities to support children in learning to become individuals with healthy self-concepts who engage in positive relationships, contribute to

the community and care for the world around them. In the Health Program these objectives are met through a comprehensive approach which provides many opportunities to integrate the projects and activities of this Resource Guide.

The **Religious Education** curriculum has been designed to meet many of the goals of a peace making program. The similarities in goals are best illustrated in the emphasis given to helping children cultivate a sense of "self" as a wondrous creation, with a responsibility to express that wonder in relationships. By emphasizing love, hope, friendship, standing up for beliefs, social justice and following the examples of great historical peacemakers, the Religious Education program is open to integration of many of the projects and activities in this guide.

The **Science** curriculum, with its hands-on focus, lends itself very well to earth awareness and appreciation activities, which are key to developing respect for the earth. Throughout the science program there are many opportunities to integrate projects and activities from this Resource Guide. These include many ways to sow the seeds of peace through earth sensory experiences, activities to help the earth stay healthy and exploring interdependence.

There are numerous curriculum links through both the **Language Arts** and **Art** programs. This is due to the emphasis placed on expressive activities in this Resource Guide. Most of the material focuses on writing, creating, speaking, listening, drama, role play and other forms of visual representation. Many of the projects can be easily adapted at various skill levels in both Language Arts and Art.

**Curriculum links are found at the beginning of each section.**





# FOOTPRINTS

Knowing and Respecting Myself





## TABLE OF CONTENTS AND CURRICULUM LINKS

FOOTPRINTS Projects and Activities	Curriculum Activities	Page
Making My Mark (Printmaking, Clay Work, Finger painting)	Art-K + Health-K, 4,6 Religious Education-1, 2 Science-2 Social Studies-1, 2	3
Inukshuk (Sculpture and Building)	Art-K + Health-K Social Studies-1, 2,3	5
Collage Me! (Collage, Writing, Drawing)	Art-K + Health-K, 2,4,6 Religious Education-1, 2 Social Studies-1, 2	6
Happy to Be Me (Bookmaking, Writing, Drawing, Painting)	Health-K, 2,4,6 Language Arts-2+ Religious Education-1, 2 Social Studies-1, 2	7
What Does My Name Say About Me? (Interviews, Discussion, Acrostics)	Language Arts-2+ Health-K, 2,4,6 Social Studies-1, 2	8
Name Chops (Stamp Design and Use)	Art-K + Health-K, 2,4,6 Religious Education-1,2 Social Studies-1, 2	9
Look At Me Grow in My Family Tree (Research, Painting, Drawing)	Art-K+ Health-K Religious Education-1,2,4 Social Studies-1, 5	10
If I Were . . . An Animal in The Peaceable Kingdom (Animal Movement, Yoga, Puppetry)	Health-1, 2 Physical Education-K to 6 Religious Education-1,2,3	12
Telling the Story of Me-A "Shoe" Story (Storytelling, Shoe Art and Design)	Enterprise Education-K Health-4 Religious Education-1,2 Social Studies-6	14
My Clothesline Story (Storytelling, Time lines, Drawing)	Art- K+ Enterprise Education-K Religious Education- 1,2 Social Studies-1, 6	16

<b>FOOTPRINTS Projects and Activities</b>	<b>Curriculum Activities</b>	<b>Page</b>
The Hageota's Story-telling Bag (Storytelling, Story Bag Design)	Enterprise Education-1, 2 Language Arts-1+ Religious Education- 1,2 Social Studies-6	17
Look! See Me in This Sea of Faces (Mask Making, Collage)	Art-K + Health-2 Religious Education-1,2 Social Studies-1, 2,6	18
Follow A Treasure Map to Me (Map, Maze and Puzzle Design)	Enterprise Education-3 Health-6 Religious Education-1,2 Social Studies-1, 2,3,5	19
MIP Day (Art, Music, Food, Celebration)	Enterprise Education-3 Religious Education-1,2 Social Studies-1, 2,3	21
I'm a Star! (Design and Construction)	Enterprise Education-K, 3 Health-K Religious Education-1,2 Social Studies-1, 2	22
My Dream Book (Bookmaking, Writing, Drawing)	Health-4, 6 Language Arts-1+ Religious Education-1,4,5,6 Social Studies-1, 2	23
Dream Catcher (Storytelling and Construction)	Health-4 Religious Education-1,4,5,6 Social Studies-6	25
Worry Doll (Storytelling and Doll Making)	Health-4, 6 Religious Education-1,4,5,6 Social Studies-1, 2	27
Can Cards (Recycled Art, Writing, Research)	Enterprise Education-2, 3 Language Arts-2+ Health-4, 5 Social Studies-1, 2	28
The "I Can" Can (Recycled Art)	Enterprise Education-2, 3 Health-4, 5	29
Somewhere Over the Rainbow (Reading, Video, Puppetry, Games)	Enterprise Education-2, 3 Language Arts-4+ Health-4, 5	30

Another option is to turn this project into a board game or a floor game by using various materials (heavy cardboard, recycled boxes, books, desks or gym equipment) to construct group mazes or maps.

Or how about having children design "A Web Quest To Me," with a personal web page and links to their favourite sites to answer questions and riddles about themselves. A similar, low-tech version could be "A Scavenger Hunt to Me," where children follow clues and gather objects related to a particular child.

### Resources

- Maze and map books



## MIP Day

This activity gives children an opportunity to have a special holiday of their own by being declared MIP, the Most Important Person, for a day. On this day the celebrated child can enjoy decorations, food, music and activities which are special to them.

### What To Do

Begin by talking about how it would feel to be declared MIP, Most Important Person, for the day. Ask the children to consider these questions. "If you were MIP for a day, which games would people play? Which foods would they eat? What activities would make it a perfect day? What type of clothes would people wear to celebrate you? Where would the celebrations be? Who would be there?" By thinking about the answers to these questions, children will be guided through the planning process for each of their celebrations.

#### Materials Needed

- Food, music, games, decorations, posters, etc which reflect the likes of each child.
- Message Box

Arrange to celebrate each of the children according to a schedule which is appropriate for your situation. Once a schedule has been decided, the group can make a calendar, highlighting the special MIP days which will come. Encourage the children to help prepare for each

other on their special day. They can refer to each child's original planning notes when organizing the day. Make available a special MIP message box for other children to say something positive to the child of the day. This can be a shoe box, paper bag, etc.

A variation of this project can be to proclaim a "festival" and celebrate everyone at the same time by including at least one favourite element from each person.



## I'm A Star!

For self-esteem development, children need to feel important to both themselves and others. This activity can increase positive self-regard as well as provide a tool, The Star Stick, which can be used in other personal development activities. Encourage children to celebrate the star they are by making a star stick which is designed to tell something special about them.

### What To do

Begin by talking about what the children consider to be the best things about themselves. Ask "If you were a star why would that be?" These questions will lead to listing and concept webbing their star qualities. After discussing their star qualities, help them decide how they want to represent those qualities on their personal Star Sticks.

#### Materials Needed

- Dowel or stick
- Heavy cardboard for star shape
- Glue paint markers ribbons stickers

Provide a variety of materials for them to decorate their sticks, personalizing them with drawings, words, etc. When the sticks are decorated, attach a star shape such as a 6 point star of David, 8 point Micmac star, or a 5 point star. This

star can be a simple cardboard shape which is stapled or taped on. It could also be a small stuffed fabric star.

### Also

A star project for the whole group could be a star mural, with each child radiating out from a central star. A good resource for this is *Happy Birthday Universe* by Kim Farmer, which tells how each of us "comes from the stars." Another extension of this activity is *Good Apples* by Robbie Fearon, Burlington Elementary School, Burlington, CO. You can find the lesson plan at [www.col-ed.org/cur/sst/sst74.txt](http://www.col-ed.org/cur/sst/sst74.txt)



## HOPE AND DREAMS-PROJECTS AND ACTIVITIES

*Nothing happens unless first a dream." Carl Sandburg*

*All dreams are true when they're in your head: they only become real when they leave. Peter Gzowski, 1993*

### My Dream Book

Beginning a dream book offers an opportunity to talk about the power of dreams. Making and keeping dream books will help children put their dreams into words and pictures. Children can be introduced to the idea that dreaming can be the beginning of action. This activity provides an opportunity to talk about famous dreamers, especially people who shared dreams of peace. For example, Martin Luther King was famous for saying "I have a dream" in a speech which invited others to help change the world.

#### What To Do

Begin with a discussion of the concept of dreaming. This could include exploring topics such as famous peace dreamers, native dream catcher stories, how dreams need to be let out, to be drawn, sung, written, danced or expressed in some way. Use the topic which best suits your current group and situation.

This project is open to possibilities. It can be as small or as big, or as detailed or as open as you decide. Children can begin by making a book from scratch or by preparing a ready made journal, binder or recycled book.

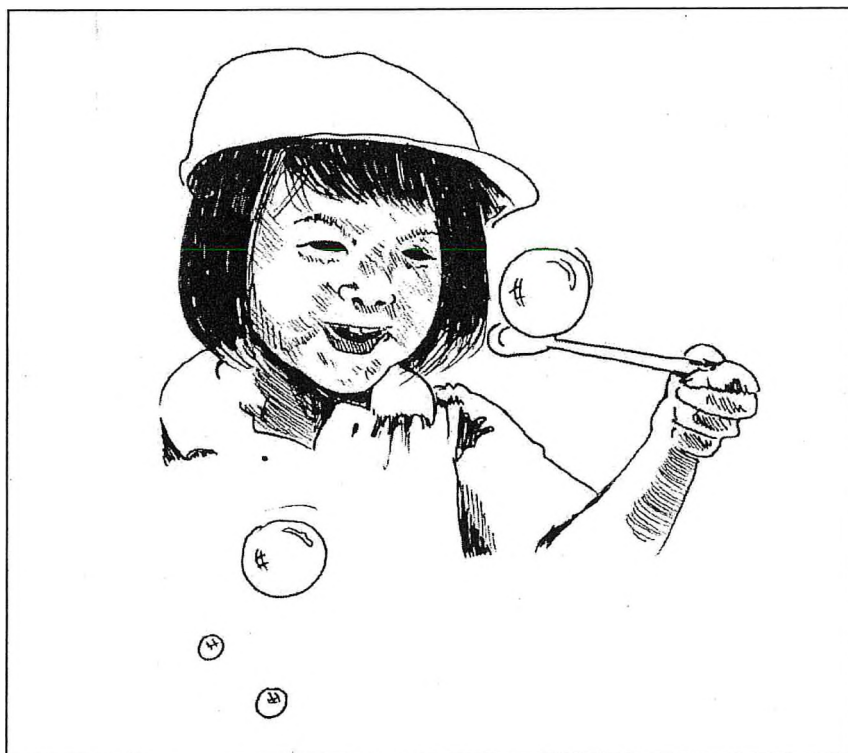
If you are making a book there are many options. For example, you can make a simple book by laying sheets together, with holes punched in one side to pull ribbons through. If you are interested in a more complex bookmaking project, consider Japanese books, pop-up books, flip books, a book in a box, tiny books or oversize scrapbooks.

The cover of the Dream Book can be decorated in any number of ways. One interesting possibility is to use sgraffito drawings. In a sgraffito drawing there are usually two layers of paint and/or crayon. The top layer is thinner and when scratched you reveal pictures from the under layer. This is a bit like dreams, which lie just beneath the surface, waiting to be revealed.

To prepare the inside of the book for dreams, guide children in writing dream topics at the top of each page. These topics could include School Dreams, My Dream About My Family, My Dream For Peace, My Dream For Friendship, A Dream That Came True, A Scary Dream, My Favourite Daydream Place, etc. Once prepared, this dream book can be used by the children to write and draw about their dreams. Some children may add collage materials, photos, and other objects which represent their dreams.

### ***Also***

If children want to share their dreams with the world, they can submit them on-line to *The Dream Sharing Page of North Star Can Do Site*. This is also a good page to read other children's dreams. Check out [www.ucando.org/dreams.html](http://www.ucando.org/dreams.html)





## Dream Catcher

*"A spider took a twig and twisted it into a circle. Inside the circle, the spider wove webbing. It looked like a spider web with a big hole in the middle. The spider told humans to hang the dream catcher over babies cribs and their own sleeping mats. When dreams left a sleeper's body for the spirit world, the bad dreams would be caught in the webbing. They would dry out in the morning sun. Good dream should go through the hole in the centre and they would fly up to the great spirit"* **Aboriginal Legend**

A dream catcher is a decorated hoop filled with webbing, except for an opening in the centre. The story of the dream catcher is an aboriginal story which can be used to illustrate the power of feeling hopeful and protected in the world. Making a dream catcher allows children to participate in making their own tools of hope, strength and protection.

Making a dream catcher is an experience with an ancient cultural and spiritual past. Therefore, it is important to do dream catcher work in a respectful manner, ideally under the guidance of a person familiar with its significance.

### Materials Needed

- Branches or hoops (could be embroidery, paper plates with centre cut out)
- Sinew, dental floss or wool
- Beads, feathers

The process of making a dream catcher begins with a hoop, or a tree branch bent into a circle. Line or string is then tied at intervals around the outer edge of the hoop. (Dental floss is an exceptionally good material

to use). This is continued into all subsequent rows, tying knots onto the loops until you reach the centre. To complete the dream catcher, children can add beads, feathers, shells or other small natural objects at the centre and the sides of the hoop.

When finished, most children like to hang their dream catchers in their bedrooms. Others can choose to exchange them with friends or give them as gifts.

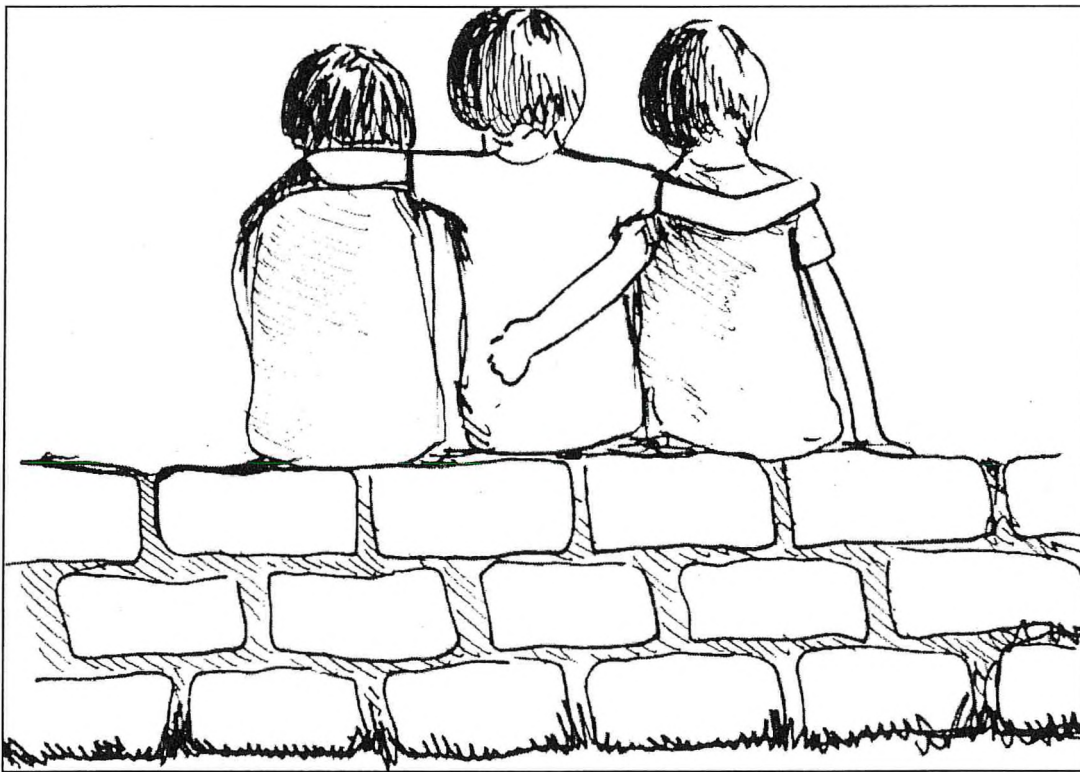
### Also

A group of children or a whole family might also work together on a large version, to be displayed in a central shared space. In Wanuskewin, Saskatchewan there is a dream catcher as large as a desk.



## Resources

- *Grandmother's Dream Catcher* by Becky Rae McCain, Stacey Schuett and Abby Levine 1998, Albert Whitman and Co. Morton Grove, Illinois ISBN # 080753031X (contains instructions for dream catchers at the end of the book)
- Dream catcher directions, with colour photographs, can be found at the Learning Circle, [www.brandonsd.mb/kirkcaldy/Circle/Dream.htm](http://www.brandonsd.mb/kirkcaldy/Circle/Dream.htm)
- *Why I Believe in Dream Catchers* By Peter Gzowski, Canadian Living, December 1993



## Worry Doll

This doll project has been adapted from Guatemalan trouble dolls. These are small fabric dolls which folklore says are used to get rid of troubles. The variation used in this activity is designed to foster feelings of strength and optimism.

### What To Do

Begin this activity by explaining the idea of the trouble/worry Doll. Ask the children how they deal with worries and fears. Encourage them to think about what a strong, helpful worry doll might look like.

Demonstrate how to make the doll, beginning by attaching cotton swabs to a clothespin body. Fine tip markers can be used to draw facial features, make skin tones or design tattoos. Hair can be made from wool or thread. Fabric scraps can be used for clothing, and can be wrapped, tied, or glued on. Allow lots of time and space for making these dolls.

### Materials Needed

- Wooden clothespins such as Pender Pins, craft sticks or twigs
- Swab sticks or toothpicks for arms
- Beads, fabric, wool, thread, bits of jewellery, sequins
- PVA glue, tape, cool temp glue guns

### Also

The children may want to make many dolls or to make dolls that represent other cultures. An easy way to display several of these dolls at once is to stand them in upturned, decorated egg carton cups in which a small slit has been cut.

### Resources

- *Global Child: Multi-Cultural Resources For Young Children* by Maureen Cech Health and Welfare Canada, Ottawa ON ISBN 0969443307 (has the folktale of Guatemalan trouble dolls)
- *Family Fun Crafts* Edited by Deanna F. Clark, Hyperion, New York, 1997 ISBN # 0786863048 (has directions and colour photographs of international worry dolls)
- *SoulMate Dolls: Dollmaking As A Healing Art* by Noreen Crane-Findlay, Krause Publications, 2000 Iola, WN Telephone - (715) 445-2214

## I CAN DO ANYTHING-PROJECTS AND ACTIVITIES

### Can Cards

Making and using these cards is an experience designed to increase self-awareness and self-esteem.

In this activity children randomly choose and think about decorated cards which carry inspiring quotes written by other children or by famous individuals. Doing this is a gentle reminder of the importance of positive, quiet thinking. The finished card set is an appropriate reflective tool for starting the day in a sharing circle. Children might also like the option to do this on their own, at a quiet time, to cultivate a sense of inner peace.

#### What To Do

Making the cards is a major aspect of this activity. To begin it will be necessary to create a collection of quotes which children find encouraging. These can be culled from their favourite books - quotes by heroes, family sayings, as well as their own thoughts on a number of topics. Topics can include Love, Peace, Kindness, Liking Myself, Feeling Happy, etc. Encourage children to include any material which makes them feel good.

The next step will be for each child to begin to decorate and write the quotes on the cards. You may have each child work on several cards each, depending on the number of children participating in this activity. The cards can be made from scratch by using Bristol board or

#### Materials Needed

- Playing cards or Bristol board, card stock, old postcards or greeting cards
- Paint, glue, markers,

card stock. You might also recycle ordinary playing cards by covering them first with a coat of white gesso or acrylic paint. Decorations can be drawn with markers, painted or collaged.

Each finished set can be placed in a special, decorated can (or other container) and stored where children can access them when appropriate or needed.

#### Also

A variation of this activity could be for children to make individual cards or sets of cards to trade and give as gifts to each other. This is similar to the practice of exchanging "art cards."

## The "I Can" Can

Self-esteem is promoted by feelings of mastery and competence. Sometimes children can really benefit from being reminded of their strengths and abilities. In this activity they will spend some time focusing on the things they can do. These strengths will be expressed through decorating a functional I "Can" can.

### What To do

Begin by asking the children to think about the things they are good at, the things they know how to do. Ask them to list these. Answers could include sports, helping skills, and academic skills. Expand their list by pointing out accomplishments they may not think of, such as being able to read, fix their own snacks, etc. This is a good place to teach them the idea that nobody is good at everything, but everyone is good at something.

If possible, incorporate a visit to the *Can Do!* website in this activity. Here you will find a very helpful survey, *The Can Do! Kid Ability Survey*, which can be used to initiate discussion. It covers topics such as: things you enjoy doing, things you can do that can make you happy, things you do that can make others happy, etc. Children will also see stories, activities and resources to help develop an attitude of "I can do it."

To begin making the actual can you will need a container. It could be many small, individual cans or a larger group container such as a barrel, large garbage can or hamper. Children can decorate the can(s) with pictures and words representing the things they know how to do.

### Materials Needed

- Cans, any size including barrels, garbage cans, hampers
- Paint, markers, glue
- Access to internet

When finished, the "I Can" can will be useful for storing pencils, crayons or small toys. Turn it upside down and use it as a drum!

Maybe it will be possible to leave some space to add images of future challenges. This will encourage

children to record and celebrate their accomplishments, as well as remind them to set goals and work toward them with patience and confidence. Having it will serve as a reminder of accomplishments.

### Resources

- Can Do! and I Can Dream [www.ucando.org/dreams.html](http://www.ucando.org/dreams.html)



## Somewhere Over The Rainbow

*The Wizard of Oz* by L. Frank Baum is a well-known story about a child who finds herself in a magical, frightening land. While there, she and her travelling companions learn a lot about courage, friendship and believing in themselves. Using this book to open discussion about self-esteem is a good example of the power of stories in the lives of children.

### What To Do

Depending on the ages of the children and the time available, you can choose to read the book (ages 8+) or watch the movie (ages 5+). Follow this with a time to discuss what the children think of the characters and their individual situations. From there, some of these ideas can be expressed through a number of activities. You choose the direction which suits your group and situation.

One popular idea is to do a puppetry project, making the main characters and retelling the story of *The Wizard of Oz*, set in another time and place. This will involve script-writing and puppet-making and may be a suitable project for a group with several weeks to work on it.

### Materials Needed

- *Wizard of Oz* movie, not rated but suitable for ages 5+. 101 minutes, B and W, 1939
- *Wizard of Oz* by L. Frank Baum An Apple Paperbook, Scholastic Inc. 1958 ISBN # 0590440896

Another idea is to create a floor-size board game based on the story. Images of yellow brick roads, rainbows, tornados and fields of poppies will lend themselves to colourful blocks in a board game. As a group, choose several of the positive and negative events which the characters encountered. Then

build the progression of the game around these events.

### Resources

- Visit [teachwithmovies.org/guides/wizard-of-oz.html](http://teachwithmovies.org/guides/wizard-of-oz.html) for a Learning Guide to this movie.



## FOOTPRINTS RESOURCES

### Self-Esteem Materials

- *100 Ways To Enhance Self-Esteem in The Classroom* by Jack Canfield, Jack and Harold Wels Prentice Hall, 1996
- *Best Self-Esteem Games* by Barbara Sher, John Wiley and Sons, 1998
- *Creating The Caring Capable Kid* by Linda K. Williams, et al. Palomares and Associates, P.O. Box 1577, Spring Valley, CA 92077
- *Dandy Lion's 21 Projects For Self-Discovery and Celebration* 3563 Sueldo, Suite L., San Luis Obispo, CA, (800) 766-8032
- *Discover The World: Empowering Children To Value Themselves, Others And The Earth* by Susan Hopkins and Jeffrey Winters, eds., New Society Publishers, Philadelphia, PA
- *Esteem Builders: A K-8 Self-Esteem Curriculum for Improving Student Achievement, Behaviour and School Climate* by Michele Borba, Ed. D. ISBN # 1880396254, 1994
- *Good Morning Class, I Love You* by Esther Wright and Bradley Winch, ISBN # 0915190583
- *Kids are Worth It!* by Barbara Coloroso Somerville House Publishing, Toronto, 1997
- *The Best Self-Esteem Activities For Elementary Grades* [www.jalmarpress.com](http://www.jalmarpress.com)
- *Your Child's Self-Esteem* by Dorothy Corkville-Briggs, Doubleday, 1975

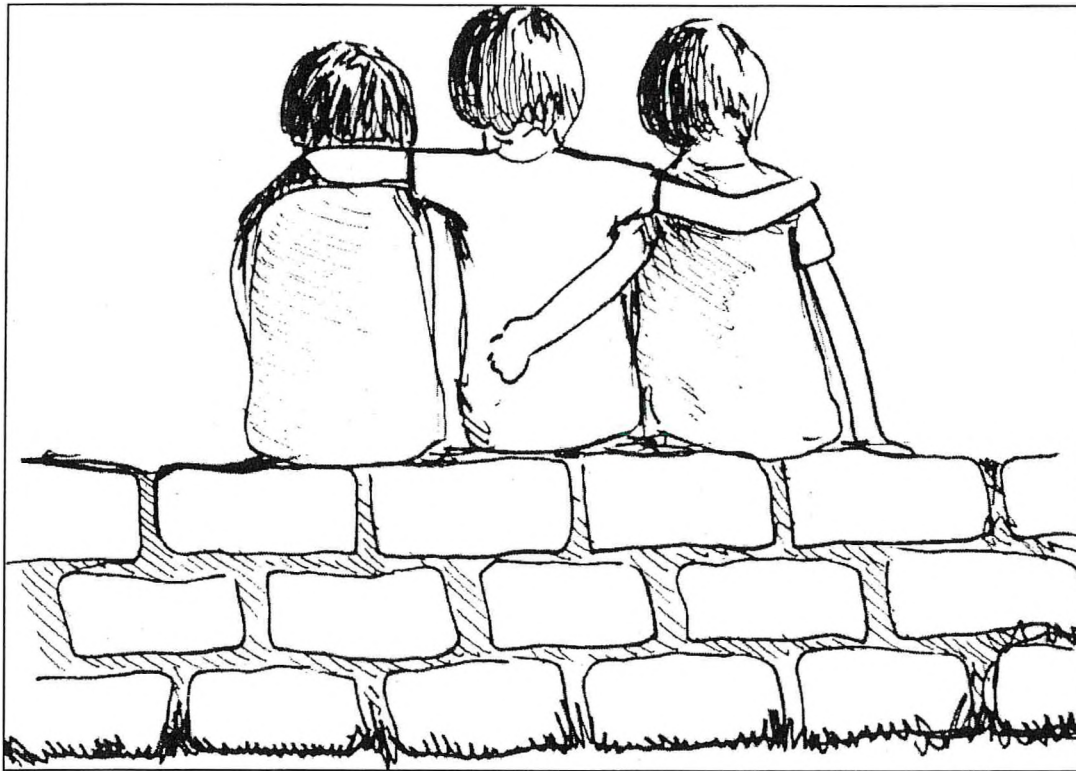
### Other

- *Exploring Feelings* by Susan B. Neuman, Ed. D. and Renee P. Panoff Humanics Ltd. Atlanta GA, 1983, ISBN #0893340375
- *Parent Resource Binder: The Essential Link* Published by Newfoundland and Labrador Home and School Federation,
- *Think Of Something Quiet: A Guide To achieving Serenity in Early Childhood Classrooms* by Claire Cherry Pitman Learning, Inc., ISBN# 0-8224-6949-9



# HEARTPRINTS

## Knowing and Respecting Others



## TABLE OF CONTENTS AND CURRICULUM LINKS

HEARTPRINTS Projects and Activities	Curriculum Activities	Pages
Set Sail on The FriendSHIP (Ship Design and Construction)	Health-4, 5 Religious Education- 3,5 Science-1 Social Studies-6	3
Necklace of Friendship Greetings	Art-K+ Health-2, 4,5 Religious Education- 3,5	5
Imaginary Friends (Guided Imagery, Storytelling, Drawing)	Art-K+ Language Arts-1+ Health-K, 2,4,5 Religious Education- 3,5	6
Walking in Your Sneakers (Poetry, Interviewing, Shoe Art)	Art-K+ Language Arts-4+ Religious Education-1,2,5,6 Social Studies-1, 2,6	7
It's All About You-A Class Book Project (Collaborative Book Making, Interviewing)	Enterprise-2 Health-1 Language Arts-3+ Religious Education-3,5 Social Studies-1, 2,3	8
Sensitivity Switcheroo! (Simulation, Role Play)	Health-5 Religious Education-3,5 Social Studies-5	9
Multicoloured Role-Playing Coat (Simulation, Role Play)	Art-K+ Language Arts-2+ Religious Education-1,2,5,6 Social Studies-1, 2,6	11
Inside/Outside Jar (Recycled Art)	Art-K+ Enterprise Education-1 Health-5 Social Studies-1, 2	12
People of Imagiland (Mini World Construction, Storytelling)	Enterprise Education-2 Religious Education-6 Social Studies-2, 3,4	13
We All Fit in Somewhere- A Floor Puzzle Play (Puzzle and Game Design)	Health-K Religious Education-1, 2 Social Studies-1, 2,6	14
Talking Sticks for Listening Ears (Design, Decoration and Use)	Art-K+ / Health-4 Language Arts-1+ Social Studies-1, 2,6	16



HEARTPRINTS Projects and Activities	Curriculum Activities	Pages
Double Vision-A Shared Portrait (Collaborative Mixed Media Portrait)	Art-K+ Enterprise Education-1 Health-2, 5 Social Studies-1, 2	17
The Sharing Web (Communication Game)	Health-K, 5 Language Arts-1+ Religious Education-1,2 Social Studies-1, 2	18
The Adventures of Harry's Backpack (Research and Online Storytelling)	Language Arts-2+ Social Studies-2,3,4	19
The GEO Bear Project (Collaborative Distance Project)	Enterprise Education-3 Social Studies-2, 3,4,5,6	20
World Games Day (Cooperative and International Games)	Enterprise Education-2 Physical Education-K+ Social Studies-2, 4	21

## Heartprints Resources

## Page 22



## FRIENDSHIP- PROJECTS AND ACTIVITIES

### Set Sail On The FriendSHIP

This project is a celebration of friendship. The main activity is to have children build a model ship which will represent the importance of friends in their lives. The characteristics needed for co-operative ship-building are the same ones needed for successful friendship building: sharing, tolerance, taking turns, etc.

#### What To Do

Open a discussion about the concept of friendship by asking questions such as "What do you like about your friends? What makes a good friend? Are you a good friend?" Then connect with the idea of a ship to represent their ideas by asking "What if there really was a ship called Friendship? What sort of ship would look like a friend ship?" After brainstorming and concept webbing ideas about friendship and ships, move on to making some decisions about the ship project. Some of these decisions might include size and whether it will be really capable of floating.

#### Materials Needed

- Wooden frame materials (Popsicle sticks, bamboo skewers, dowels)
- Paint, cardboard
- Other ship materials: clay, plastic bottles, papier mache, milk cartons
- People, such as dolls or stick figures

Divide the class into groups so they can begin working on the steps of boat building, from framing to finishing. A simple ship can be made from a cardboard box, cut and glued into a ship shape, then covered with Popsicle sticks, and painted.

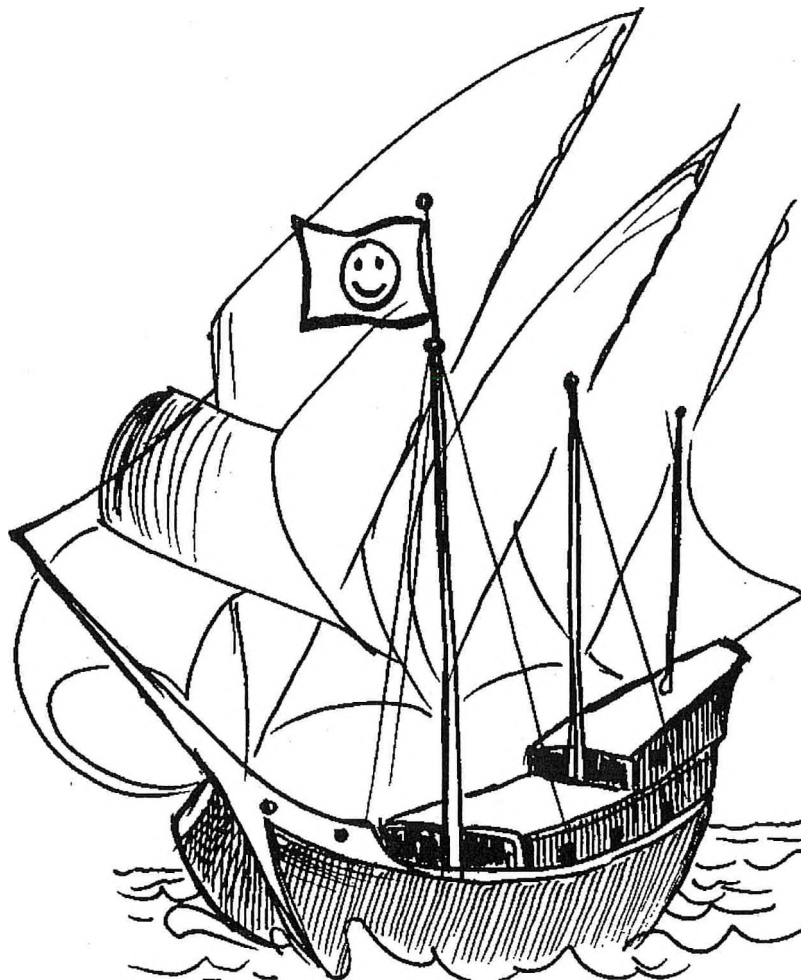
When each ship is completed the children may want to make people to ride aboard. These can be clothespin people, stick puppets or stuffed people.

#### Also

This project can incorporate other aspects of the study of friendship. For example, children may get involved in pen pal friendships as part of the project. If you want to build a full friendship unit, with the ship as a culmination activity, you will find numerous films, books and activity guide listed below in the resources section.

## Resources

- *My Friends Would Like Your Friends*, Free E book From Kids Who Care/ People For Peace by Robert Allen Silverstien Available at [www.members.aol.com/pforpeace/ebooks.htm](http://www.members.aol.com/pforpeace/ebooks.htm)
- *Always and Forever Friends* by C.S. Adler, Houghton Mifflin, 1988
- *The Gift Giver* by Joyce Hansen, Clarion, which was written by a group of 5<sup>th</sup> graders in The Bronx
- *Real Talk, Exercises In Friendship and Helping Skills*, Elementary + Teacher and Student Manual, P.O. Box 7447 Atlanta, Georgia, 30309
- *The Hole in The Fence*, Health and Welfare Canada (About Friendships, Problem Solving and Racism Comes with a Teachers Guide).



## Necklace of Friendship Greetings

The development of friendship skills is a cornerstone of personal development. Because we know that friendship flourishes with attention, it is important for children to have opportunities to express positive messages towards each other. This activity is designed to encourage reaching out to others in a spirit of friendship, appreciation and peace.

### What To Do

Begin with a discussion of the ways we exchange and share greetings with someone when we see them. Ask the children "What kinds of greeting have you received when you've seen people for the first time?" Expect to hear about waves, hugs, handshakes, smiles etc. Explain that in some cultures, tradition teaches that people should give each other things as symbols of greeting. It could be things to wear to wear, such as leis in Hawaii.

Explain that this activity will involve making a friendship greeting in the form of clay jewellery. Begin by asking children to carve shapes or make impressions in clay. These can then be painted after drying.

The next step will be to string these dried or fired clay shapes together as a necklace or wall hanging. They can then be presented to a new or old friend as a gift. This can be an inter-classroom exchange or a way of celebrating a special day, such as Mothers Day, Universal Children's Day (November 20<sup>th</sup>) or International Friendship Month (February).

### Materials Needed

- Bead clay (can be homemade clay, polymer or clay, also paper pulp or papier mâché)
- Painting tools
- String or wool

Some other possibilities may include making paper friendship links. These can also be called friendship chains. Each link is decorated and personalized. The person who receives these links will have a unique symbol of good wishes. They may add to the

links and pass them on to someone else.

### Resources

- *Global Child: Multicultural Resources For The Young Child* by Maureen Cech Health and Welfare Canada, 1990 ISBN # 0969443307



## Imaginary Friends

By participating in this experience children will be invited to create imaginary friends, complete with all the traits they consider important in friends. This isn't a new experience for many children, who may have created imaginary playmates at some time in early childhood. The imaginary friends of this activity, while temporary, will help express children's ideas about what makes a good friendship. This guided imagery activity will help raise awareness and appreciation of friends.

### What To Do

Begin by asking about imaginary friends. "Who has had one? When? Who has ever wanted one? What would this imaginary person be like?"

Now ask the children to sit with their eyes closed and imagine a scenario where they walk into a room and see the best friend they could ever imagine right there. Encourage them to notice all the details about this friend while they are having "a visit." After a few minutes, tell them to imagine saying goodbye to this friend. Ask them to open their eyes and draw what they saw. Encourage them to focus on their drawings for several minutes, while everything is fresh.

### Materials Needed

- Drawing materials
- Writing materials
- Recycled cardstock for "just because" notes

After drawing, they can talk about this experience in a sharing circle. Encourage them to describe the friend, any conversation they may have had, etc. Did people have similar experiences to each other? What things did they all attribute to the perfect friend? Maybe you could list these qualities and post them under the heading "What Makes a Good Friend?"

Remember to point out that some of these qualities already exist in the friends they have. As a follow up or extension activity you might ask children to write letters to these imaginary friends, explaining everything they liked about them. Or they might send "just because" post cards to real friends. A "just because" post card is sent to someone "just because" they are a friend.



## SEEING FROM YOUR EYES-PROJECTS AND ACTIVITIES

### Walking In Your Sneakers

This activity will raise awareness about experiencing the world from another person's perspective. We often talk about the symbolism of walking a mile in another person's shoes as a good way to appreciate another's point of view. In this activity, children will travel symbolically in someone else's shoes and express this new awareness by making art with those shoes.

#### What To Do

Set the tone for this experience with a reading of the poem *If You Could Wear My Sneakers* by Sheree Fitch (See Resources). Talk about the poem and ask the children what they think the author meant by some of the things she said. Then ask "What would be learned if you were someone else for a day?"

#### Material Needed

- Old sneakers, shoes, slippers or moccasins - be sure they are clean and suitable for painting or gluing
- Glue or gluing material
- Paints, markers, pencils
- Collage materials
- Cardboard or heavy paper (can be recycled such as cereal boxes)

Next, explain that they will be randomly matched with other children in a cross-classroom or cross-school arrangement. To learn about walking in that other person's shoes they will be asked to gather information about this person, including such things as what they like to eat and do, favourite colours, toys, games, pets, holidays, dreams, best friends, etc. This can be gathered by interviews.

The next step is to ask each child to contribute an old shoe to the project. If this is a problem ask all children to make representations of shoes by drawing large poster size shoes, or by tracing the soles of their shoes on cardboard. Following this they will begin to decorate the shoes, using the information they have gathered by interviewing each other. When decorated, these completed sneakers may be used as planters, or pencil holders. Drawings of shoes can be displayed and passed on to the children as keepsakes.

#### Resources

- *If You Could Wear My Sneakers: A Book About Children's Rights*, Poems by Sheree Fitch and Art by Darcia Labrosse (Doubleday Canada - ISBN 038525677 9 1997)

## It's All About You-A Class Book Project

Perspective taking is an important aspect of personal development. In this collaborative activity, children will build a book about themselves by focusing on each other. To do this they will have to interview each other, then select and collect enough information to design a page about another person.

### What To Do

Begin by asking "Have you ever been curious about what other people think? Do you think there is something to respect about every person? Something to like? Something new you didn't know?" Explain that they will be reporters and their jobs will be to find and report on the nicest things about another child. They can do this by interviews, by asking people who know the child, and by observation. It may be possible to include family members in these interviews. All of this material can be put together, one page at a time, to make a class memory book called *People We Respect, and Why*. The children will need varying levels support to complete some aspects of this research and art project. You can modify directions and activities to suit the situation of your group.

#### Material Needed

- Tape recorder
- Paper, ribbons, and/or other bookmaking material
- Written material about each student, hand or computer written
- Binder or Duo Tang Folder

The first step will be to have children randomly choose the name of the person they will research. Of course someone will also be researching them. Give a list of questions and/or topics to guide the interviews. It may be helpful to allow the use of tape recorders and to limit the time allotted to each interview (i.e. three interviews of 15 minutes each). After the interview phase, the children can begin to

put the material together on one page. This will require some choices and decision-making. Support them in choosing an appropriate balance between written and visual material.

When each page has been completed, help them assemble the book by putting all the pages in a binder, Duo tang folder or handmade book.

Place the completed project on display. At the end of the year, children may want to keep the original of the page which was page written about them. This material might also be photocopied to make a copy of the memory books for everyone. It might also be scanned and placed on the school or class web site.



## Sensitivity Switcheroo!

This project can include a number of activities designed to celebrate differing abilities. It will require students to participate in simulations which focus on the experience of being someone else: someone with a mobility challenge, or a hearing or visual impairment. These do not constitute the full range of the human experience with challenges and differences, but they can be used to introduce the idea that people are similar in many ways. By agreeing to "walk", "see," and "listen" when these abilities are challenged, it is possible for children to become more aware of the daily life and access needs of other people.

### What To Do

Begin by talking about abilities and senses, the ability to move, to see, to hear, to touch, to taste, and to smell. Ask the children, "What senses do we use every day? How do they help us? What if some of those senses just didn't work very well? How do you think that would feel?" Explain that they will do some sensitivity training, in the area of challenges and abilities.

For the Sensitivity Switcheroo children can be divided into groups, pairs, or any configuration which is appropriate. Organize the physical aspects of this activity according to your numbers, time available, etc.

#### Material Needed

- Blindfolds, earplugs, wheelchairs, crutches, bandages, tape

The children will take turns experiencing a particular perspective or combination of perspectives; hearing, visual, or physical challenges. They will prepare for the

experience by covering their eyes or ears with materials provided, or walking on crutches, sitting in wheel chairs, not using their hands or feet, or some other combination of restrictions. These combinations can be decided in advance, written on small pieces of paper and drawn randomly. Although this may seem to add a playful note to a serious issue, we know that it is through play that children do their deepest learning.

Discussion is a very important aspect of these experiences. Talk about "How do you think it feels to be different because of how you move, see, or hear? Do you know anyone with this situation? Can you think of any famous people who have this situation?" If possible further the experience by doing follow up through writing, drawing and other expressive activities to which focus on how it felt to be someone else.



**Also**

It may be a good idea to invite someone from an advocacy group to visit. Remember, it is not the purpose of this activity to single out those with differing abilities; the purpose is to raise awareness of both differences *and* similarities.

**Resources**

- *North Star* written and illustrated by Peter Reynolds, available on the Kids Can Do! site. [www.ucando.org/pooks2.html](http://www.ucando.org/pooks2.html)
- *The Story of My Life* by Helen Keller, 1903, Doubleday and 1996, Dover Publications
- *Move Over, Wheelchairs Coming Through: Seven Young People In Wheelchairs Talk About Their Lives*, Clarion 1985



## The Multicoloured Role Playing Coat

Role playing is an activity which allows a person to "stand in another person's shoes" (or coat, hat, socks). Role play situations are like dramas, played out with a lot of improvisation. Once a scene is set, children can choose how to enact it as a story or situation. In this activity, the children will put on a Multicoloured Role Playing Coat as a way to reinforce the idea that these roles are temporary. Knowing this helps some children feel comfortable enough to try many different roles.

### What To Do

Explain the purpose of trying out different roles in different situations. A good analogy to use is that a role is like a coat, put on for short time and then taken off. A role, however, while we "wear it," can also teach us something.

The next step is to design and make the role-playing coats. You might also consider hats, shoes, socks, shawls, etc. Once made, these coats can be used over and over, but may require some extra time in the beginning. When a group of children have completed several of these, they will be ready to begin.

Once you have everything needed for role-playing - scenarios and the role-playing coats - this activity can begin. Some

#### Material Needed

- Multicoloured coat which can be made from old blankets, vests, towels, capes or shirts with patches sewn, glued or painted on.
- Hats, shoes socks may also be used

appropriate times to do this activity could include as an intervention during conflict, planning for the future, and while explore new issues.

You can start the activity by giving the children a story starter or some

scenarios. Children will try out these roles briefly while wearing the role playing coat, then discuss what they have experienced. Some starting places include: How to deal with . . . How would I feel if . . . One day . . . What I would do if . . . Remember to keep the role plays short, with groups of 3-5 participating while others observe. At other times, the whole group can participate in a large role play. Allow others to join in or step back during the play

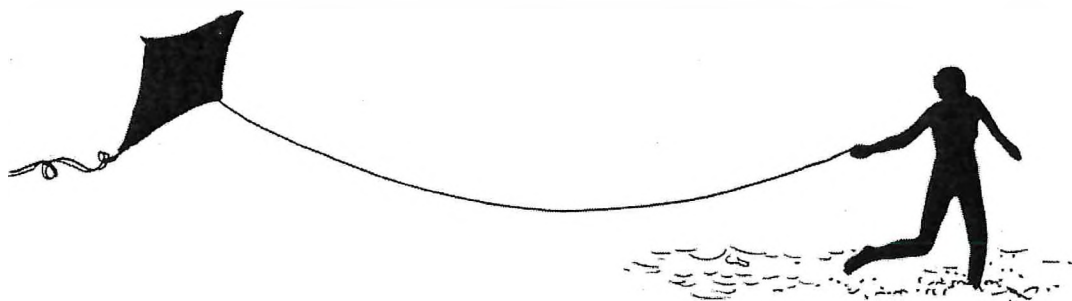


## Inside-Outside Jar

Many people are familiar with the expression "You can't always tell a book by its cover." In this activity, children will discover that you can't tell all there is to know about a person from their appearance. By making the Inside/Outside Jar and seeing the many sides of each other, children will have an opportunity to explore the concept of tolerance and acceptance.

### What To Do

Open the activity by demonstrating, with a over-wrapped package, the idea that you can't tell what's inside it by looking at the outside. Pass this parcel around, asking each child to remove one layer of wrapper. Ask them to say what they think might be inside. Write all their answers down. When they get to the last layer, open it and show: Voila! Nothing! This is an excellent time to open a discussion about "Are people always the same inside as they look outside? What are some examples?"



Explain to the children that they are each going to make a jar which will look like them, both inside and out. They can begin by designing, stuffing, gluing or displaying inside the jar things which represent their inside selves - their hopes, thoughts, ideas, plans, and

### Materials Needed

- Glass or plastic jam jar and cover
- Acrylic paint
- Stuffing for inside the jar (various items, beads, wood, colourful objects, etc)

feelings. Then, on the outside they can decorate their jars by painting their individual faces on them with acrylic paint. The final steps are to glue hair, add caps or ears, and other features. What they will created are transparent, personalized jars. Others can see both the inside and the outside!

## People of Imagiland

Children enjoy creating imaginary places. In this project, children will imagine what life might be like in Imagiland, a place which could be on the moon, in the forest or under the sea. To participate they will create an imaginary world and also have an opportunity to learn more about the perspective of others through the experience of role-playing.

### What To Do

Begin with a "What If . . ." conversation. "What if you lived in an imaginary world, under a rock, inside a flower, on the moon, under the sea or in the forest, or behind the washer in the basement?"

Brainstorm a list of other places where imaginary folk could live. Working in small groups, the children can choose a place from the list and begin to brainstorm the main features of the Imagiland they will create. Encourage them to be specific in details.

The next step will be to create a family to inhabit this place. Each family needs a story to tell: its history, ideas, and daily life. After the story details have been decided, all groups can then introduce their folk to the rest of the class by building a mini-model of their world.

### Materials Needed

- Materials for building small model worlds, can be a combination of recycled materials and paint, glue, markers and paper
- Multicoloured Role Playing Coat

Each group should then decide the guidelines of living in their imaginary world and display them next to their project. This will give everyone some familiarity with each world and enable them to do the next step, which is role playing. Give the children some scenarios where folk from the different imaginary places have to visit other folk. By playing these roles, the

children will be learning and practicing the ability to understand another's perspective. This can be a lot of fun, while also imparting important lessons. Be sure to follow with a discussion about how it feels to role play imaginary folk.

### Resources

- *The Borrowers* by Mary Norton, Harcourt Brace and Co., 1989 ISBN #0152099905  
Call 1-800-543-1918 (About small, fantasy people living under the floorboards)



## A PLACE FOR EVERYONE- PROJECTS AND ACTIVITIES

### We All Fit In Somewhere - A Floor Puzzle Play

All the people in the world can be compared to a large similar group such as a big bouquet of flowers, or a herd of animals. Each member of the group has similarities and differences, but in the end there is room for everyone: we all fit in somewhere. In this project children choose a group (flowers, animals, people, fish or birds) and make a giant puzzle in which they each represent an individual member of that group. When placed together, it will be obvious that each of their pieces is necessary to make the completed puzzle. In this exercise children learn that everyone counts.

#### What to Do

Help the children brainstorm answers to these questions. "What are examples in nature of things fitting in where they belong? Is it the same with people? Where do we fit in? What happens in a puzzle if you take out one of the pieces?" Explain that this project will be an example of making a place for everyone.

Using cardboard or heavy paper, design a large jigsaw, with a piece allotted for each child. Each child can choose a piece and begin to decorate it by making a picture of themselves as

#### Materials Needed

- Large paper or cardboard background (recycled cereal boxes are good)
- Paints or drawing materials
- Photos could also be attached to the faces

one of whatever group they've chosen. If you want to focus more on diversity, try the option of having the children depicting themselves as whatever they wish.

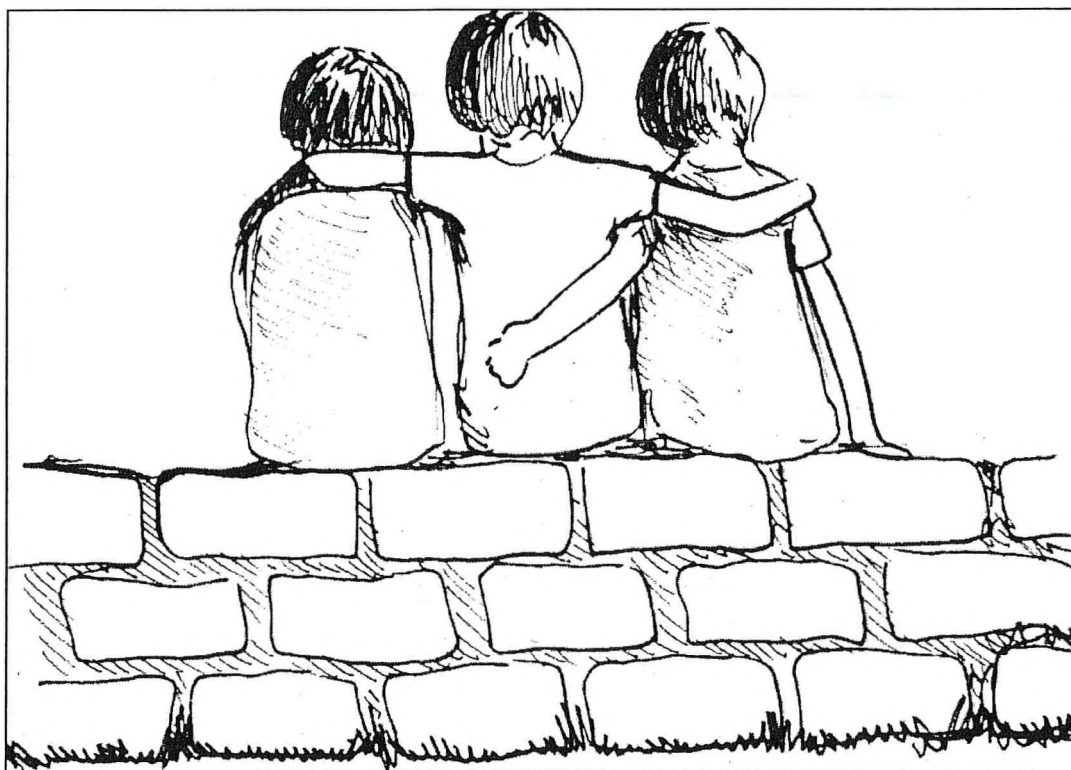
When each piece has been completed, the children can play a floor puzzle game, moving around the room, looking for others who have matching pieces and putting these pieces together so they all fit.

#### Also

This can be done on a large scale with a series of connected puzzle panels, which can be worked on individually and laid down at a large gathering, such as a festival or school assembly.

### Resources

- UNESCO Tolerance Program, Unit For Tolerance, 7 Place de Fontenay, 75352 Paris, 07 sp France, [r.lugassy@unesco.org](mailto:r.lugassy@unesco.org) [www.unesco.org/tolerance/index.htm](http://www.unesco.org/tolerance/index.htm) - Has games, posters, questions
- "Teaching Tolerance" Starting Small Southern Poverty Law Centre, 400 Washington Ave. Montgomery, AL, 36104, Fax (334) 264-3121



## Talking Sticks For Listening Ears

Talking about one's feelings and ideas is an important aspect of getting along with others. Listening is the other side of talking, and is an important expression of respect toward the speaker. In this activity, children learn to be part of a sharing or talking/listening circle, using a talking stick to help teach respectful listening and turn taking. This activity has its roots in aboriginal meetings and ceremonies and is still used today by many aboriginal elders and leaders.

### Materials Needed

- Sticks, branches, dowels,
- Carving tools
- Painting tools
- Beads
- Feathers
- Glue, cool temp glue guns

### What To Do

With the guidance of a person who has experience with and respect for the use of talking sticks, tell the story and history of the stick to the children. It is especially effective for them to be able to actually look at talking sticks which have been made for use in gatherings and ceremonies. A native friendship centre would be helpful in providing some assistance.

The first step is to gather sticks. This might be done on a nature walk. The next step is to have children begin to decorate their sticks. These personal sticks will be brought home to be used as family talking sticks, so remember to also have a large group stick which can be decorated by all the children. Some sticks may be painted in significant colours. For example, according to many eastern aboriginal groups the colours are believed to represent the 4 directions - red (South), yellow (East), black (West) and white (North). The colours also represent the four seasons, the elements and original teachings of the Medicine Wheel. Sticks may also be carved with images of animals, natural scenes and special personal symbols. People will sometimes give the owner such items to be attached to a talking stick.

Allow time for the children to decorate their sticks with the combination of materials and techniques which they sincerely feel is best. Because these are family sticks, they may use items or symbols which have some family significance. When these sticks are finished, try to use them during group peace-making or talking circles. As well, encourage children to use their family talking stick at home.

### Resources

- *Celebrating Our Heritage: Traditional Native American Arts and Activities* Arlette N. Braman John Wiley and Sons, Inc. 2000 ISBN # 0471359920

## WORLD FRIENDSHIP - PROJECTS AND ACTIVITIES

*"Two best friends find a really neat sky blue backpack . . . They open it and find a note that says "This backpack has magical powers. Please fill it with objects that are found only where you live and let the adventure begin."*

### The Adventures of Harry's Back Pack Project

Participation in this project will raise awareness of the lives of children in other areas or parts of the world as well as encourage children to be ambassadors of their own communities. To participate in the project, children are invited to fill an imaginary backpack with objects from where they live. They then write an adventure instalment to be added to the on-line story of Harry's Backpack. This story should include information about the land, animals and people in their area. Illustrations should also be used.

**What To Do** [Note: It is important that adults who guide children check where children go on Internet adventures. Contacts should be verified by the teacher/parent before a project is started.]

Begin by talking about the importance of making world friendships. Discuss the characteristics of your school, town or province which you would teach a new friend about.

#### Materials Needed

- Web Site access
- List of items particular to your area
- A story incorporating these

Begin by connecting with the *Harry's Backpack* website, and follow the directions to fill the imaginary pack with local objects. Then participate in the on-line, collective adventure story on the site. These activities will help children learn about their own region as well as other regions.

#### Resources

- The Adventures of Harry's Backpack at:  
[www.jleitch.edu/classrooms/rooms2/harrysbackpack/harry.html](http://www.jleitch.edu/classrooms/rooms2/harrysbackpack/harry.html)





## Double Vision-A Shared Portrait

This project will focus on tolerance and respect as important everyday tools. Children will participate by making models of themselves connected to others. This is called a double portrait.

### What To Do

Begin with questions such as "How do you know what another person is really like?" Explain that this project will be a chance to learn about another person by working together on a project.

The first step in this project will be to randomly pair the children (i.e. not paired with their friends). Ask them to begin by interviewing each other about personal preferences, favourite colours, hobbies, games, etc. Some of this information will be used later to decorate the other person's body tracing.

Next they can begin the process of doing body tracings in pairs. In a body tracing, one person lays on a piece of paper and has their outline traced by another. If some children are uncomfortable with this activity, offer the option to complete as much of their own tracing as possible. Above all, encourage all the children to use respect when tracing. After tracing, they will need to cut these body shapes out, then cut them straight up the middle. At this point, the body portrait should look like "half Bobby and half Mary" taped or glued together.

### Materials Needed

- Large paper (flip chart paper may be ok)
- Painting and decorating materials
- Tape, glue, scissors

The children will then have to use their interview information to dress and decorate the other person's half. The information can give them ideas about colours, patterns and designs, types of clothing, etc. The results of this decoration can be very enlightening, even amusing. Another step could include making each portrait into a stuffed, puppet-like creation.

### Also

This can also be done by pairing children from class to class, even from school to school, with children making their own tracings and sending them. They could use mail and e-mail to gather information for the decorations.

## The Sharing Web

The Sharing Web can be used to help children the concept of diversity in a respectful manner. This is an activity which requires very little in the way of materials or preparation but can offer long lasting lessons in respect, tolerance and diversity.

### What To Do

Begin this activity by asking everyone to sit in a circle on the floor. Explain they are going to pretend to use the telephone. Start one child by giving them the end of the ball of wool. The first caller, who can be chosen randomly, holds a ball of wool and asks "Is there anyone here who . . . ? The questions should be related to something the caller likes or does. When there is a response from the group the respondent is passed the ball of wool. Now this person becomes the caller and asks a question of another child. The game goes on with the ball of yarn being passed around, back and forth and crisscrossing until there is no more wool.

### Materials Needed

- Ball of wool

Looking at this web can be a reminder that everyone shares something in common with everyone else, at some time, even though they may be considering themselves very different. It can be hilarious to "unweave" this web, going backwards by trying to think of something about the person behind you.



## The GEO Bear Project

The goal of this project is to promote interest in and connection to other children around the world. This St. John's, Newfoundland based project was developed by The Girls Club, a group of mothers and children, as a social studies enrichment activity. Groups who want to participate can make connections with other groups, schools and arrange to exchange teddy bears and information about their schools and communities.

[Note: It is important that adults who guide children check where children go on Internet adventures. All contacts should be verified by the teacher/parent before a project is started.]

### What To Do

Begin by talking about what makes life special in your community? Ask "What could you send to children in another part of the world to show this special side? Is there a country where you would like to make friends or learn about?" Choose some locations and place notices in newspapers, at on-line sites such as Epals.com and with friends who live in other places. In these messages outline your wish to exchange teddy bears and cultural information.

#### Materials Needed

- Stuffed teddy bears, material about your community, photographs, postcards, newspapers, pamphlets, books, tourist information

As you wait for responses, discuss details with the children. Are you looking for tourist information, daily newspapers, ideas about games and play, information about schools, landscape, or cultural traditions? Will there be a possible ongoing pen-pal relationship as a result of this connection? When details have been agreed upon, gather up the material about your community and package it with teddy bears. Send your package and requests off. You should

then receive a similar package from these new friends.

### Resources

- Contact person for the program - Mary Fearon at [fearon@nfld.com](mailto:fearon@nfld.com)
- *Make New Friends* [www.kidscom.co/orake/newfriends.html](http://www.kidscom.co/orake/newfriends.html)
- Epals.com - [www.epals.com/forum](http://www.epals.com/forum)

## World Games Day

Sports and games bring people together around the world. In this activity, the children will have an opportunity to try co-operative games from many countries, thus broadening their knowledge of the lives of children in other places.

### What To Do

Spend some time researching and learning simple games from around the world. Then declare World Game Day! This could be a special day at school or camp, or a weekly club activity. Some suggested games:

- **Co-operative Loops** (by Graham Pike and David Selby, in *Green Teacher*, Issue #54)
- **Co-operative Hat Game** from Israel ( in *Global Child* by Maureen Cech)
- **CornCob and Ring** from Columbia ( in *Global Child* by Maureen Cech)
- **Eggshell Relay** from Philippines ( in *Within Our Reach*)
- **Frozen Bean Bag** (adapted from *The Second Co-operative Games and Sports Book* by Terry Orlich)
- **Gutera Uriziga** from Rwanda (in *Global Child* by Maureen Cech)
- **Horse Shoe** from China ( in *The Games Book, A Green World Book*)
- **Langan Buri** from Senegal ( in *Within Our Reach*)
- **Muk** from Canadian Arctic (in *The Games Book, A Green World Book*)
- **Pakistani Dance** from Pakistan ( in *The Right To Read, YMCA Canada*)
- **Pin** from Guatemala ( in *The Games Book, A Green World Book*)
- **Ribbons** from Korea ( in *Global Child* by Maureen Cech)
- **Stilts** from Italy and Spain ( in *Global Child* by Maureen Cech)
- **Takraw** from Thailand ( in *Global Child* by Maureen Cech)
- **Tanagram** from China ( in *The Games Book, A Green World Book*)
- **The Egg Game** from Iceland (in *Within Our Reach*)
- **The Hand To Hand Game** ( in *Within Our Reach*, adapted from Educators For Social Responsibility, Dialogue: A Teaching Guide To Nuclear Issues))
- **Zoo Game** From Brazil (in *Within Our Reach*)

### Resources

- *Global Child: Multicultural Resources For Young Children* by Maureen Cech, Heath and Welfare Canada, 1990 ISBN # 0969443307
- *Green Teacher: Education For Planet Earth*, Toronto, Issue # 54
- *The Right To Read: A Learning Module for Young Children On Literacy*, YMCA Canada, 1995 Available from YMCA Canada Supplies Department, (416)485-9447
- *The Games Book: A Green World Book*, edited by Elizabeth MacLeod, Greey de Pencier Books
- *Within Our Reach* by Bill Schwartz, UNICEF Education, 1988 ISBN # 0921564007
- *Children's Games From Many Lands*, by Nina Millen, Friendship Press, 1965
- See Other Resources in Co-operative Games Resource Section

## HEARTPRINTS RESOURCES

### Books For Adults

- *Because We Can Change the World: A Practical Guide To Building Co-operative, Inclusive Classroom Communities* by Mara Sapon-Shevin, Allyn and Bacon Phone (800) 278-3525 or [www.abacon.com](http://www.abacon.com)
- *How To's of Global Education: Training Manual for Educators*, created by Barbara Cummergen and Jill Dunlop for The Children's International Centre of the YMCA-YWCA of Ottawa-Carleton. Available from YMCA Canada Supplies Department, 2160 Yonge Street, Toronto, ON, M4S 2A9, Phone (416) 485-9447 Fax(416) 485-8228
- *One World, One Earth: Educating Children For Social Responsibility* by Merryl Hammond, ISBN # 1 55092 189 4
- *Roots and Wings Affirming Culture In Early Childhood Programs* by Stacey York Red Leaf Press, 1991 ISBN# 0934140634
- *Teaching and Learning in A Diverse World: Multicultural Education For Young Children* Patricia Ramsey ISBN # 0807728306
- *What Became of A World That Was Perfectly Square A Fantasy Fable For All Ages* Dolly Haik-Adams Berthelot Berthelot Consulting Inc. Florida, 1996, (850)438-2934
- *Who's Invited To Share: Using Literacy To Teach For Equity and Social Justice* Roxanne Henkin, ISBN # 0325000522

### Co-operative and World Games

- *Co-op Marble Games* by Jim Deacove, Available from Family Pastimes, RR4, Perth, ON K7H 3C6
- *Co-operative Parlor Games* by Jim Deacove, Available from Family Pastimes, RR4, Perth, ON K7H 3C6
- *Elementary Teacher's Handbook Of Indoor and Outdoor Games* by Art Kamiya, ISBN# 0-13-260845-6
- *Games Manual of Non-Competitive Games* by Jim Deacove, Available from Family Pastimes, RR4, Perth, ON K7H 3C6
- *Spherical Jigsaw Puzzle* by Buffalo Games , 1( 800) 882- 2331
- *Sports Manual of Non-Competitive Games* by Jim Deacove, Available from Family Pastimes, RR4, Perth, ON K7H 3C6
- *The Co-operative Sports and Games Book: Challenge Without Competition* by Terry Orlick Pantheon Books, New York, 1978
- *The World Of Games* by Jack Bottermans and Tony Burrett, Pieter van Delft and Carla van Spunteren Facts on File, 1987
- *Winning Through Cooperation* by Terry Orlick, Acropolis Books, Washington, DC, 1978



## Magazines

- *FACES: The Magazine About People* 7 School Street Peterborough, NH 03458
- *Skipping Stones: A Children's Multi-Ethnic Magazine* Aprovech Institute, 80574 Hazelton Rd., Cottage Grove, OR 97424
- *Splash-Kids Helping Kids, A Newspaper For Young Voices* published by UNICEF

## Video Resources

- *A Class Divided*, PBS 1985 57 minutes (About what happened when a teacher divided class by eyes colour)
- *Just a Little Red Dot*, Sandalwood Productions

## About Racism Among Young Children

- *Life Without Fear*, BC Teachers Federation

## About Racism

- *Listen With Your Heart*, Vancouver Youth Theatre (About ESL Students)
- *Playing Fair*, 4 videos about racism, respect and equality, includes teachers guide
- *The Little Men of Chromagnon*, NFB

## Web Sites and On-line Resources

- Can Do! and I CAN Dream [www.ucando.org/dreams.html](http://www.ucando.org/dreams.html)
- Children's Express [www.ce.org](http://www.ce.org)
- Classroom Connect [www.classroom.net](http://www.classroom.net)
- Kids Web [www.inkspot.com/](http://www.inkspot.com/)
- Multicultural Pavilion:  
[www.curry.edschool.Virginia.EDU/go/multicultural/activities/poetry.html](http://www.curry.edschool.Virginia.EDU/go/multicultural/activities/poetry.html)
- STEM-Net has a link to *School Net News Network*, an on-line magazine written by and for young people [www.stemnet.nf.ca](http://www.stemnet.nf.ca)
- World Kindness Day [www.peace.ca/worldkindnessday.htm](http://www.peace.ca/worldkindnessday.htm)
- Lets Go Around The World [www.ccph.com](http://www.ccph.com)
- *Kids Can: Kids Compassionate Activities Network* Send your address to People for Peace and they will link it to KIDSCAN [www.worldpeace2000.com/kids/](http://www.worldpeace2000.com/kids/)

# EARTHPRINTS

Knowing and Caring About the Earth



## TABLE OF CONTENTS AND CURRICULUM LINKS

EARTHPRINTS Projects and Activities	Curriculum Links	Pages
Coming to My Senses - Outdoor Sensory Experiences (Outdoor Field Trips, Sensory Journals)	Language Arts-2+ Religious Education-2,3 Science-1, 3,6	3
Earth Web Puzzle (Puzzle Design)	Health-3 Religious Education-2, 3 Science-3 Social Studies-3	5
Tree People (Outdoor Field Trip and Mural Making)	Art-K+ Religious Education-2,3 Science-3 Social Studies-6	6
Endangered Animals Charades (Research, Games, Mask Making)	Art-K+ Health-2 Religious Education-3 Science-1, 5	7
Who Lives Here? Homes and Habitats (Research, Model Building)	Art-K+ Science-2	8
Weaver Ants (Research, Cooperative Weaving)	Art-K+ Science-2	9
This Rocks! (Explorations, Art, Sculpture)	Art-K+ Science-2, 4	11
Earth Retreat Corner (Building an Indoor Centre)	Health-1, 2, Religious Education -2,3 Science-2, 6	12
Earthlings (Tableau Building, Discussions)	Religious Education-6 Social Studies-3, 6	13
7 <sup>th</sup> Generation Dreaming (Guided Imagery, Drawing, Writing)	Art-K+ Health-5, 6 Language Arts-2+ Religious Education-2, 3,4,5 Science-1, 6 Social Studies-3,6	14
Sand Castle Wishing (Permanent Castle Building, Wish making)	Art-K+ Religious Education-6 Social Studies-1, 4	15
Rainsticks-Dreaming Of Rain (Rain stick Design and Use)	Health-4 Religious Education-6 Science-2 Social Studies-4	16



<b>EARTHPRINTS Projects and Activities</b>	<b>Curriculum Links</b>	<b>Pages</b>
New Earth Club (Various Activities)	Health-2, 3,5,6 Religious Education-3, 6 Science-4, 6 Social Studies-3	17
Environmental Detective Days (Outdoor Field Trips, Strategy Sessions)	Health-3 Science-6	18
Growing, Growing, Great! (Planting, Care of Seeds and Plants)	Health-2 Religious Education-2, 3 Science-1, 2 Social Studies-3	19
Reduce Reuse, Recycle (Collection and Regular Use)	Art-K+ Health-2, 6 Science-1, 4,6	20

**EARTHPRINTS Resources**
**Page 21**


## EARTH KNOWING- PROJECTS AND ACTIVITIES

### Coming To My Senses - Outdoor Sensory Experiences

Experiencing the natural world with all five senses is one of the first steps in developing a feeling of wonder about the earth. Build this project around going outdoors for the sole purpose of seeing, smelling, hearing, touching and, when appropriate, tasting.

#### What To Do

Plan to make regular visits to outdoor locations. Prior to going, instruct children in the outdoor basics of "leaving nothing - taking nothing." The only important thing to gather is sensory information.

One way to really get immersed in these experiences is to take lessons from various animals who use their senses particularly well.

#### Materials Needed

- Will vary but may include suitable outdoor clothing, recording or camera equipment, sensory journal
- Instructions For Cinquain or Haiku Poetry

Choose the senses you would like to highlight and select animals which are well known for possessing skills with these senses. Provide an opportunity for children to learn about at least one animal for each sense. Then find a way to imitate these animals. For example, owls hear very well. It might be that hearing is their strongest sense. You will see that their ears are cupped forward, the better to catch sound and channel it into their ears. This is easy for children to imitate: by cupping their hands behind their ears. Once they

try it, they will be amazed at how much better they hear.

Study how the dragonfly sees through eyes which have a thousand lenses. Snakes feel the vibrations of the earth to tell what's coming their way. Ask the children to imagine how that feels.

Another outdoor sensory experience is to spend time outside with senses obscured. For example, suggest that the children close their eyes, cover their ears or pinch their noses while outside. How are things different?

Night-time in the outdoors can be exhilarating for children. In the darkness it is possible to focus on the sky. Take a night hike, looking at the sky and the stars. Listen to and smell the night. Do this in different seasons and different settings - near rivers, oceans, windy places, fragrant gardens and forests. Extend this experience by making audio tapes of the sounds or by making mini-constellations with tin cans and flashlights.

After the outdoor experience, record the impressions in a special journal or notebook which has been created to be a Sensory Journal. Use writing, whether it's journal notes or poetry (Cinquain and Haiku are form which works well with sensory information), drawing, video and audio taping or photographs.

### Resources

- *Happy Birthday Universe; a Cosmic Curriculum For Children* by Kim Farmer, True North Publications, Celina, TN, 1993 (931) 243-4170 ( Contains Nature Cinquian directions)



## Earth Web Puzzle

*"The power of the world always works in circles, and everything tries to be round. The sun comes forth and goes down again in a circle. The moon does the same. Even the seasons form a great circle in their changing and always come back to where they were."*

Black Elk Oglala Lakota, 1930

In this project children will have an opportunity to explore circular and interdependent aspects of life. The activities in this project focus on the construction of a large circular puzzle, containing elements of life on the planet: animals, plants, air, water, etc. This circular format is designed to represent the sharing of the planet Earth by all these elements.

### What To Do

Begin by talking about the circles of life which children are familiar with. For example, the earth is round. Next, ask the children to cut out a large cardboard or canvas circle. This is the Earth Web. Within this web, divide the area by drawing several abstract sections. These will become the puzzle pieces. Name each section: Water, Soil, Plants, Birds, etc.

#### Materials Needed

- Heavy cardboard or canvas
- Painting and collage supplies (nature pictures, fabrics, etc)
- Markers and drawing tools

Talk about how each of these are connected to each other, and equally important, to the web of life.

The next step will be to cut out and distribute the pieces. Each child or group of children can then begin to design their puzzle piece, using paint, markers, collage with photographs, etc. to represent a particular life element.

This Earth Web can be used to play games, or displayed as a reminder of the connectedness of everything on Earth.





## Tree People

Trees are worldwide symbols of the power of nature. Most cultures on Earth have assigned an important role to trees. This makes them a logical choice to study, admire and imitate in the process of getting closer to nature. This project is about becoming a tree and making a mural of how that would look.

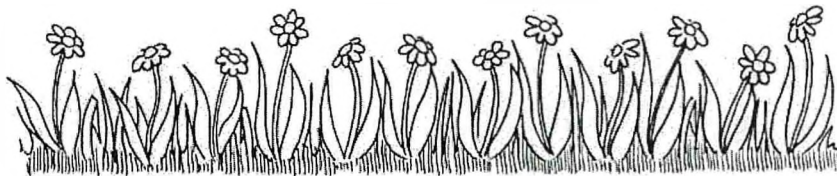
### What To Do

One way to introduce this tree project is to begin by asking the question "If you were a tree, what would you be? How big? How bushy? Where would you be? Would you have leaves? Fruit? Seeds?" As children answer these questions, they can begin drawing pictures of themselves as trees. Alternately, they could take a nature walk and try to find a tree. Allow time to sketch and study the tree before moving on to the step of mural painting.

#### Materials Needed

- Suitable outdoor wear
- Drawing, painting and collage materials
- Large pieces of paper or cardboard
- Photographs of children, photographs and pictures and stories of trees

Begin the mural by drawing or projecting the basic tree outline on a wall or large piece of cardboard. The rest of the mural can then be completed by painting or constructing a paper collage. Try fabric for textural effect. At the heart of each tree, children can put individual photos of themselves. This forest of tree people will be a positive, calming image to display in any space where children gather to work, play and create.



## Endangered Animals Charades

This project begins with children learning about endangered species and turning the information into a game of animal charades. The purpose of the game is to have the other children guess from the physical clues which animal they are.

### Materials Needed

- Books, videos, and photographs of endangered species,
- Pieces of paper with animals and situations to role play

### What To Do

Begin by studying the habits and habitats of endangered species. Use books, on-line research, videos and, if lucky enough, personal observation. When children have become familiar with the characteristics of a particular animal, they can try to imitate these animals by acting them out. Sit in a circle and randomly pick a piece of paper which describes an animal and an activity. For example:

the paper might read "You are a Beluga Whale eating krill" or "You are an African Elephant spraying water over the herd."

### Also

Other endangered animal awareness activities could include doing animal yoga as described in **Footprints** (page 14). Another fun activity is to make masks of the animals, using papier mâché, feathers, paint, fabric, etc.



## Who Lives Here? - Homes and Habitats

This is a project which will raise nature awareness as well as provide an opportunity to get creative. Children will have an opportunity to gain a closer understanding of the lives of particular animals, birds, fish, or insects by studying and recreating their living spaces.

### What To Do

It may be helpful to begin this project by reading a book about homes and habitats. If appropriate, you might also want to play some music, such as *A House Is A House For Me* by Fred Penner (see **Resources**). Next, encourage the children to choose a creature to focus on. Provide an opportunity for them to learn all they can from books, videos and personal observations about the homes and habitats of these creatures.

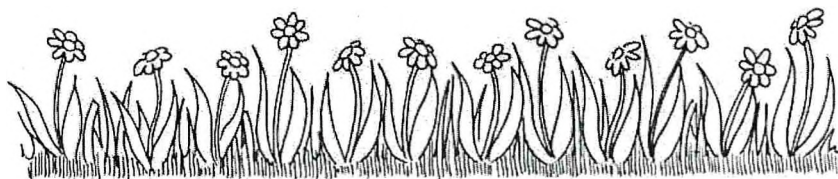
#### Materials Needed

- Recycled materials
- Found and natural objects,
- Shoeboxes, glue, paste, paint, scissors

When children have gained some familiarity with the features of the home they will be constructing, they can begin the next stage of the project - model making. Some possibilities could include: shoebox dioramas, papier mâché models, construction with found and natural materials, and models made from recycled materials. Choose the method which best suits the situation and group.

### Resources

- *A House is A House For Me* by Fred Penner
- *Who Lives Here?: Animals of the Pond, Forest, Prairies, Desert, Meadow and Swamp*, by Dot and Sy Barlowe, Random House, NY 1978 ISBN # 0394836677
- *Craft Workshops - Models*, by Helen Bliss and Ruth Thompson, Crabtree Publishing Co. 1998, Niagra-On-The-Lake, ON ISBN # 0865057788





## Weaver Ants

Celebrate the co-operative skills found in the natural world by studying ants. Ants are known for the organizational, helping and working behaviour they display, but some ants have extra special skills. This project will focus on Weaver Ants and the work they do. Participating in this project will give children an opportunity to discuss and practice some of these skills. By understanding the work of the smallest of creatures, children may become more aware of the importance of all life.

### What To Do

Begin by talking about and providing pictures and other information about Weaver Ants. Explain that these ants demonstrate all the usual skills of ants as well as the ability to create new materials by weaving. After becoming familiar with Weaver Ants, begin a simple, group weaving project.

If it's possible, have a weaver help set up a loom and instruct the children. If that isn't possible, another suitable alternative would be to set up a large picture frame as a loom. Tie wool, small rope or fabric strips vertically. These are called the warps. Children can then weave pieces of fabric, wool or rope horizontally through these vertical strips. These are called the wefts. To make this a collective project, try to ensure that each child gets an opportunity to make some contribution to the weaving process.

#### Materials Needed

- Picture frame, window frame, weaving loom, box for box weaving
- Strips of fabric, string, wool
- Warp or similar tool
- Weaving instructions

For younger children you may consider weaving with paper or individual "box weaving." When finished these projects can be wall hangings to inspire everyone to work like the ants!

#### Also

Some suggestions for other ant activities include building an ant farm, watching videos about ants, and making clay or papier mâché ants. Create a game based on the ability of Weaver Ants to form

living bridges to help each other when there is danger or impassable territory.



## Resources

- *Effie* by Barbara Allison and Barbara Reid, Scholastic Canada, 1990 ISBN # 0590 740318 A story of ants with memorable plasticine illustrations
- *Antz, The Movie*, Dreamworks, 1998
- *Weaving: With and Without A Loom* by Carly Taylor, Kids Crafts Magazine, Krause Publications, Iola, WI, Summer 1999 (715)445-2214 (directions with photographs)
- *Antz, Junior Novelization* by Ellen Weiss Puffin Books, 1998 ISBN # 0141304286



## This Rocks!

Rocks can say a lot . . . for inanimate objects. If we listen, we can learn from them how the elements of life create themselves over and over again. Many rocks start as soil, become rocks, break down and become pebbles, then soil and sometimes rocks again. Rocks are strong, they are the surfaces which sometimes carry stories from thousands of years ago. There are many ways to use rocks to teach children about self-awareness and nature appreciation.

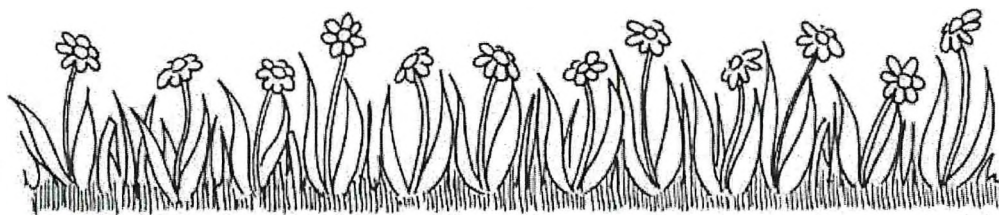
### What To Do

Rocks are excellent as tools of art and nature study materials. Consider the role of rocks in activities such as Inukshuk building, an activity described in **Footprints** (page 5).

Children can paint on rocks with acrylic paint, decorate them with charcoal or design dreamy images by drawing on hot rocks with crayons.

Rocks are plentiful and beautiful as jewellery materials, whether wrapped in wire or glued on bracelets, rings or necklaces. Rocks make great music inside shakers, rattles and rainsticks.

Rocks can make great friends if personalized by adding faces and features to them. Some people carry smooth stones in their pockets to rub when feeling anxious.



## Earth Retreat Corner

Sometimes it is a challenge to find ways to spend enough time experiencing the outdoors. Try to recreate a natural environment indoors by choosing an indoor area which can be transformed into an Earth Retreat Corner. Children who help create such a space will experience increased awareness of their own need to learn about and appreciate nature.

### What To Do

Choose an area where small groups can gather for quiet or alone time, to read, do yoga, write, think and dream. Begin by decorating it with posters, paintings and collages of plants and animals. Hang photographs of favourite outdoor places.

Next you might encourage the children to spend some time studying household plants and choose a few which they can care for. Especially welcome would be the air cleansing plants, spider plants, aloe. Easy plant like coleus grow quickly. Try to grow small potted trees in clay pots. Make sure they chose plants they can care for.

Other greenery may be provided by planting flats of bird seed and trays of sprouts. Add a window herb garden with things children can eat fresh from the pot.

Other relaxing natural things include aquariums, inexpensive small fountains, piles of rocks, baskets of shells, pine cones and chestnuts, sticks, broken branches, tubs of sand, pots of pebbles, straw and raffia mats to sit on, and gentle music to listen to.

Consider adding a large or several small terrariums. Children can make these by creating a tiny, living world inside a container. Begin with an old aquarium, large pop bottle or glass jar. Then add soil, plants and maybe tiny creatures. An ant farm, while not strictly a terrarium, is also a tiny living world and might be an interesting addition to the area.

Keep adding to this corner as children see new things which inspire them. Like nature, this place will change often. Encourage children to use this as a quiet area, where they can read, think and work things out. You may find it an ideal place to do sharing circles and other peacemaking activities.



## EARTH DREAMING - PROJECTS AND ACTIVITIES

### Earthlings

Every creature which exists on the planet is an Earthling! That means every fish, bird, plant, ant and butterfly. As a celebration of the relationship we share with other creatures let's proclaim Earthling Day! This should be a day to dream about what if . . .?

What if there was clean water everywhere? What if trees could grow for hundreds of years? What if the air was fresh for birds? In this activity children will be asked to dream a little about this perfect place for all Earthlings. Then they will be challenged to think about how to make those dreams real by writing the Rights of Earthlings.

### What To Do

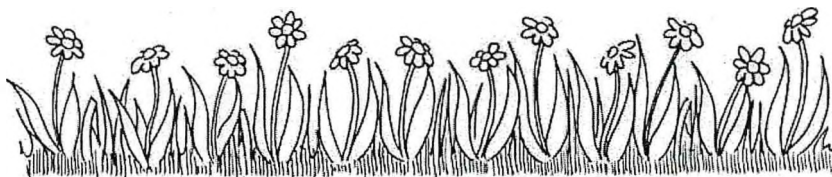
Begin by telling the story of Chief Seattle, Chief of the Squamish Indians who wrote a letter to the American government in the 1800's. In this letter he wrote:

*"Man did not weave the web of life. He is merely a strand in it. Whatever he does to the web he does to himself."*

Ask the children to imagine if all the elements in this web of life could speak "What would they want? What would they dream about? What would the earth look like?" Follow this discussion by designing earth with clay or papier mâché. Shape the landscape and make hills, ponds, rivers, oceans, forests, and meadows. Let dry and add pieces cut from cardboard to fill in the scenes. Let dry, then place on display.

### Resources

- Visit website [www.barefootworld.net/seattle.htm](http://www.barefootworld.net/seattle.htm) for the full text of the speech
- *Chief Seattle* by Elizabeth Rider Montgomery, Garrard Publisher, 1966





## 7<sup>th</sup> Generation Dreaming

The idea of "7 Generations" is central to some aboriginal cultures. It refers to the practice of predicting the long term impact of every action, by considering the future for seven generations to come. Using this as a guideline for environmental awareness and action can inspire children to dream about the best possible future for the planet and all it's children.

### What To Do

Begin by discussing the origin of the 7<sup>th</sup> generation concept. The abilities of the children will determine how complex you want to make this activity. In particular, conceptualizing 7 generations may be a challenge. It may be stated as roughly 200 years, demonstrated as a timeline. It may also be described as the relationship between people, and demonstrated by a set of nesting dolls or boxes, where one fits inside the other. Another image is that of a tree with branches and twigs. Choose one of these visual representations and dream ahead.

Ask children to brainstorm a list of actions which are commonplace in our society. They should include those which are both harmful and helpful to the environment. Then, using their imaginations, ask them to try to visualize the effects of some of these actions for 7 generations into the future. You might say "Imagine planting a seedling in your yard. Think of how tall it will get; children can play in it, birds nest there, leaves from the tree will compost into the earth. What will it look like to your children, your grandchildren, and their grandchildren?" After this period of dreaming, ask the children to tell or show about the event they chose, through a 7 panel cartoon, a poem or some other creative form of expression.

These activities can be spread over a period of time and can involve a combination of group and individual work.

### Resources

- If available, ask a person familiar with the cultural tradition of 7<sup>th</sup> generation dreaming to visit your group. This might be an aboriginal elder, or an environmentalist.



## Sand Castle Wishing

Castles represent wishing and dreaming to many people. In this project, children will use nature to make a statement about dreaming. They will do this by building tiny wishing castles made of sand, embedded with natural objects, such as grasses, leaves, sticks, rocks etc. These castles will be topped with personal flags, representing each child's wish for the future of the Earth. The process of making such a wish and thinking about it, while bringing the castle into realization, can have a profound effect on their commitment to their wishes.

### What To Do

Begin by talking about wishing as the first step of doing. To begin anything, we must first wish it. Explain that this is the idea behind making these wishing castles. The first step will be the wish making, then the castle building and maybe later some other action to make the wish come true. Allow lots of group discussion and brainstorming before the children work on their individual wishes. The next step will be to depict the wish in words or images on a tiny paper flag.

### Materials Needed

- Cooked sand and cornstarch clay, pottery clay, filo clay, cooked cornstarch and baking soda clay, salt dough.
- Paper and toothpicks for flags, tape, glue, markers
- Various natural objects, grass, seeds, rocks, shells, leaves, cones, feathers

After wishing, they can begin to build their sand castles. To do this they can use sand which has been mixed with cornstarch or glue, or a substitute modelling material. You might also consider making hand built pottery castles from clay. Be sure to encourage children to use small objects in the castle. These can include various natural items which have been gathered on field trips.

When the castles have been built, insert the flags and place them in a safe place until they have hardened. Clay castles may be fired, and other mediums might be given a protective finish such as glue, varnish or an acrylic finish.



## Rainsticks - Dreaming of Rain

Getting enough water is a critical issue for people in many parts of the world. There are many legends and activities which are believed to have originated in the desire to have rain fall to help grow food. One of these legends - the story of the rainstick - has been attributed to South America. In this activity, children will learn about the role which water plays in a healthy planet. This awareness will centre around making a rainstick.

### What To Do

Traditional rainsticks are usually made with a hollow tube - like a cactus with the spines pushed inward. To do this activity with children you can use simple and more accessible materials. Suggestions for such materials include wrapping paper tubes, paper towel tubes, cardboard mailers or a sheets of Bristol board rolled into a tubes.

#### Materials Needed

- Tubes (wrapping paper, cardboard mailer, etc)
- Nails, tacks,
- Tapes, paint glue, markers

Begin by pushing small nails or tacks into the tube. Next, cover and seal one end. Then fill with small rocks or sand. Cover and seal the other end. Now children can begin to paint and decorate their rainsticks. When all children have completed their sticks, hold a rain dreaming session. Listen to the sounds of rain in the tube, simulate the sounds of thunder with percussion, dance and sing songs which celebrate water.





## EARTH HELPING - PROJECTS AND ACTIVITIES

### New Earth Club

Children can learn respect for the Earth by becoming involved in environmental issues. This may include participation in a community, school or family organization which has a mandate to care for the Earth. If such a group is not available, encourage children to form an Earth Club of their own.

#### What To Do

An Earth Club can be informal, with several children simply meeting after school to plan activities, or it can be complex, with children forming a branch of an existing provincial or national organization. Check your region first to determine what is already available and decide from there whether to join an existing program or to start from scratch.

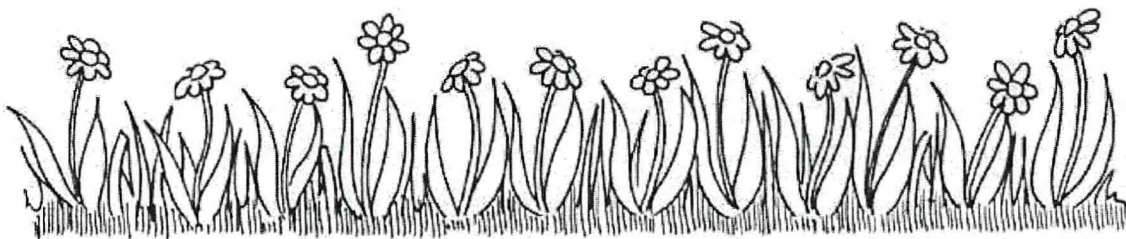
#### Materials Needed

- The only material needed are human resources, time, space to hold meetings

If your group is anxious to start acting on issues, they might prefer less infrastructure and more activity. They may connect with a local conservation corps, a neighbourhood clean up crew, nature preserve action group or an "adopt-a-spot" group. Visit the web sites of community groups and schools to get ideas about how they are working on environmental issues.

#### Resources

- *Local groups such as Conservation Corps and Junior Forest Wardens*





## Environmental Detective Days

This project will help children increase their awareness of the helpful and harmful effects humans have on nature. As Environmental Detectives, they will learn to look for clues, consider solutions and make action plans to ensure responsible stewardship.

### What To Do

Begin by declaring Environmental Detective Week. Explain that everyone will become a detective, looking for clues all over the neighbourhood or on special field trips. This type of action may be appropriate as part of an Environment club activity or as an awareness campaign for Earth Day.

Explain the guidelines. Each child will take a note book, a magnifying glass, and gloves. They will take a walk around their school, home or neighbourhood. This can be a group or individual activity. While on this walk, encourage them to look for signs that someone has harmed or disturbed the earth in some way. This could be things like pointing out litter, oil spills, lack of green spaces, pollution, etc. They will try to determine who, how, where, when, and why this. Then they can work on plans to possibly heal the damage.

### Materials Needed

- Paper, pencils, magnifying glasses, gloves

On another occasion ask the children to take a similar walk, except this time looking for signs that someone has helped the earth. Things which might be found on this walk might include evidence of recycling, tree planting, green spaces, clean running water, bird feeders, butterfly gardens, etc. As with the earlier walk,

they will be asked to describe all aspects of what they find. So they may go a step further and issue a note of thanks to the person(s) responsible for helping the earth.

### Resources

- *The Canadian Junior Green Guide: How You Can Help Save Our World* by Teri Degler and Pollution Probe, based on the book by John Elkington and Julia Hailes with Douglas Hill. Poetry by Dennis Lee (comprehensive information for children on all aspects of environmental awareness) McClelland and Stewart Inc. 1990



## Growing! Growing! Great!

More than plants are growing when children put seeds into soil. The act of growing things is one of the most persuasive, Earth-friendly and optimistic activities children can participate in and learn from. From small scale projects in kitchens to school and community gardens, the potential of the seed is the power of possibility. This is an essential learning experience for all children who care for the Earth.

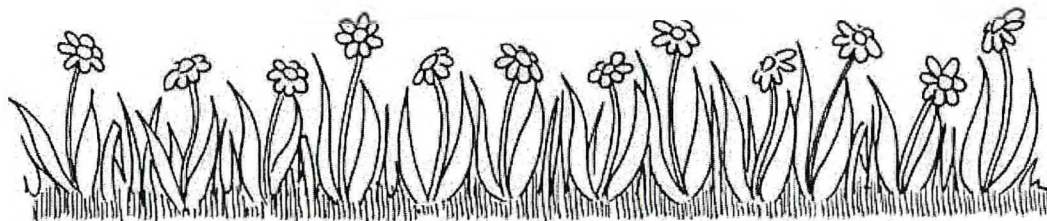
### What To Do

A school or community garden will require a suitable piece of land and adults willing to supervise the clearing, planting, tending and harvesting of the crops. Because many of these activities happen outside the organized school year, it might be easier for children to participate in community gardening programs. If this is a school garden project, then it is possible to choose bulbs, seeds, bushes and other plants which can be planted in the Fall. There is also the option of family kitchen and classroom gardens, using herbs, house plants, and some bulbs.

Your role - if you are interested in facilitating this process - is to research the sites and programs available in your region and encourage other adults to help make children's gardening a possibility.

### Resources

- *Grow A Kitchen Jungle*, by Leslie Garisto Pfaff in *Activities For Families*, Vol. 8, No 2, 1998 (using pits, seeds, scraps)
- *Green Teacher Magazine: Education for Planet Earth*, back issues (rooftop gardens, butterfly gardens, multicultural gardens) Order by calling (416) 960-1244 or visit [www.greenteacher.com](http://www.greenteacher.com)
- *Children's Gardening Program*, The Friends of Pippy Park, Mount Scio Road, St. John's, NF



## Reduce! Reuse! Recycle!

Today's "3 R's" refer to using actions and decisions which promote using fewer resources and, when possible, reusing and recycling those which we consume. Focus on this concept and promote it in all your dealings with children. There are many excellent resources available to support this approach. Here are samples of activities which reflect a desire to use less.

### Recycled Art Box

Keep boxes of recycled materials for use in creative projects. Look high and low, to find interesting items and give them a second life as a piece of art, a toy or an invention. Think of things like buttons, packaging, toy pieces, fabric, gift wrap, etc.

### Second-Hand Fair

Help organize a second-hand art, craft and barter fair. Ask the children to bring objects they no longer use or want. Assign a value of Earth coins for each object. Other people can barter or trade for these goods or services. Explain that this can stop things from going into dumps and landfills.

### Skipping Ropes

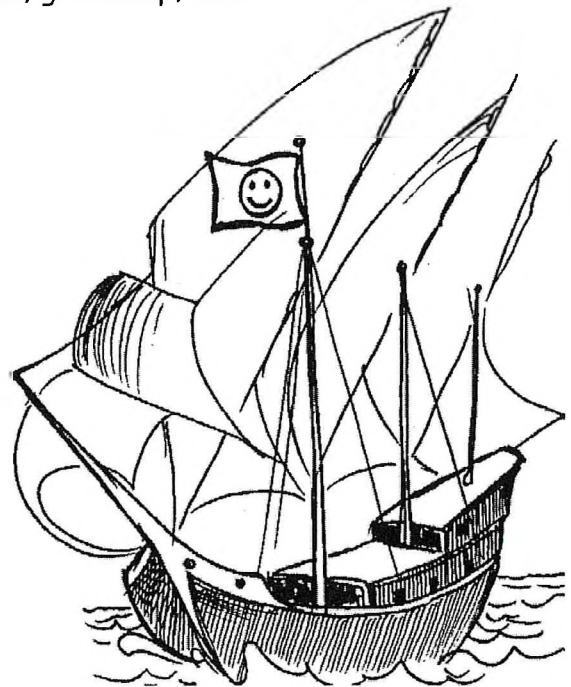
Gather up old plastic bags and turn them into something playful. Tie bags to each other, making a long rope. When there are three or four long ropes, begin to braid. Voila! Skipping Ropes!

### Resources

- *Chinese Jump Rope*, Video and Booklet, Mel Aimee Productions, 1 800 824 2184

### Junk Food Fast

Help children organize a junk food fast. This will be an opportunity to make a commitment to producing less garbage and may also be a way to raise money for an environmental cause.



## EARTHPRINTS SUGGESTED RESOURCES

### For Adults

- *Go Global With Kids: Environment and Development Activities That Work!* Written and Compiled by Mary Melnychuk for Winnipeg YMCA-YWCA
- *Happy Birthday Universe: A Cosmic Curriculum for Children* by Kim Farmer True North Publications 4400 Sycamore Hollow, Celina, TN 38551
- *Keepers of The Earth: Native Stories and Environmental Activities For Children*, Michael J. Caduto and Joseph Bruchac, Firth House Publishers, Calgary AB 1997 Call 1-800-387-9776 ISBN#1-89004-38-8
- *One Earth Resource Kit: Ideas for Education and Action on Environment and Development* YMCA Canada and the Winnipeg YMCA-YWCA, YMCA Supplies Department, 2160 Yonge St., Toronto, ON M4S 2A9 Phone (416) 485-9447
- *Our Only Earth: A Curriculum for Global Problem Solving* by Micki McKisson and Linda MacRae-Campbell, Zephyr Press, Tucson, Arizona, 1990, Grade 4+
- *Outdoor Education: A Manual for Teaching in Natures Classroom*, Prentice Hall, New York
- *The Canadian Environmental Education Catalogue: A Guide To Selected Resources* compiled and published by The Pembina Institute For Appropriate Development, P.O. Box 7558, Dragon Valley, AB, T02 0M0 Phone (403)542-6272
- *The Dream Of The Earth* by Thomas Berry, Sierra Club, San Francisco

### For Children

- *50 Simple Things Kids Can Do to Save the Earth*, The Earth Works Group Andrews and McMeel, 1990
- *50 Fantastic Things to Make With Mother Nature's Help* Gawn Diehn and Terry Krautwurst Sterling Publishers Co. Inc
- *A Kids Guide to How to Save the Planet* Boilly Goodman, Avon 1990 Available from Environmental Defence Fund
- *Earth Book For Kids: Activities To Help Heal The Environment* Linda Schwartz, The Learning Works, Inc Santa Barbara, CA
- *Eco Art: Earth-friendly Art and Craft Experiences for 3 to 9 Year Olds*, Laurie Carlson Williamson Publishing Co. VT Phone 1-800-234-8791

### Nature Crafts for Kids

- *Nature Crafts* by Lyndsay Milne, Readers Digest Young Families ISBN 0 88705 976 7
- *The Canadian Junior Green Guide How You Can Help Save Our World* by Teri Degler and Pollution Probe, Poetry by Dennis Lee

- *The Kids Nature Book* by Susan Milord, 1989
- *The Games Book A Green World Book* edited by Elizabeth MacLeod and illustrated by Thach Bui, Owl/Greey de Pencier Books
- *The Puzzlers Book-A Green World Book* edited by Elizabeth MacLeod and illustrated by Gary Clement, Owl/Greey de Pencier Books
- *The Kids Cottage Book* by Jan Drake and Ann Love, Kids Can Press

#### For Children- Fiction and Biographies

- *Brother Eagle, Sister Sky: A Message From Chief Seattle*, Dial Books, 1991
- *Johnny Appleseed* by Stephen Kellog
- *The Lorax* by Dr. Seuss, Random House, NY 1971
- *The Giving Tree* by Shel Silverstein, Harper and Row, NY 1964
- *There's An Owl in The Shower* by Jean Craighead George, Harper Collins, NY 1995
- *Dear Children of the Earth: A Letter From Home* Schim Schimmel, Northwood Press, Minnetonka, Minnesota ISBN #15559712252

#### Magazines

- *Green Teacher*, 95 Robert Street, Toronto, ON M5S 2K5, Phone (416) 960-1244 [www.greenteacher.com](http://www.greenteacher.com)
- *OWL, Chickadee and Chirp Magazines*, [www.owlkids.com](http://www.owlkids.com)
- Planet Three: The Earth Based Magazine for Kids, P.O. Box 52, Montgomery, VT 05470
- *WORLD: National Geographic For Kids*

#### Toys and Games

- Inflatable Globe (Fits in pocket when folded) Available from Creative Response to Conflict, Inc. Box 271, 521 North Broadway, Nyack, NY 10960 Phone: (914) 353-1796 or Fax: (914) 358-4924 E-mail: [ccrcnyack@aol.com](mailto:ccrcnyack@aol.com)
- *Hugg-A-Planet Earth* available at Peace Toys, a project of Educators for Social Responsibility Visit [www.PeaceToys.com](http://www.PeaceToys.com)

#### Web Based Resources

- Conservation Video Contest [www.web.net/~glass](http://www.web.net/~glass)
- De Mine [www.un.org/pubs/cyberschool-bus/banmines](http://www.un.org/pubs/cyberschool-bus/banmines)



- *Dino Pals Love The Earth* and *Kids Care About The Earth* both by Robert Alan Silverstein Free E books available through People For Peace:  
[www.members.aol.com/pforpeace/ebooks.htm](http://www.members.aol.com/pforpeace/ebooks.htm)
- Earth Day Canada [www.earthday.ca](http://www.earthday.ca) Visit to see The Reuse Pledge, a national campaign to promote awareness
- Green Teacher [www.web.ca/~greentea/](http://www.web.ca/~greentea/)
- Kids Care About The Earth [members.aol.com/kids4peace/earth/earthday.htm](http://members.aol.com/kids4peace/earth/earthday.htm)
- Recycle [www.virtualrecycling.com](http://www.virtualrecycling.com)

### Organizations

- *Earth Force Inc.* ,1501 Wilson Blvd., 12<sup>th</sup> Floor, Arlington VA, 22209
- *Environmental Youth Alliance* Box 29031 1996 West Broadway, Vancouver BC Phone: (604) 737 2258
- *Kids For Saving Earth*, Box 47247 Plymouth MN, 55447
- *The Hoot Club* c/o Owl Magazine Suite 304 56 The Esplanade Toronto, ON M5E 1A7
- *World Wildlife Fund*, 60 St. Clare Ave. East Suite 201, Toronto, ON M4T 1W5

### Earth Film and Video

- *Amazing Grace and Chuck*
- *Brother Sun and Sister Moon*
- *One Man's Garden*, 21 min Follows Simon and an apple core through the world of litter, waste and dumps, NFB



# PEACEPRINTS

Knowing and Caring About Peace



## TABLE OF CONTENTS AND CURRICULUM LINKS

PEACEPRINTS Projects and Activities	Curriculum Links	Pages
Peaceport - A Passport to Peace (Passport Design, Art, Writing, Planning, Record Keeping, Pledging)	Art-K+ Language Arts-2+ Religious Education-6 Social Studies-2, 3,4,6	4
Peace Clubs (Various Activities)	Religious Education-3, 4,5,6 Social Studies-	5
Peace CAN Happen-A Peace Kit, by Children for Children (Recycled Art, Planning, Organizing, Distributing)	Art-K+ Language Arts-2+ Religious Education-3, 4,5,6 Social Studies-3,4,5,6	6
Peace Rules! A Peaceful Code of Conduct (Development and Use of Code)	Health-4, 6 Language Arts-3+ Religious Education-1,2,5 Social Studies-1, 2	7
Building Bridges-Mending Fences (Conflict Resolution, Problem Solving)	Enterprise Education-2 Health-4, 6 Language Arts-3+ Religious Education-3 Social Studies-1, 2 Science-3	8
Life in A Fish Bowl (Rights and Responsibilities Planning)	Health-4, 6 Language Arts-3+ Social Studies-2, 3,4,6	9
Ripples of Kindness (Kindness Pledges, Activities, Record Keeping)	Enterprise Education-3 Religious Education-1, 2,4	11
I'm a Zone of Peace (Inner Peace, Yoga, Body Tableau)	Religious Education-1,2 Physical Education-K+	13
Peace Garden (Planning, Planting and Caring for Garden)	Health-2 Religious Education-3 Science-1,2 Social Studies-3	14
A Thousand Cranes for Peace (Origami, Reading, International Outreach)	Health-6 Language Arts-5 Religious Education-6	15
Wish Scroll for Peace (Art, Writing, Wishing)	Art-K+ Religious Education-6	17



<b>PEACEPRINTS Projects and Activities</b>	<b>Curriculum Links</b>	<b>Pages</b>
Patchwork Dreams of Peace-A Quilt Project (Quilt Making, Dreaming, Discussion)	Art-K+ Religious Education-1, 2,3,4,5,6,	18
Through Imaginators Eyes . . . I See Peace (Creativity, Recycled Art)	Art-K+ Enterprise Education Religious Education-6	19
Wish Fish for Peace and Friendship (Paper Mache Fish Design, Wishing)	Art-K+ Health-6 Religious Education-4, 5,6 Social Studies-4, 5,6	20
Go to The Wall for Peace- Giant Collage Project (Research, Art, Writing, Collage)	Art-K+ Language Arts-1+ Religious Education-3,4,5,6	21
My BIG Book of Peace (Bookmaking, Art, Writing)	Art-K+ Health-K,1,2 Language Arts-2+ Religious Education-1,2,3,4,5,6	22
Building a Peaceful Village (Mini World Building, Role Play, Storytelling)	Art-K+ Health-4, 6 Language Arts-2+ Social Studies-2, 3,4,6 Religious Education-6	23
Peace Toy Inventions (Creativity, Recycled Art, Peaceful Play Pledge)	Art-K+ Enterprise Education-3 Health-2, 6 Religious Education-6 Science-4, 6	24
Gathering of The Peace Creatures (Puppetry, Storytelling, Events Planning)	Art-K+ Language Arts-1+	25
Peace Poetry Jam (Individual and Collaborative Poetry)	Language Arts-2+	26
Getting Dramatic About Peace- One Day In Peace Play (Script Writing, Drama, Set Design)	Art-K+ Language Arts-3+ Health-1,2 Religious Education-5,6	27
Peace Zine (Writing, Art, Zine Development)	Art-K+ Language Arts-2+	28
Peace Ads Up! (Media Analysis, Promotional Material Development)	Art-K+ Language Arts-3+ Enterprise Education- K, 2,3 Social Studies-6	29

<b>PEACEPRINTS Projects and Activities</b>	<b>Curriculum Links</b>	<b>Pages</b>
Peace Messengers (Online and Pen Pal Writing Projects)	Language Arts-3+ Social Studies-2, 3,4 Technology Education	30
Peace On-Line (Games, Puzzles, Art, Information, Lessons)	Language Arts-3+ Technology Education	31
You're a Hero to Me! (Research, Hero Activities and Promotion)		33
Be a Giraffe! - Stick Out Your Neck and Volunteer (Helping in School and Community)		35
Family Peace Portfolio (Collection and Organization, Writing, Art)		36
A Peace Time Capsule - Saving Time in a Bottle (Research and Design of Materials)		37
Hopping for Peace (Games and Research)		38
Peace Puppet Festival (Puppetry, Storytelling and Event Planning)		39

## PeacePrints Resources

## Page 40



## PEACE TOOL KIT - PROJECTS AND ACTIVITIES

### Peaceport - A Passport To Peace

Peaceport is a project in which children compile a personal record of their various peace experiences. After designing and decorating a mock passport, children can earn stamps or stickers to put in this passport by completing various activities and projects. These could include kind or peaceful deeds, reading suggested books, doing a scavenger hunt, participating in discussions, writing letters and creating peace art. The Peaceport project is suitable as a unit activity or as part of a culmination activity, such as a peace festival.

#### What To Do

Begin by showing the children a passport and asking/answering questions about its purpose. This might include "What is a passport? What is it used for? What does it tell you about the owner? What do you do to have it stamped, punched, or stickered? How can a passport be used to record something or tell us something?"

#### Materials Needed

- Cardstock/ business card or other material to make small 3x5 booklet with aprox 8-10 pages
- Stamps, stickers, etc
- Decorative materials, glue paint, markers, crayons
- Small photograph of each child
- Sample passports, customer loyalty cards
- List of activities to complete, compiled by choosing activities from PeacePrints or other sources

Introduce the idea of a Peaceport and demonstrate a possible format: a passport-like booklet, customer loyalty cards, etc. Discuss the similarities between the two.

Then you can begin to outline the steps of this project, the scope and details to be decided according to your situation. After the Peaceports have been completed, use them to record experiences. Fully stamped Peaceports or cards may be recognized at the end of the designated project by giving the children a certificate or other appropriate form of recognition.

#### Also

Be aware of the importance of discussing and reflecting on the various peace issues which are

integral to each activity. This will help ensure that each stamp on the Peaceport will really represent growth and movement on each child's personal peace journey.

## Peace Clubs

Organized group efforts can spill over, spreading from one place to another. This project is about children being supported and guided in either joining or establishing Peace Clubs in their own classroom, school or neighbourhood. Participating in this project will provide experiences in learning to work personally, locally and maybe globally, on peace issues.

### What To Do

Students can use any special gathering (for example a school assembly), a word-of-mouth campaign, a door to door petition, or a community newspaper to stir interest in starting a Peace Club. When enough interest has been generated, it will be time to organize the club. Some well known peace clubs are available to provide resources and support to any group of concerned children and adults. This support is useful in forming guidelines, activities and structure within your own Peace Club. A good example is **Peace Pals**. Upon request, they will send an *Activity Guide for Children*, which outlines many excellent Peace Club projects. Another well known Peace Club is the World Peace Club, which offers on-line information, activities and resources for groups wishing to organize (See **Resources**).

#### Materials Needed

- Adult support
- Information and ideas about club structure and ideas

A peace club can enrich your school and community in many ways. For example, it can raise public awareness of the importance of peace by declaring a peace day, asking for government proclamations of peace, sponsoring essay and poster competitions, performing peace plays and skits, making peace art and music, and planting peace poles or peace trees. Other

activities might include raising money, hosting peace celebrations, acting as a resource group, writing letters and petitions, and leading peace pledges in schools. The possibilities are numerous. Above all, a peace club can set a standard of working for peace.

### Resources

- *World Peace Club* [www.peaceclub.com/wpc5.htm](http://www.peaceclub.com/wpc5.htm)
- *Children As The Peace Makers Peace Clubs*, 950 Battery Street, 2<sup>nd</sup> Floor San Francisco, CA 9411
- *Peace Pals Network*, Peace Pals c/o WPPS, R.R.1, Box 118, Benton Road, Wassaic, NY 12592 Phone:(914) 877-6093 and Fax:(914) 877-6862



## Peace CAN Happen -A Peace Kit by Children, for Children

Developing a peace kit may be a long term special project, to be undertaken by a children's peace club. Children can focus their attention on peace and their own roles as peacemakers by putting together materials for other children.

### What To Do

Discuss with the children what will go into the Peace Kit. You might ask them "What are your favourite peace activities? What would be fun for other children? What could a kit really teach about peace?"

#### Materials Needed

- Coffee can with cover
- Directions for 10 Peace activities
- Index cards and drawing materials
- Directions and materials to make a peaceport
- Directions and materials to make Peace CAN Happen! button

With your help, the children can first choose a theme, i.e. a Peace CAN Happen Kit, then brainstorm a list of possible activities and materials to include in it. The next step will be to gather materials and organize them in a suitable container or format. The Peace CAN Happen Kit is designed to be kept in a coffee can, which has been decorated with messages and symbols of peace. Other formats can range from boxes, binders, bags, etc.

To make a Peace CAN Happen Kit, the children will choose several peace activities, write directions for these activities on decorated cards and place them in the can. Also included in the can could be basic materials for making a Peaceport, and a button to proclaim Peace CAN Happen!



## Peace Rules! - A Peaceful Code Of Conduct

Developing a Peaceful Code of Conduct is a process which should include as many people as possible: teachers, parents and children. Children who have an opportunity to participate in such a process will become more aware of a number of important concepts, including peace, respect, cooperation, sharing, fair play, and rights and responsibilities. This project may require considerable time and commitment from adult guides. However, the benefits will be obvious and profound.

### What To Do

Discussion is the best way to begin this process, and there are many ways to begin the discussion. They include exploring questions such as: Why do we need rules? Who makes the rules? How can we be fair in making rules? What rights are involved in making rules?

Alternate discussions with activities which emphasize rights and responsibilities, such as those which are described in the various Children's Rights curricula.

### Materials Needed

- Children's Rights Curricula - Please see Resources Section at the end of PeacePrints.

These discussions and activities will help children gain an awareness of the importance of peaceful guidelines in daily living. This awareness will then be reflected in a practical Code of Conduct. By following an inclusive process such as this, children will be given an opportunity to demonstrate ownership and respect of the articles they have helped formulate.

When the Code of Peaceful Conduct has been agreed upon by children and adults - celebrate! Organize a joyful occasion to share the Code. Be sure the Peaceful Code is written, drawn, or posted on a website or in a newsletter, so everyone can always be aware of the expectations for peaceful conduct.



## Building Bridges - Mending Fences

Non-violent conflict resolution and problem-solving are critical aspects of peacemaking. In this activity, children will gain awareness of themselves as good problem-solvers by helping to choose ways to cope with childhood conflict and peace-making challenges.

### What To Do

Begin by talking about the qualities of a good problem solver? Ask the children "Are you a good problem solver? What kinds of problems have you ever solved before?" Explain that this activity will be about solving problems which could turn into arguments or even violence if the people involved aren't good problem solvers. Then, lead them through brainstorming lists of conflicts, problems and peace challenges which are common to children their age. Ask each child to make up a problem or situation from this brainstorm list and write it down. Be sure that you ask them to keep the problems simple.

### Materials Needed

- Writing materials and fence or bridge design on bulletin board
- Audio materials or video materials for expanded version

Next the children can turn these problems into letters, similar in format to "Dear Abby." The next step will be to choose random problems from the letters children have written and form small groups to work on these problems. Tell the children they will try to solve these problems by role-playing towards a solution.

These solutions can be displayed on a bulletin board, designed as either a fence or bridge. Seeing these solutions grow over time sends a strong message of group competence to the children, as well as providing them a reference point for facing any of these problems.

### Also

An expanded version of this activity can include an in-class mock radio talk show or television show.

### Resources

- See the *Conflict Resolution Resource Section* in PeacePrints resources.
- See *The Multi-coloured Role Playing Coat* in **Heartprints** for more information role playing

## Life In A Fishbowl

This rights and responsibilities project was developed by Tetra, a fish and aquarium company. By participating, children will have an opportunity to learn about rights and responsibilities by brainstorming and developing the rights and responsibilities of fish living in an aquarium. This activity can also be modified for other pets and even plants.

### What To Do

It may be necessary to begin with a discussion of rights and responsibilities. There is a lot of good material available in this area. Continue by asking the children to imagine that the fish in a tank are able to ask for their rights. Ask "What if the fish in the tank could ask for their rights? What would they say? What responsibilities do those fish have?"

#### Materials Needed

- Class room pets, paper and pencils, markers, poster board or other colourful material

In small groups, the children can each choose a fish and brainstorm it's rights and responsibilities. Some possibilities are: swimming rights, clean up responsibilities, safety rights, etc. Ask the children to prioritize these rights and present them to the group. Then choose several of the most common rights and responsibilities and post them next to the tank.

Be sure to allow time to discuss the similarity of the fish rights to the rights of people.

### Resources

- Tetra Aquarium Bill Of Rights:  
[www.tetra-fish.com/aquademics/historybillofrightswork.html](http://www.tetra-fish.com/aquademics/historybillofrightswork.html)
- ABC', Teaching Human Rights: Practical Activities For Primary and Secondary Schools, UNHC FOR Human Rights
- *A Children's Chorus: Celebrating the 30<sup>th</sup> Anniversary of the Universal Declaration of the Rights of the Child* Introduction by Audrey Hepburn, E.P.Dutton, New York, 1989
- *Apartheid, A Teacher's Guide*, UNESCO
- *Hands Up!, An Interactive Handbook on Children's Rights Education* International Programs, YMCA Montreal, 1441 Drummond St. Montreal, QC H3G 1W3, Phone (514)849-5331
- *I've Got Them, You've Got Them!! We've All Got Them!!!*, Booklet published by Save The Children, Canada



- *If You Could Wear My Sneakers, A Book About Children's Rights* by Sheree Fitch and Darcia Labrosse
- *The Monster, The Mouse and Me: Personal Rights, Responsibilities and Assertiveness* by Pat Palmer, Ed.D.,(w/teachers guide)
- *In Our Own Backyard, A Teaching Guide for the Rights of the Child*, intended for grades 1-8 by D. Biggs 1995, UNICEF
- *Rights and Responsibilities, Children's Rights Education Curriculum Resource* by K. Covell, PhD. and R. B. Howe, PhD. University College of Cape Breton Children's Rights Centre
- *Rights Now!, A Workshop Kit on The UN Convention on the Rights of The Child*, Canadian Coalition for the Rights of Children, #339-180 Argyle Ave. Ottawa, ON K2P 1B7, Phone (613) 788-5085
- *Stand Up For Children's Rights, Grade Six Teaching Unit on the Convention on the Rights of The Child* Canadian Human Rights Foundation, 3465 Cote des Neiges Road, Suite 301, Montreal, QC H3H 1T7
- *Within Our Reach* by Bill Schwartz, UNICEF Education



## Ripples of Kindness

The Ripples of Kindness project is intended to foster kindness. It emphasizes the need for children to learn to be kind to themselves, to others and to the Earth. It is hoped that such activities will raise awareness of the power of kindness to change and guide us in the 21st century.

### What To Do

Begin this activity with a demonstration of making ripples in a cup or pan of water. If appropriate, ask every child to stick their fingers in the centre of a cup or bowl of water and observe what happens. They will see that ripples will spread out from the centre. Discuss how kindness can begin with the person at the centre and spread out. Then ask the children to talk about kindness in their daily lives. "Who is kind to me? Who am I kind to? Am I kind every day?"

After this discussion, begin the process of making Ripple of Kindness material. Begin by first making Ripple of Kindness buttons or circular posters. This will be the first step in pledging kindness. Base the designs on a ripple motif.

#### Materials Needed

- paper, PVA glue and/or glue guns, markers, pin backs for buttons

When the buttons or posters have been completed, begin the steps of making a kindness plan. Help the children to brainstorm some ideas about making kindness really happen. Include small and realistic acts. The list that will result from this discussion can become an individual kindness plan.

Help the children keep track of daily kindnesses in themselves and others. This might be done through journals, charts, lists or other formats. Some children may like to keep individual charts where they record what they have done, independently or with parental help. Others may be interested in a school-wide challenge with classroom charts of kind acts. Choose the approach which best suits your group.

### Additional Kindness Resources

Check out some of these kindness sites:

- [www.peace.ca/worldkindnessday.htm](http://www.peace.ca/worldkindnessday.htm)
- [www.kindness.org/news08.htm](http://www.kindness.org/news08.htm)

- Peace on Earth, Congress of Secular Jewish Organizations at:
- [www.people4peace.com/lessonplan/7.htm](http://www.people4peace.com/lessonplan/7.htm) (kindness lesson plan, tally sheets, discussion and student ideas)
- [www.payitforwardfoundation.org/educators](http://www.payitforwardfoundation.org/educators) (a website to find resources, apply for grants and share ideas about kindness)

### Some Books and Activity Guides

- *Kind Beginnings: An Activity Guide For Fostering Kindness in Preschools* B.K. Weinhold, Kindness Campaign, Colorado Springs, CO
- *Learning to Show Kindness* by Susan A. Miller, Ed. D., Scholastic Early Childhood Today, Aug/Sept. 2000
- *Raising Kind Kids: An Activity Guide For Fostering Kindness in Families* by B. K. Weinhold, Kindness Campaign, Colorado Springs,
- *The Kindness Curriculum: Introducing Children To Loving Values*, Mount Ranier, MD: Gryphon House



## I'm A Zone of Peace

Because peace begins within ourselves, each person can be a "Zone of Peace," pledging to be peaceful and respectful, a tool for peace. This project is about making personal images to represent a pledge to be a peaceful zone.

### What To Do

Begin by talking about how children themselves can become zones, or places of peace. To demonstrate inner and personal peace you might want to begin with a short yoga experience, led by a professional practitioner or by yourself with the assistance of books, videos, or audio tapes.

After the yoga or centring experience, the children can begin a body tableau exercise. In this part of the activity, the children lie on the floor and trace themselves with the help of classmates. This tracing aspect should be done with an awareness of personal boundaries and comfort levels.

#### Materials Needed

- Large paper
- Wool for hair
- Drawing material
- Cloth for clothing
- Crumpled newspaper, cotton batting, or tissue (if doing the stuffed variation)

When the tracing is complete, they can cut out the full shape of their bodies (two copies if doing a "stuffed" version) and begin to decorate, paint and dress this life-size version of themselves. If doing a "stuffed" version, they will need to cut out two copies and staple, tape or glue together, leaving a hole to insert stuffing, such as crumpled newspaper.

When finished, these projects can be displayed and even preserved by applying (adult work) a coat of clear acrylic. Children may also make cardboard platforms to hold the figures upright.

### Resources

- *Think Of Something Quiet: A Guide to Achieving Serenity in Early Childhood Classrooms* by Clare Cheery, Pittman Learning Inc. ISBN# 0-8224-6949-9
- *Happy Birthday Universe- A Cosmic Curriculum* by Kim Farmer, True North Publication, Celina TN



## SPECIAL PEACE PROJECTS AND ACTIVITIES

### Peace Garden

Planting and caring for growing things can help connect children to the importance of the natural world. A peace garden project will symbolize a commitment to caring for the earth and keeping it safe and peaceful. There are some famous peace gardens in the world which exist to encourage people to think about peace. Children can try a simple variation at home or school, by planting a flower or herb garden.

#### What To Do

Spend some time looking at various peace gardens for inspiration and ideas. We know that there are some plants which are symbolically related to peace: olives, roses, daffodils, sunflowers, pansies, and cactus, for example. Choose the plants which serve your situation.

#### Materials Needed

- Soil and seeds
- Containers (These are for indoor gardens, can be recycled plastic tubs, clay pots, paper pulp pots)
- Information about various plants, growing tips, etc

Children can begin gardens indoors by preparing recycled plastic tubs as planters. Alternately, depending on the climate, you may decide to do the whole project outside. An outside garden could include planting a peace pole, a sunflower tent, or flowers spelling out peace words or symbols.

#### Resources

- *International School Peace Gardens* Web Site: [www.ihtec.on.ca](http://www.ihtec.on.ca) (founded to develop Peace-building curriculum, using Peace Parks and Gardens as strategies for safer schools.)
- *See also Growing! Growing! Great!* in *Earthprints*



## A Thousand Cranes For Peace

"This is our cry. This is our Prayer: Peace in the world." This statement is the wish of Japanese children, inscribed on the bottom of the Sadako statue in Hiroshima Peace Park, Hiroshima, Japan - site of the world's first atomic bomb attack. In this project, children can learn the story of *Sadako and The Thousand Paper Cranes* and connect with other children at the same time.

### What To Do

Begin by telling the story of Sadako, and how paper crane folding has become a classic peace awareness activity. In short, this connection is due to the life and death of a young Japanese girl named Sadako Sasaki, 1943-1955. Sadako was two years old when the atom

bomb was dropped on Hiroshima, Japan. At the age of 12 she died of leukemia, thought to be related to the bombing. While alive, she was inspired by a Japanese legend which said that anyone who folds 1000 paper cranes would be granted a wish. Hers was to live. Her struggle to live by folding cranes became a symbol for children in Japan, and eventually the world over. There are many Sadako web sites, as well as Peace Kits and activities to help plan a lesson or a whole unit.

#### Materials Needed

- *The Story of Sadako* by Eleanor Coerr, illustrated by Ed Young Putnam NY, 1993
- Origami paper or gift wrap paper, cut in squares
- Crane folding directions, available in origami books , on-line at [www.sadako.org](http://www.sadako.org) or by demonstration

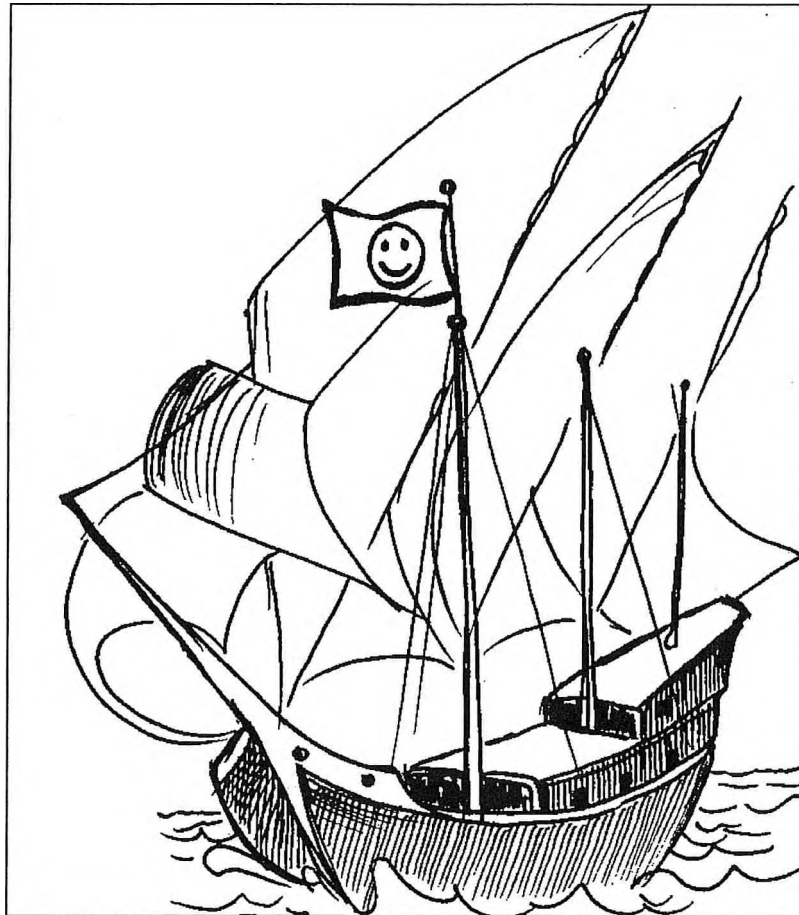
Tell this story to the children and then begin an origami crane-folding activity. It may be

necessary to ask for help from someone with origami or crane-folding expertise. These folded cranes can be collected and displayed at the school, or sent to Hiroshima Peace Park for the yearly Day of Peace.

### Additional Sadako and The Thousand Cranes Resources

- *Birds of Peace* by Enloe, Walter, ISBN 0-9639519-5-5,Whitewing Press
- *Children of A-Bomb* by Arata Osada, Available from US Japan Business Service, Inc.,25 West 43<sup>rd</sup> St. #910, New York, NY 10036, Phone: (212) 704- 9960 and Fax: (212) 944-2163 (Introduces the story of the Hiroshima bomb. Ages 8 and up)
- *Children of the Paper Crane* by Nasu, Masamoto, Armonk, NY, M.E. Sharpe, 1991,ISBN 0873327152 (The story of Sadako Sasaki and her struggle.)

- *Sadako and The Thousand Paper Cranes - Peace Education Kit* by Michiko Pumpian, (Contains cassette and sheet music, origami paper and directions for folding paper cranes Also includes *Sadako and 1000 Paper Cranes* by Eleanor Coerr and *Birds of peace* by Walter Enloe, Dream Come Through Productions)
- *Sadako Teaching Guide* by Watlcan, Naomi ISBN# 0-9-21-358-237
- *World Peace Project For Children, Wings For Peace* [www.sadako.org](http://www.sadako.org) Phone 425 391 3745



## WISHING AND DREAMING ABOUT PEACE PROJECTS AND ACTIVITIES

### Wish Scroll For Peace

This Ethiopian inspired bookmaking activity will encourage children to be aware of and express their personal wishes. Wishing, like dreaming and hoping, are essential first steps in the process of doing. Being able to express and act successfully on one's wishes can have a positive effect on one's self-esteem.

#### What to Do

Begin by talking about wishes and dreams. Ask "What are your wishes? Have you ever had a wish come true? What are some symbols of wishing in our world? Why are wishes important?"

#### Materials Needed

- Small box or pouch for the scroll ( may be made from recycled cardboard or fabric)
- Paper which is suitable for rolling into scroll (rice, brown, textured, handmade)
- Painting and or drawing materials
- Dowels or substitute such as bamboo skewers, straws, toothpicks, Popsicle sticks

Introduce the idea of the scroll as a way to record one's wishes. A scroll is a rolled piece of paper. To see its contents, you must unroll it. It's a good place to put private thoughts and wishes. If needed, demonstrate by making a model scroll with a strip of paper and a pencil. To begin the project, the children can choose the size and length of paper and draw images, pictures and designs to represent the things they wish for. When the art work is complete, the next step is to attach a dowel (or pencil) to each end, roll it up, and then tie it with a ribbon. The wish scrolls can then be tucked into a keepsake box or pouch.

#### Also

Children can also make large, class-size scrolls as a way to send greetings and wishes to others.



## Patchwork Dreams Of Peace - A Quilt Project

Patchwork quilts were a necessity for early Canadian settlers. Patchwork dreams may be a necessity to early peacemaking. Dreaming is an important and healthy aspect of feeling secure and peaceful because it allows us to visualize what we need or want. Therefore it becomes an early step towards action. In this activity the children will design and make a paper or fabric quilt which represents their dreams, hopes and wishes for peace and friendship. This can be done for a special occasion, or as an ongoing project set up for children to work on when they have free time.

### What To Do

Invite the children to imagine what sort of dreaming it would take to make a peaceful world. Ask them "What would it look like? What colours? Images? Ideas?" After a period of imagination, brainstorming and discussion, encourage the children to sketch their dreams. This will help them plan the materials, shapes and colours they will be using in their quilts.

Next choose materials and begin to construct individual quilt pieces. Sewing is optional. Consider using glue and paper, instead of fabric. When all the pieces have been completed, help the children to assemble the patchwork quilt, with pieces overlapping and crisscrossing. Remind them that this is how a collective dream looks, uneven, connected and somehow fitting together. This is a patchwork quilt. This makes the quilt a "peace by piece" project.

### Materials Needed

- Paper or fabric shapes
- Scissors
- Pieces of coloured paper or fabric
- Paper or fabric glue

### Also

- Also consider doll size, miniature quilting projects.
- Dreaming pillows may be an additional or alternative project. Pillows can be made from old t- shirts, painted with your dreams. They can also be plain pillow cases, decorated with fabric paints, batik or tie dye techniques.
- There are some other quilt making techniques

which you might try, including story quilts, as are found in Africa or Peru.

### Resources

- *The Family that Quilts Together* by Harrison, in Family Fun, MARCH 98
- *Fabric Fun For Kids* by Karen Willing, Julie Dock, Now and Then Productions (514) 488- 4070

## Through Imaginators Eyes . . . I See Peace

*"Imagination is more important than knowledge" Albert Einstein*

This activity will involve making a set of funky glasses or viewfinders to see peace through "imaginators eyes." This process can heighten children's self-awareness and ability to imagine peace. Everyone sees the world through their own personal experiences and imaginations. As "imaginators" children can be encouraged to see the world as they want.

### What To Do

Begin with a discussion of whether things look different if you look through different windows and frames. Demonstrate by looking through different things such as glass, plastic, water, netting, fingers, etc. This will establish the importance of looking and experimenting.

#### Materials Needed

- Cardboard or foam core (may also use recycled eye glass frames)
- Paint, drawing, collage material
- Coloured plastic for inserts
- Sticks for holding glasses
- Material to decorate spectacles (beads, feathers, sequins, buttons)

Children can then begin to design and make their own set of "imaginators spectacles," with as many eyes, shapes, etc as they want. Encourage them to make a lens by using coloured plastic in the frames. They can then decorate these frames. They may also attach the finished glasses to sticks, to hold like opera glasses.

Encourage the children to hold the spectacles up to look at things and notice how things look different when framed by these personal viewfinders. They may also exchange glasses with a friend and compare what they see.



## Wish Fish For Peace and Friendship©

A Wishfish is a simple, papier mache project which costs very little and can be completed in a short period of time. We make them with home-made paste, paper cups and coloured tissues and streamers. It will always carry the wish you put inside.

### What To Do

In preparing to make a Wish Fish it is important to spend some time thinking about your wish for world peace and friendship. Then choose something that reminds you of your wish, maybe a tiny drawing, a special rock or a bead. Bring this with you when you make your fish.

To begin, use the paper cups and masking tape to make a fish-like shape. If you want fins, tails, mouth, lumps or bumps, tape them all on. Also tape on a twist tie to use as a hanger. Be sure to put your wish object inside. It is the heart of the fish.

Choose the colour of the tissue you want to use. Tear them into six inch strips. Smooth the paste you have made (see below) all over the fish with your hands or a brush, then add the tissue until the fish is wrapped with a first layer. Smooth the fish over again to ensure that it is covered in paste, then add another layer of tissue. Smooth this layer with a little paste to be sure that it is covered in paste. Then add any decorations you have. When all this is done leave the fish to dry.

### Materials Needed

- Paste (see insert)
- Streamers, tissue, fabric, rice paper
- Paper cups
- Masking tape
- Twist ties
- Beads, sequins ribbons, other decorations

### To Make the Paste

Put two cups of water in a pot to boil. Then mix one cup of flour with two cups of cold water to make a flour paste. When the water in the pot comes to a boil, add the flour paste. Stir the mixture over a medium heat until it begins to boil again, add sugar, a some preservative such as peppermint, orange or vanilla extract and let cool.





## PEACE AND CREATIVITY PROJECTS AND ACTIVITIES

### Go To The Wall For Peace - Giant Collage Project

The world is full of peacemakers, many more than can be represented in any one piece of visual art. This project includes making a giant collage to celebrate peacemakers. With some research assistance, children can find out about various peacemakers in all aspects of life: people such as politicians, teachers, writers, etc.

#### What To Do

Help the children access sources of information about famous peacemakers using resources in the library, magazines, and the Internet. Encourage them to look at all walks of life, all countries, ages, and periods of time. Next, ask each child to choose one peacemaker and focus on

finding out as much as possible about this person.



#### Materials Needed

- Giant collage or bulletin board
- Glue, scissors, old magazines and newspapers, markers, paper, paints
- Research materials

When all the material has been gathered, the children can work together on making a collage, bulletin board or poster board display. This can be done on any day of significance in the peace movement, such as the third Tuesday of September, which is celebrated as International Peace Day, or in

December, when the Nobel Peace Prize is awarded.

#### Also

A variation of this project would be to paint, draw, graffiti or collage a Peace and Respect theme mural. Each child could work on a group mural panel which will be hung with other panels to form a large mural.

#### Resources

- *Peace Collage Lesson Plan* by Joan M. Kurtz for Congress of Secular Jewish Organizations Go to [www.netaxs.com/~csjo/csjo.html](http://www.netaxs.com/~csjo/csjo.html)
- *Peace Begins With Me* by Catherine Scholes with illustrations by Robert Ingpen Sierra Club Books, Little Brown and Co. ISBN # 0316774405

## My BIG Book Of Peace

*"Making your own story is one of the most important things you can do in your life"*

Fiona Garrick, Children's Writer

This big book project will give children an opportunity to tell the story of their lives so far, focusing on their roles as peacemakers. This activity will help children explore this aspect of themselves by emphasizing the core values which encourage peace and respect.

### What to Do

This can be a complex project, introducing the process of bookmaking as well as exploring the characteristics of a peacemaker. Begin by helping the children identify the peaceful attributes, experiences and feelings which will later be expressed in their own books. Begin with the concept of peace, using *The Big Book Of Peace* or *Peace Begins With Me* as a start. These books should help get the ideas flowing.

#### Materials Needed

- Bookmaking materials such as paper, cardboard, wool or ribbon, glue
- Painting, drawing and/or collage materials
- Photographs and other images to represent peace

The next step will be to choose a suitable book format. This should ideally be a "Big" book but it can take a number of forms. Show examples of different kinds of books and solicit ideas from the children: A Flip Book? Japanese-Type Folding Book? Bound Book? Ask them to consider whether they will want to use collage, drawings, paintings, photos or a combination of some or all of these.

Once the format has been discussed, the children can begin planning their stories. They may need some help deciding how to organize their stories. Some guidance in the form of an outline will be helpful at this stage.

To gather story material start by interviewing family members. Children might also want to look in photo albums or magazines for pictures to illustrate these stories. The material they should be looking for should represent or show them doing or saying something peaceful, or respectful to others. Encourage them to draw their own illustrations as well.



## Building a Peaceful Village

This activity is intended to raise awareness of how we all need to live in the world peacefully together, in cities, villages, and towns. All of us have the same needs in our lives to play, eat, sleep, learn and share. Yet we often live differently. This is an opportunity for children to be in charge of planning, designing and building a model peaceful world village. Another purpose of this activity is to raise awareness of the needs of people in their communities.

### What To Do

Begin by talking about what we have in common with people living everywhere. Introduce the idea that they will be building a model, peaceful village. Ask "What would a peaceful village look like? What would the village need to have so that everyone there could use all of it?"

#### Materials Needed

- Cereal and other used boxes (if turned inside out and glued these boxes are good for painting)
- Heavy cardboard
- Construction paper and newspaper to build trees, etc

Brainstorm and plan what will go in this village. How big will it be? How many people will live there? What sorts of buildings and roads will it have? What will the houses look like? Will it be accessible to everyone who may live there?

In small groups, the children can begin to build different parts of this village, keeping in mind that at the end of the exercise the children can be assigned an identity in the peaceful village - young, old, sick, poor, illiterate, minority - and

describe how they experience village life from this perspective.



## Peace Toys Invention Centre

Play is the work of children, and toys are their tools. In this activity children have an opportunity to let their imaginations run wild as they create powerful and peaceful tools to have fun with.

### What To Do

Begin by talking about what we use are toys for? Introduce the idea of peace toys. Ask "Has anyone ever seen or heard of a peace toy? What would it look like? What would it do? What could be a peace toy that is sort of like a gun (camera)? Tanks (spaceships)?"

After a brief discussion the children can brainstorm the characteristics of toys which could be considered peaceful. Some may want to sketch their inventions before using the available materials to develop and design their toys.

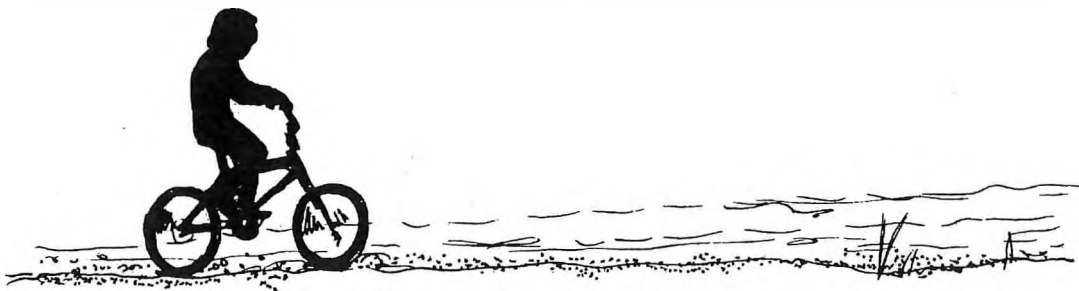
#### Materials Needed

- Recycled items suitable for painting, gluing and assemblage

End this project by having a Peace Toy Trade In, where children can bring in violent or war toys to be painted or redesigned for peaceful use. They can then invent new toys and get a certificate for doing so. Design your own certificate or see an on-line example (see address listed below) which states: "Henceforth, I will try to help my brothers and sisters and classmates to play in co-operative and peaceful ways"

### Resources

- Visit [www.members.tripod.com/Rose4Peace/Links/certificate.jpg](http://www.members.tripod.com/Rose4Peace/Links/certificate.jpg) For Peace Toy Certificate
- *Peace Works: Young Peacemakers Project Book 11* by Kathleen Fry-Miller, Judith Myers-Walls and Illustrations by Janet Domer Shank, Bretheren Press, Elgin, ILL 1989





## Gathering of The Peace Creatures

This activity will encourage children to think about and share their ideas about the attributes of a peacemaker. These ideas will be expressed through story and art in the process of building a peace creature, then developing a story for their creation.

### What to Do

Begin this activity with an "invention think time." Ask the children to imagine a creature which could be a peacemaker. Ask what would it look like, wear, eat, sleep and play? What colours, shapes, size and age would it be?

#### Materials Needed

- Found Materials
- (cardboard, cans, plastic,)
- Glue
- Tape
- Paint

The next step is to ask children to draw this fantasy creature. Children can then decide how to make their creatures from found or recycled materials. They can also develop a story about their creature. This can be written or drawn. When all the creatures and stories are finished, they can speak for themselves in a storytelling circle, mock television talk show or promotional speech.

### Also

Another creative thing to do with these creatures is to develop a group story, or to make one creature which will represent each child in some aspect. For a group story children could each draw a picture of the peace creature doing something. When all the story pieces are put together they will be a spontaneous story round, a flip book, or materials for an animated filmstrip.

### Resources

- *Where The Wild Things Are* by Maurice Sendak, Harper and Row, NY, 1963 (About wild and safe creatures and places)



## Peace Poetry Jam

This activity is intended to inspire creativity in a peaceful way. While participating in poetry writing, the children will also have an opportunity to explore their own ideas about peace.

### What To Do

There are many ways to start this activity. To start you could listen with the children to examples of either of haiku or cinquain poetry, then set them to favourite music.

#### Materials Needed

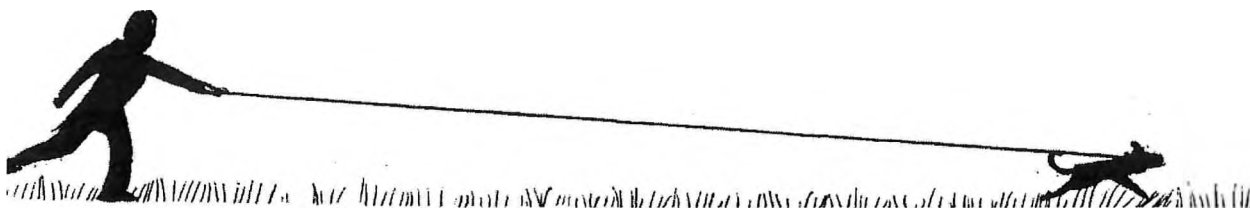
- Pens, pencils, paper
- Directions for the structure of cinquain or haiku poetry
- Magnetic strips or old fridge magnets
- Paper scrolls

Another option is to brainstorm together and write a class poem about peace on a large chart.

All these poems can be displayed in class, a school newsletter, a peace Zine or web site. They can also be written on scrolls and sent to the world peace poem centre in Hawaii. Write *Peace Poem Project*, P.O. Box 102, Lahaina, Hawaii, USA, 96761, (808) 661-0517

### Resources

- See Wish Scrolls For Peace in *PeacePrints*



## Getting Dramatic About Peace - One Day In Peace Play

Dramatic activities are an ideal way to raise awareness about peace. In this project, the children will be encouraged to perform original scripts or other recommended peace scripts.

### What To Do

*One Day in Peace* is a six minute children's play, available free on-line (see address below) for any children who wish to perform it. Some adaptation of this play may be necessary for your group. This play has international characters, so some research on costumes and sets may help supplement the activity. Be sure to notify the authors of the play if your group performs it. You may be interested in encouraging the children to write their own plays. These could be original personal scripts, original group scripts or adaptations of books and stories with a peace theme.

### Resources

- *One Day In Peace Story and Play*, Available on-line in 18 languages, Silverstein, Alan Robert and Diamond, Steve [www.worldpeace2000.org/oneday](http://www.worldpeace2000.org/oneday)



## CONNECTING FOR PEACE-PROJECTS AND ACTIVITIES

### Peace Zine

This is an awareness and celebration activity where a group of children or adults spend time talking about peace news, making up jokes and riddles, and choosing pictures of themselves to share in a Zine

Zines are one-of-a-kind, self-produced, personalized magazines. Zines may be hand-painted or photocopied. They can have photos, writing, tactile art, and poetry.

#### What To Do

Ask the children "What do you enjoy looking at or reading about in magazines or newspapers?" Ask if they have ever seen a Zine. Explain that it is a sort of mini-magazine. Show samples of Zines, which may be available in some book and comic stores, from artists, or on-line.

Putting a Zine together will include many of the same steps as laying out a magazine or newsletter. Begin the process by inviting participation from families and classmates. Decide the Zine sections, deadlines, who will do what, etc. Various page themes could include peace, kindness, friendship, respect, love, and fairness. These themes may be expressed in stories, poems, pictures, riddles, jokes, puzzles, message boards, toy reviews, or profiles. Let your imagination be the only limitation!

When all the material has been gathered, have a "lay-out party." Decorate, write and design the Zine a page at a time. Photocopy the original and assemble as many copies as needed. If you have access to a scanner or digital camera, these pages can easily be prepared to display on a web site.

#### Also

A variation of this project would be to develop a larger magazine or newsletter format - and display it in a binder. The children can take their own pages home at the end of the activity. If a group of children works on this project for a long period, each child may have several pages which can then be inserted into a home family magazine.

#### Resources

- [www.nomediakings.com](http://www.nomediakings.com) Do it yourself tips for publishing

## Peace Ads Up!

In the process of making promotional material about Peace, children will explore ideas about a number of different themes, including peace, respect and friendship. This project encourages them to use many forms of expression to spread a message of peace. It will involve studying peace symbols, imagining new and unique peace symbols, writing scripts, and designing posters, flags and slogans.

### What To Do

Begin by talking about the power of advertisements to influence how we think. Ask "Have you ever seen any advertisements for peace or friendship?" Talk about them.

#### Materials Needed

- Drawing and writing materials
- Camera, tape recorder
- Peace symbols such as white ribbons, rainbows, doves, cranes, olive branches, tridents, "lollipops"

After deciding on the type of media children want to use - radio, television, posters, flyers, buttons or stickers, brainstorm ideas and themes for ad scripts. In small groups, the children can then begin to plan and write the material. Their ideas can then be taped, filmed or laid out in posters or pamphlets. A class may choose a school assembly or other important date to show or launch this material.

### Resources

- **Free Bumper Stickers**, Available at the *Shine A Light For Peace* Bruce Nichols ,315 Leavenworth Road, Shelton, CT, 06484. You can also visit the web page at [www.shinealight.com/bumpstkr.htm](http://www.shinealight.com/bumpstkr.htm)

#### For Peace Symbol Paper:

- [members.tripod.com/Rose4peace/links/Goodstock/goodstock.htm](http://members.tripod.com/Rose4peace/links/Goodstock/goodstock.htm)

#### For Free Peace Stickers at People For Peace:

- [members.aol.com/peacepals/sticker.htm](http://members.aol.com/peacepals/sticker.htm)

#### For Free Posters go to Peace Education Foundation and click "The Groups That Care" link

- [www.members.aol.com/pforpeace/WORKITOUT/peace\\_ed.htm](http://www.members.aol.com/pforpeace/WORKITOUT/peace_ed.htm)

#### Information on Banner of Peace symbols at:

- [www.roerich.org/banner\\_of\\_peace.html](http://www.roerich.org/banner_of_peace.html)

#### For Information About Lollipop Symbols

- *The Protest Makers* by Richard Taylor, Pergamon Press



## Peace Messengers - E-pals and P-pals

Communicating with other children living in other communities and countries is an excellent way to foster peace by broadening their world view. In this project, children can correspond with children from other parts of the world. They can use these long distance relationships to collaborate on various peace projects.

### What To Do

Begin by choosing an appropriate network for this activity. It is important for an adult to help the children access a safe and ethical Pen pal or E-pal network. Some are suggested below in **Resources**, but you can use any other network which you are familiar with. If this is an on-line relationship, the first step will be to help the children get set up with an account on a site such as Epals. [Note: It is important that adults who guide children check where children go on Internet adventures. Contacts should be verified by the teacher/parent before a project is started.]

#### Materials Needed

- Internet access
- Central penpal network (Postal or Electronic)
- Writing materials

To get started, choose a day which has special significance in peace education. For example, the third Tuesday of September - International Peace Day - is a good day for children to post messages of peace at E-pals on *Student Talk, A Call for Peace Messengers*.

If your group would prefer to use a postal mail method, there are a few pen pal networks to get you started. One group which connects groups of children together on peace issues is *Peace Pals*. Another group is *Kids Meeting Kids Can Make A Difference*. See below for more names and addresses.

### Resources

- *Kids Meeting Kids Can Make A Difference* Box 8H, 380 Riverside drive, New York, New York 10025
- *Letters For Peace*, 238 Autumn Ridge Road Fairfield, Connecticut, 06432
- *World Pen Pals*, World Affairs Centre, University of Minnesota, Minneapolis, 55455
- *To Write A Refugee Child: UN High Commission for Refugees Children's Letter Box*, Case Postal 2500 Geneva Switzerland CH
- See also *World Friendships* in **Heartprints**

## Peace On-line

The internet is a wide open road to peace. By going on-line (with an appropriate destination) children can participate in peace-oriented games, quizzes, puzzles, art, reading, projects, correspondence and peace lessons. [Note: It is important that adults who guide children check where children go on Internet adventures. Contacts should be verified by the teacher/parent before a project is started.]

### On-line lesson samples

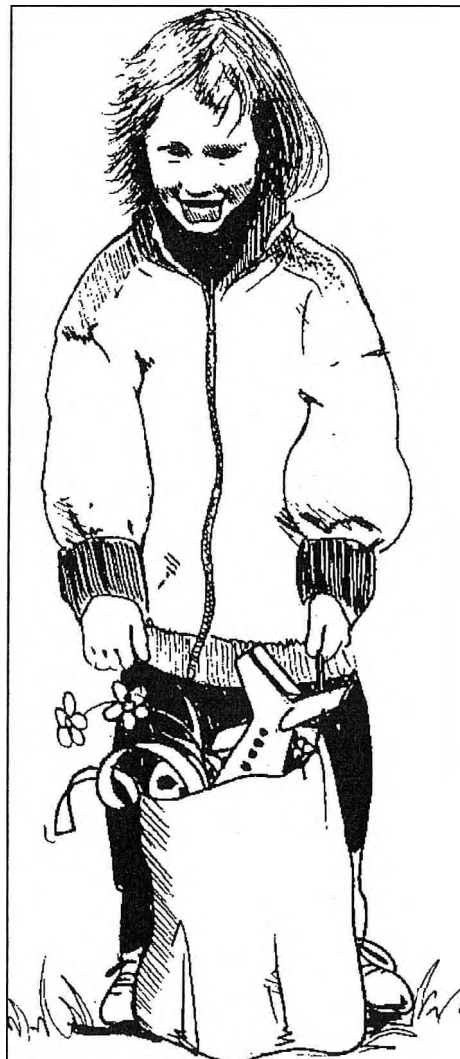
- *What is World Peace?, K-3* Lesson by Laurie Clarke, stories, poems and art by Robert Alan Silverstein Read an on-line picture books, answer questions. Do activities [www3.1galaxy.net/~lauriec/kidsk-3htm](http://www3.1galaxy.net/~lauriec/kidsk-3htm)
- *Sadako and 1000 paper cranes A Web Quest for Grades 3-5* Lesson by Pat Duhon Covers topics such as Japan, Origami, Atomic Bombs [www.asterix.ednet.lisu.edu/~edtech/webquest/sadaka.htm](http://www.asterix.ednet.lisu.edu/~edtech/webquest/sadaka.htm)

### Suggested Internet Resources

- World Peace Day Home Page [www.peaceday.org/nov17.shtml](http://www.peaceday.org/nov17.shtml)
- Thousand Cranes Peace Network, A collection of web links and resources related to peace, non-violence and tolerance, [rosella.apana.org.au/~mlb/cranes/reslink2.htm](http://rosella.apana.org.au/~mlb/cranes/reslink2.htm)
- *Peace Toys* - [www.PeaceToys.com](http://www.PeaceToys.com) A Partnership between Educators For Social Responsibility and the creators of Hugg-a-Planet
- *Cranes For Peace*, [www.he.net/%7Esparker/cranes.html](http://www.he.net/%7Esparker/cranes.html)
- *International Peace Museum*: Award winning virtual web museum for grades K-3 with contributions by children from all over the world: [www.ih.k12.oh.us/peace/Particpa.htm](http://www.ih.k12.oh.us/peace/Particpa.htm)
- World Peace Club, [www.PeaceClub.com](http://www.PeaceClub.com)
- Kids 4 Peace, A+ rating by Education World for it's games, activities and links [members.aol.com/kidz4peace/](http://members.aol.com/kidz4peace/)
- People For Peace Project, [www.people4peace.com](http://www.people4peace.com)
- World Peace 2000, [www.worldpeace2000.com](http://www.worldpeace2000.com)
- Count Up 2000, [www.countup.com](http://www.countup.com)
- The People For Peace Save Our Children Centre: [www.members.aol.pforpeace/safekids/index.html](http://www.members.aol.pforpeace/safekids/index.html)
- *Peace It Together Art Gallery*, a virtual gallery created by young people at Artists For Humanity in Boston [www.mcet.edu/peace/gallery.html](http://www.mcet.edu/peace/gallery.html)



- ERIC Resources On Bullying and Young Children, [www.uncq.edu/eric/bullying/DOCS](http://www.uncq.edu/eric/bullying/DOCS)
- The Bullying Prevention Project: A New Focus For Safe Schools  
[members.tripod.com/lisamasongraikoski/Bully.html](http://members.tripod.com/lisamasongraikoski/Bully.html)
- Voices of Youth, UNICEF, [www.unicef.org/voy/](http://www.unicef.org/voy/)
- Aquarium Bill of Rights, [www.tetra-fish.com/aquademics/](http://www.tetra-fish.com/aquademics/)
- Peace Songs, [www.worldpeace2000.com/songs/](http://www.worldpeace2000.com/songs/)
- Peace Movies, [www.uwm.edu/Dept/Peace/movies.htm](http://www.uwm.edu/Dept/Peace/movies.htm)
- Children's Rights Centre, [faculty.uccb.ns.ca/~qcarre/children/](http://faculty.uccb.ns.ca/~qcarre/children/)
- Peace Books, [www.bnkst.edu/bookstore/peace.html](http://www.bnkst.edu/bookstore/peace.html)
- Canadian Heritage, [www.pch.gc.ca](http://www.pch.gc.ca)



## HEROES AND HELPERS-ACTIVITIES AND PROJECTS

### You Are A Hero To Me!

It is important to know about the heroes in any great or small social movement. This project can raise awareness of well known peace heroes such as Nelson Mandela, Mahatma Gandhi, Mother Theresa, Martin Luther King, or Harriet Tubman. As well, it can highlight heroes in our own communities, classrooms and families.

#### What To Do

Begin by talking about heroes. Ask: "What is a Hero? What Do Heroes Do? Who are the heroes you know about? Are there heroes who work for Peace? Are there any heroes in your community? Your family? Your classroom? Can anybody be a hero?"

As part of this general discussion, give examples of heroes by introducing the children to famous peace heroes such as Nobel Peace Prize winners, medical heroes, artists and inventors. Some examples of heroes are highlighted on the website of the *Canadian Centres For Teaching Peace* (See address below). There you will find information about present day heroes, including children such as Craig Keilberger of *Free the Children* and 9 year old "Ryan," who has been volunteering since age 6. This site also has links to Nobel Peace Prize winners.

#### Materials Needed

- Books
- Internet access
- Paper and pen, art materials,
- Audio or visual materials

Once the children have been introduced to heroes, bring the idea back to a personal level by asking them to find a hero in their own family, past or present. If the hero is still living, they can interview them, asking about their life, work, childhood - a "20 questions" format. This information can be written, drawn, made into a poster display or a mock radio or TV format. The children can

also write letters to their heroes, thanking them for making a difference in the world

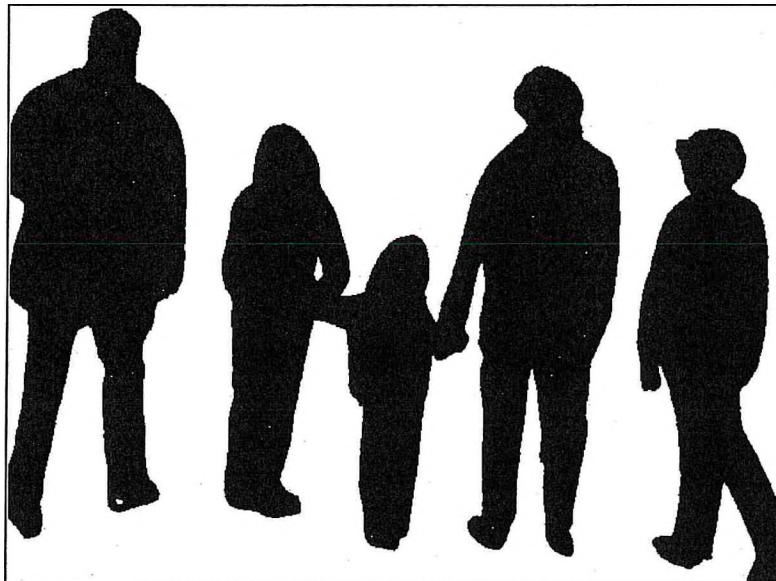
#### Resources

- The *Giraffe Heroes Program* for Grades K-9 can be integrated into social studies, language arts and storytelling. It contains a story bank with profiles which can encourage children to change their own worlds. Demonstration materials available. Phone (800)323-9084 or (360)221-0757 to set up training, or visit [giraffe.org/heroes](http://giraffe.org/heroes)

- The *Our Heroes* section at the Canadian Centre for Teaching Peace can be found at [www.peace.ca](http://www.peace.ca)

### Peace Biographies-Biographies

- *Ain't Gonna Study War No More: The Story of America's Peace Seekers* by Meltzer, Milton, Harper and Row, New York, 1985
- *Anwar El-Sadat: A Man of Peace*, by Deborah Nodler Rosen, Children's Press, 1986
- *Champion of World Peace, Dag Hammerskjold* by I. E. Levine, Julian Messner, Inc., 1962
- *Chief Seattle* by Elizabeth Rider Montgomery, Garrard Publishing, 1966
- *Gandhi* by Kathryn Spink, Hamish Hamilton, 1984
- *Nelson Mandela* by Mary Benson, Hamish Hamilton, 1987
- *Rosa Parks and the Montgomery Bus Boycott* by Teresa Celsi, Millbrook Press, 1991
- *Underground to Canada* by Barbara Smucker, Puffin Books, The Penguin Group, Toronto ON ISBN # 0 14 031122Y
- *Get On Board: The Story of the Underground Railroad* by Jim Haskins, Scholastic Inc., Toronto, ON ISBN #0 590 45419 6



## Be A Giraffe- Stick Out Your Neck And Volunteer

Children in elementary school may be ready to extend a hand into their communities by doing simple volunteer work. This project is intended to encourage children to do simple yet valuable volunteer work in their communities, schools and homes.

### What To Do

Ensure the support of parents and the interest of the children by holding discussions and brainstorming together on ways children can contribute to their communities. When considering who can be involved, be clear with your criteria. For example: Can your students make a realistic commitment? Do they have some free time? Are their parents able to transport and encourage them? Consider all these factors before officially starting.

Prepare the way by making contact with agencies or groups who might be willing to provide a place for children to volunteer. Some communities actually have youth volunteer groups to assist you with this. You may also arrange a series of guest speakers from the agencies you are considering.

Some activities which are appropriate to consider are: food bank drives, clothing drives, teaching reading to younger children, planting seedlings, helping animals, gardening, clean ups, hospital and senior citizen home visits, shovelling, and reading to the visually impaired. The most important thing to remember about encouraging the volunteering spirit in young people is to create experiences where children gain awareness or become curious about issues *before* volunteering. For example: Arrange for the children do a poverty awareness activity before they go out to volunteer at a food bank, or tell your children about other children who need certain things. You can all then go out and gather materials to send to the children who need them. This kind of guided introduction is the most appropriate way to involve children in meaningful volunteering. Any age is a good age to volunteer. Encourage family volunteer projects and allow these to spill over between home, school and community.

### Resources

- *Green Teacher Magazine: Education For Planet Earth* Winter 1997 1998 To subscribe call (416) 960 1244 (ideas to facilitate awareness activities)

## COLLECTING FOR PEACE-ACTIVITIES AND PROJECTS

### Family Peace Portfolio

In this project a family can gather peace-oriented material which has meaning for them. Participating in this activity will open discussions of peace at home and support the children in being aware of their responsibilities to be peacemakers.

#### What To Do

Explain the project in a letter or meeting. Have them choose a specific period of time (a week, a month) and share any resources which you have in your classroom, home or school to support this effort

#### Materials Needed

- A list which will be shared with each family; include suggestions about games, books, movies, activities, toys, family peace pledges
- A list of possible experiences which can be used as a focus for drawing or writing about (events or vacations)
- A suitable container to hold the gathered materials (file folder, binder, box, plastic or fabric bag)

This activity will require children to reflect on past peace-making experiences. It might also include participation in a number of peace-themed activities outside their families. Together, families can complete activities, read stories, draw, paint or play co-operative games.

At the end of the specified period of time, this material can be put together in a portfolio and shared in class. A possibility might be to hold

one Family Peace Night per term to track and support the project. A year-end display would be a nice finishing touch to this project.





## Peace Time Capsule-Saving Time In a Bottle

This activity will enable children to expand their awareness of the symbols of peace and respect. The process of gathering items for a peace time capsule will provide an opportunity to reflect on peace and each person's contribution to it.

### What To Do

Begin by talking about time. "Is it possible to capture time? How do we describe time? What objects could we find to tell a story of peace in the time in which we live?" Discuss which objects really tell about us and our wishes for peace.

#### Materials Needed

- Various personal and other items to represent peace and respect, predictions, photos, music, books, toys, interviews, peace pledges, lists of friends
- Sturdy, airtight containers such as coffee cans, glass bottles, tool boxes or trunks

Next, brainstorm and concept web a list of the kinds of objects the children would like to put in the capsule. Some guidelines should be discussed. These might include: What size should the capsule be? Should organic material will be included? How many items should each child contribute? An important item to consider including would be a peace pledge signed by every child. Other items could include poems, tape recordings, video tapes, drawings and stories, wish fish, stones with messages, and photographs of the children.

When the items have been gathered, children can assemble a container to put them in. The container should be something which will protect the material from mildew or other types of damage over time. Ensure that it will be in a long-term safe and accessible place. The capsule can be opened together at a later, mutually agreed upon time, such as graduation, 20 years, or the closing of an elementary school.

### Resources

- *Create a Time Capsule About Your Community* by Gary Grimm Associates 1-800 442 1614
- *Make Your own Time Capsule*, A Booklet from Workman Publishing 1-800 722 7202



## PLAYING GAMES FOR PEACE: PROJECTS AND ACTIVITIES

### Hopping For Peace

Hopscotch is an ancient and international game, played by boys and girls around the world. Many countries have their own versions, designed to represent something important about their culture. The game course design may change, but what stays the same is the essence of Hopscotch, and the decision-making necessary to play. Designing and playing a peace Hopscotch course encourages children to have fun while learning about the obstacles and barriers to peace.

#### What To Do

Begin by talking about the history of Hopscotch, personal experiences with Hopscotch and any similarities with modern games?

Show examples of Hopscotch design from other countries such as France, Italy, or Jamaica.

#### Materials Needed

- Cardboard taped to the floor
- Paint or markers to draw the design
- Something to throw
- See Earthprints Skipping Rope activity for further information and resources

Organize the children into groups to begin designing a Peace and Friendship Hopscotch course. In order to do this, they will have to brainstorm some themes which can be obstacles to peace and friendship, as well as those which can help.

Name the obstacles and the helpers. Draw a first draft of the course adding these obstacles and helpers. Then the course is ready to draw on the ground or, if inside, on a large piece of cardboard.

Remind the children to post rules so others can see and play too. Encourage them to take turns playing with each other's designs. Hold a Hopscotch Festival with other classes, or even have a "Hopscotchathon" to raise money for peace work.





## Peace Puppet Festival

This might be an ideal way to end a unit on Peace and Respect, or to celebrate a special theme day. In this project, children can make personal peace puppets to "attend" a classroom festival. As they complete this activity they will increase their awareness of the characteristics of peace.

### What To Do

Begin by asking the children which kind of festival they think would be fun for the peace puppets? What would be fun for children? Do peace puppets and children enjoy the same activities?

#### Materials Needed

- Puppet making materials
- Classroom decorations
- Paper and writing materials

Next, the children can begin to make the puppets. They can then spend time planning activities, including a story or skit for the puppets to perform. At the end of the performance, the puppets can celebrate by "attending" a festival with the children. Decorations, snacks, games and music may be part of this event. See the list below for appropriate dates for peace festivals.

### Theme Days/Peace Calendar

- **January 15** Martin Luther King Jr. Day
- **February** - International Friendship Month
- **March 21** - International Day to Eliminate Racism
- **April 22** - Earth Day
- **May** - UN World Day of Families, Malcolm X Birthday and Citizenship Day (Friday before May 24)
- **June 8** - Oceans Day and Harriet Tubman Day (see Heroes section)
- **July** - Heroes Day in Zambia
- **August 6** - Hiroshima Day
- **September, 3<sup>rd</sup> Tuesday of** - International Peace Day
- **October 24-30** - Disarmament Week and Gandhi's birthday
- **November 20** - Universal Children's Day
- **December 10** - Human Rights Day

## PEACEPRINTS RESOURCES

### Family

- *Families Creating a Circle of Peace* by Families Against Violence Advocacy Network. Stories, Suggestions, Activities, Pledges Available from Parenting For Peace and Justice Network, Institute for Peace and Justice at 1 800-833-0245
- **Parenting For Peace and Justice** by Kathleen McGinnis and James Orbis, Maryknoll, NY
- **Peace In The Family** by Lois Dorn, Pantheon Books, New York, 1983
- **Peacemaking For Families** by Jaqueline Haessly, Peacemaking Associates, Milwaukee, WN
- **Starting Out Right: Nurturing Young Children As Peacemakers** by McGinnis and Oehlberg, A Parenting Resource Available from Creative Response to Conflict, Inc.

### Activities and Programs

- *A Dr. Martin Luther King Jr. Curriculum: Playing The Dream* by Sydney Gurewitz Clemens, NAEYC, Washington, DC
- *A Teaching Guide to Concepts of Peace* Boston Area Educators for Social Responsibility, Cambridge, Mass. 1983
- *A Dr. Martin Luther King Jr. Curriculum: Fighting Fair* by Fran Schmidt, Educators For Social Responsibility Cambridge, MA
- *Creating a Peaceful Classroom for Young Children* by Mary Ann McPherson
- *Resources and Activities for Early Childhood Settings* Available from Creative Response to Conflict, Inc. Canada, P.O. Box 1481, Station B, Ottawa, ON K1P 5P6 Phone (613) 567-5044
- *Creating Peace, Building Community For Grade Six* Available through Peace Education Foundation Project Peace Team of James Conger Elementary School, Channing St., Delaware, OH, 43015
- *Creating A Peace Experience: Peacemaking for Little Friends* by Mary Joan Park, Little Friends For Peace, 4405 29<sup>th</sup> Street, Mt. Ranier, MD 20712
- *Early Childhood Adventures in Peacemaking* by William J. Kreidler and Sandy Tsubokawa Whittall Educators For Social Responsibility, 1999
- *Early Childhood Adventures in Peacemaking* by William J. Kreidler and Sandy Tsubokawa Whittall Educators For Social Responsibility, 1999
- *Educating For Peace Across The Curriculum In Primary and Secondary Schools* by Marcia Perry, ISBN# 0 642 12223 7
- *Envisioning Peace (A Curriculum Guide)* by Foundation For The Advancement of World Peace Great Barrington, MA
- *Learning The Skills Of Peacemaking: Communicating, Cooperation, Resolving Conflict Grades K-8* by Naomi Drew, ISBN#1-880396-42-4
- *Peace in The Classroom; Practical Lessons In Living for Elementary-Age Children* by Hetty Adams, ISBN# 1-895411-68-8

- *Peace Begins with Me: Empowering Children To Be Peacemakers, A Teachers Guide To The Holistic Orientation For Peace Education* by Vergilia Jim and Claire Langie with Anne Dolen, 1993 Oneness in Peace Spiritual Centre, 49 Main St., Germantown, NY (518) 537-5678
- *Peace: Thematic Unit* by Mary Ellen Sterling Teacher Created Materials, Inc., P.O. Box 1214, Huntington Beach, CA 92647 ISBN#1-55734-233-4
- *Peace-Making Skills For Little Kids (PreK-Kindergarten, Grade 1, Grade 2)* by Fran Schmidt and Alice Friedman Grace Contrino Abrams Peace Education Foundation, Inc, Miami Beach, FL
- *Peacemaker's ABCs for Young Children* by R.A. Janke and J.P. Peterson Ideas and Lesson Plans , Available from Creative Response to Conflict, Inc. P.O. Box 1481, Station B, Ottawa, ON K1P 5P6 Phone (613) 567-5044
- *PeaceWorks: Young Peacemakers Project Book II For Pre K-Elementary* by Kathleen Fry-Miller, Judith Myers-Walls and Janet Domer-Shank Brethren Press, 1451 Dundee Avenue, Elgin, Illinois, 60120
- *Starting Small: Teaching Tolerance in Preschool and Early Grades* Teacher Training Kit, Available free, one per school, by writing to Teaching Tolerance, 400 Washington Avenue, Montgomery AL, 36104
- *Teaching Students To Be Peacemakers* D.W. Johnson and R. Edina: MN: Interaction Book Co.
- *Teaching Peace in The Elementary Schools* by Barbara Gigler Meadow Homes Elementary School, 1371 Detroit Ave. Concord, CA, 94520
- *The Peaceful Classroom in Action: A K-6 Activity Guide on How to Create One and How To Keep It!* by Naomi Drew, Jalmar Press, ISBN#1-880396-61-0
- *Toward The Dignity Of All-A Handbook to Educate For Peace* by John A. Schmitt , Mount Horeb Middle School, 234 South First Street, Mount Horeb, WI, 53572

### General Peace Material

- *Bridging The Gap: Understanding Family Violence In a New Canadian Community - A Cross Cultural Training Module For Service Providers*, Produced by MISA, Nova Scotia, 1996
- *Developing Concepts Of Peace Through Children's Literature* by Mildred Haipt and Jane Cooke Education Department, College of New Rochelle, School of Arts and Sciences 29 Castle Place, New Rochelle, NY 10801
- *Dream-Makers, Peacemakers and Heroes: Teaching Old Values and New Visions* by Maureen Kushner, P.S. 132, Manhattan, 185 Wadsworth Ave., New York, NY 10033
- *Manual on Non-Violence and Children, Committee on Non-violence and Children, Philadelphia* Available from Creative Response to Conflict, Inc., P.O. Box 1481, Station B, Ottawa, ON K1P 5P6 Phone (613) 567-5044
- *Peace Education: A Bibliography Focusing on Young Children* By Rosemary Greiner, Resource Centre For Non Violence 515 Broadway, Santa Cruz, CA 95060
- *Peace: A Dream Unfolding, Essays, Case Studies, Quotations, Photos, Art* edited by Patrick Crean and Penny Kome, ISBN #0-87156-770-9
- *Peace and War: A First Sourcebook* by Chris Leeds Thornes, Cheltenham, 1987

- *Peace Scholars: Learning Through Literature, Grade 4* by Diane Carlebach and Catherine H. Dickmann, Available through Peace Education Foundation Project Peace Team of James Conger Elementary School, Channing St., Delaware, OH, 43015
- *Peace Scholars: Learning Through Literature, Grade 3* by Diane Carlebach, Available Through Peace Education Foundation Project Peace Team of James Conger Elementary School, Channing St., Delaware, OH, 43015
- *Tales From the Dragons Cave...Peacemaking Stories For Everyone* by Arlene Williams ,Available from Creative Response to Conflict, Inc. P.O. Box 1481, Station B, Ottawa, ON K1P 5P6 Phone (613) 567-5044
- *Talking To Children About Violence and other Sensitive and Complex Issues in The World* A free discussion guide for teachers and parents. Available at [www.esrnational.org](http://www.esrnational.org) (Educators For Social Responsibility) Project Peace
- *We Can Do It! A Peace Book for Children and Adults* by R. Morrison, R.M. Dehr Bazar, Available from Creative Response to Conflict, Inc. P.O. Box 1481, Station B, Ottawa, ON K1P 5P6 Phone (613) 567-5044

#### Conflict Resolution and Bullying Resources

- *A Teacher's Guide on Teasing and Bullying For Use With Students in Grades K-3* by M. Froschl, B. Sprung and N. Muller-Rindler New York: Educational Equity Concepts, Wellesley College Centre For Research on Women
- *CCRC's Friendly Classroom and Communities for Young Children: A Manual of Conflict Resolution and Resources* Priscilla Prutzman, Judith M. Johnson and Susan Fountain A manual for facilitators with activities for early childhood and primary children, Creative Response to Conflict P.O. Box 1481, Station B, Ottawa, ON K1P 5P6 Phone (613) 567-5044
- *CCRC's Friendly Classroom Mediation Manual: School Mediation from Planning to Practice( including Student Mediation Guide)* Judith M. Johnson and Priscilla Prutzman Includes scripts, articles and training material Available from Creative Response to Conflict, Inc. P.O. Box 1481, Station B, Ottawa, ON K1P 5P6 Phone (613) 567-5044
- *Conflict Resolution Cubes* For children and adults, cardboard cubes to develop conflict resolution skills Available from Creative Response to Conflict, Inc. P.O. Box 1481, Station B, Ottawa, ON K1P 5P6 Phone (613) 567-5044
- *Creative Conflict Solving For Kids* by Fran Schmidt and Alice Friedman, Peace Education Foundation, Miami, 1985
- *Creative Conflict Resolution (More Than 200 Activities for Keeping Peace in the Classroom, K-6)* William J. Kreidler, Good Year Books, Scott, Foresman and Company, Glenview, IL
- *Friendly Creatures Features: Puppet Shows and Conflict Resolution Workshops For Primary Grade Children* by Mary Finn and Rosemary Murray, Western N.Y. Peace Centre, 472 Emslie, Buffalo, NY 14212
- *Getting Through to Kids: Problem Solving with Children Ages 6 to 18* by Philip Mountrose A hands on manual for adults and kids, Available from Creative Response to Conflict, Inc., P.O. Box 1481, Station B, Ottawa, ON K1P 5P6 Phone (613) 567-5044

- *He Hit Me Back First!" Creative Visualization Activities For Parents And Teachers* by Eva Fugitt, D.,M.A. Available in French and English through CCRC Canada P.O. Box 1481, Station B, Ottawa, ON K1P 5P6 Phone (613) 567-5044
- *Peace Building Skills* by Lynne Namka, Ed. D. available on-line at: [members.aol.com/AngriesOut/skills.htm](http://members.aol.com/AngriesOut/skills.htm) Peace Grows, Inc., Akron, Ohio, 1987
- *Second Step, A Violence Prevention Program, Committee For Children: Leaders in Prevention Education* Web Site: [www.cfchildren.org/violence.htm](http://www.cfchildren.org/violence.htm) A school-based skills curriculum for preschool to junior high which addresses empathy, impulse control and anger management. Also has a family guide.
- *Tackling Bullying In Your School: A Practical Handbook For Teachers* by S. Sharp, and P. Smith London: Routledge
- *Talk it Out* by Barbara Porro Conflict Resolution in Elementary classrooms, Available from Creative Response to Conflict, Inc. P.O. Box 1481, Station B, Ottawa, ON K1P 5P6 Phone (613) 567-5044
- *The Friendly Classroom For a Small Planet: Children's Creative Response To Conflict Program* by Priscilla Prutzman, Lee Stern, M. Leonard Burger, Gretchen Bodenhamer New Society Publishers
- *The Bully Proof Program, The Legend of The Bullyproof Shield, A Puppet Show and Rap Opera* The kit, complete with script, puppets, soundtrack, video and teachers guide is distributed by Future Wave Phone (505) 982-8882
- *Why is Everybody Always Picking On Me: A Guide To Handling Bullies*, Atrium Publications, Middlebury, VT

### Organizations

- *AIKIDS*, Web Site: [www.amnesty-usa.org/aikids/](http://www.amnesty-usa.org/aikids/) Amnesty International site for children which teaches about this grassroots human rights organization, headquartered in London, UK. The site has games, activities, a letter-writing guide and information about card and letter actions.
- *Alberta Safe and Caring Schools, "First Things First...Our Children"* An initiative by the Alberta Minister of Education to examine issues, develop and share resources. Web Site: [ednet.edc.gov.ab.ca/safeschools/](http://ednet.edc.gov.ab.ca/safeschools/)
- *Artists Against Racism*, Box 54511, Toronto, ON M5M 4N5 Phone: (416) 410-5631, Web Site: [www.ArtistsAgainstRacism.com](http://www.ArtistsAgainstRacism.com) , E-mail: [aar@idirect.com](mailto:aar@idirect.com)
- *Astral Drive Elementary Peer Mediators*, 236 Astral Drive, Dartmouth, NS Phone: (902)462-8500 and Fax: (902) 462-8600, E-mail: [kmyers@staff.ednet.ns.ca](mailto:kmyers@staff.ednet.ns.ca)
- *Canadian Voice of Women For Peace*, 761 Queen Street West, Toronto, ON , M6J 1G1 Phone: (416) 603-7915 and Fax: (416)603-7916, E-mail: [vow@interlog.com](mailto:vow@interlog.com)
- *Canadian Youth Rights and Justice Committee*, 7832 Querbes Street, Montreal, Quebec Phone: (514)830-3565 and Fax: (514) 830-3563, E-mail: [stamatgeorge@justice.com](mailto:stamatgeorge@justice.com)
- *Canadian Peace Research and Education Association*, Web Site: [www.msvu.ca/pax/cprea.htm](http://www.msvu.ca/pax/cprea.htm)

**To advance research and promote education in peace issues:**

- *Canadian Centres for Teaching Peace* Box 70, Okotoks, AB T0L 1T0, Phone: (403) 938-5335 and 1-800-574-7126, Fax: (403) 938-4117, Web Site: [www.peace.ca](http://www.peace.ca) E-mail: [stewartr@peace.ca](mailto:stewartr@peace.ca) Web based resource centre with news, resources, and links. Canadian content.
- *Creative Response to Conflict, Inc.* Canada, P.O. Box 1481, Station B, Ottawa, ON K1P 5P6 Phone (613) 567-5044
- *Creative Response to Conflict, US, and Children's Creative Response to Conflict* Box 271 521 North Broadway, Nyack, New York 10960, Phone: (845)353 1796, Fax: (845)358 4924 Website: [www.ccrccglobal.org](http://www.ccrccglobal.org) E-mail: [ccrcnyack@aol.com](mailto:ccrcnyack@aol.com) Formed by Quakers in 1972 in New York and 1983 in Ottawa, this group provided workshops, training, publications, curricula to help teach skills of non-violent conflict resolution.
- *Educators for Social Responsibilities*, 23 Garden Street, Cambridge, MA 02138 Phone: (617)492-1764 or 800 370 2515, Web Site: [www.esrnational.org](http://www.esrnational.org) Provides resources and training for educators, parents, administrators and community members. A catalogue is available on request
- *Global Youth Action Network* [www.youthlink.org](http://www.youthlink.org) Collaboration among youth and youth serving agencies to share information, resources and solutions. Has links to conferences and events
- *Morris Winchevsky School*, 585 Cranbrook Ave., Toronto, ON, M6A 2X9 Phone: (416)789-5502 and Fax: (416)789-7981, Web Site: [www.cpol.com/mws](http://www.cpol.com/mws), E-mail: [mws@cpol.com](mailto:mws@cpol.com)
- *The League of Peaceful Schools* 1326 Bedford Highway, Bedford, Nova Scotia B4A 1C9 Phone: (902) 832-4392 and Fax: (909) 832-4399 Website: [www.leagueofpeacefulschools.ns.ca/](http://www.leagueofpeacefulschools.ns.ca/) E-mail: [caviccmj@staff.ednet.ns.ca](mailto:caviccmj@staff.ednet.ns.ca) Provides support and recognition to schools who have committed to creating a safe and peaceful environment for students
- *Peace Research Institute*, 25 Dundas Avenue, Dundas, ON L9H 4E5 Phone: (905) 628-2356 and Fax: (905) 628 -1830

**Peace Education**

- *A Special Internet Group of The American Educational Resource Association* This organization promotes peace education through a newsletter, discussion, links, scholarly papers. The resources and links are thorough and up to date. Web Site: [www.unf.edu/~astomfay/index.htm](http://www.unf.edu/~astomfay/index.htm)
- *Peace Education Foundation*, 1900 Biscayne Boulevard, Miami, Florida 33132-1025 800-749-8838, [www.PeaceEducation.com](http://www.PeaceEducation.com) Offers training programs, curricula and peace-related products
- *Peace By Peace, Peace and Conflict Studies Program*, University of Toronto Phone: (416)978-2485, Web Site: [www.welcome.to/peacebypeace](http://www.welcome.to/peacebypeace) E-mail: [ashllie@hotmail.com](mailto:ashllie@hotmail.com)
- *Peace Pals, The World Peace Prayer Society*, RR1, Box 118 Benton Road, Wassaic, NY, 12592 Phone (914) 877-6093 Fax (914) 877-6862 [members.aol.co/pforpeace/peacepals/project2.htm](http://members.aol.co/pforpeace/peacepals/project2.htm)
- *Teaching Tolerance, A Project of The Southern Poverty Law Centre* 400 Washington Avenue, Montgomery, AL 36104 Phone: (334)241-0726, Fax: (334)264-3121 Web Site [www.teachingtolerance.org](http://www.teachingtolerance.org) Provides free and lost cost materials to promote interracial and intercultural understanding in K-12 classrooms. Also publish a free magazine to teachers who write on school letterhead. Some publications include *One World Poster Set*, *Responding To Hate at School*, and *101 Tools for Tolerance*.



- *The Institute For Peace and Justice*, 4144 Lindell Blvd. #408, St. Louis, MO, 63108, Phone: (314) 533-4445, Fax: (314) 715-6455 E-mail: [ipj@ipj-ppj.org](mailto:ipj@ipj-ppj.org), Website: [www.ipj-ppj.org](http://www.ipj-ppj.org)  
This is an independent, not for profit organization which creates resources, provides learning experiences at all levels. One initiative is *Families Against Violence Advocacy Network*. Another is *Parenting for Peace and Justice Network*.
- *The Peace Games Program, Youth Empowering Youth and The Peace and Conflict Society*, University of Toronto, Web Site: [www.interlog.com/~paxgames/](http://www.interlog.com/~paxgames/)
- *The Peace Pilgrim Homepage and Friends of Peace Pilgrim* 43480 Cedar Ave. Hemet, CA 92544 909 927 7678
- *The Lion and The Lamb Peace Arts Centre*, Bluffton College, Bluffton OH, 45817 Phone (419) 358-8015
- *The Network Interaction For Conflict Resolution*, Conrad Grebel College University of Waterloo, Waterloo, ON N2L 3G6, Phone: 519 885 0880 and Fax: 519 885 0806 Web Site: [www.nicr.ca](http://www.nicr.ca), E-mail: [nicr@nicr.ca](mailto:nicr@nicr.ca)
- *Tree of Peace Society*, Cook Rd. RR1, Box 188c Hogansburg, NY, 13655 (518) 358 2641, [www.treeofpeace.org](http://www.treeofpeace.org) A place to learn the story of the great peacemaker who inspired the warriors of 5 nations to bury weapons under the Sacred Tree of Peace.
- *We The People's Initiative*, [www.wethepeoples.org](http://www.wethepeoples.org) A co-operative movement of existing organizations and projects working to make peace a reality in 21st century
- *World Peace Project for Children*, PO Box 1253 Issaquah, WA 98027-1253 Phone (425) 391-3745 Fax (425) 391-4797 E-mail: [worldpeace@sadako.org](mailto:worldpeace@sadako.org), Web Site: [www.sadako.org](http://www.sadako.org) Non profit organization dedicated to Peace Education for children through art, music, volunteerism. Resources available include Peace education Kit based on Sadako and 1000 cranes.
- *YMCA Canada* 180 Argyle Ave. Suite 309, Ottawa, ON, K2P 1B7, Phone (613) 233-5647 Fax (613) 233-3096

### Magazines and Bulletins

- *Forum*, Triannual newsletter of Educators for Social Responsibility Membership Coordinator of ESR, 23 Garden Street, Cambridge, MA, 02138 Phone 1-800-370-2515, E-mail: [educators@esrnational.org](mailto:educators@esrnational.org) Available free with membership in ESR
- *New Internationalist*, 35 Rivera drive, Unit 17, Toronto, ON, L3R 8N4 Phone (416) 946-0406
- *Peacemaking For Children*, Peacemaking Associates, 2437 N. Grant Blvd. Milwaukee, WI Phone (414) 445-9736
- *Sharing Space*, Published three times a year, Subscribe by contacting Creative Response To Conflict, Box 271, 521 North Broadway, Nyack, NY 10960, Phone: (914) 353-1796, Fax: (914) 358-4924 E-mail: [ccrcnyack@aol.com](mailto:ccrcnyack@aol.com)
- *Teaching Tolerance*, Twice a year, free to teachers who request it on school letterhead Contact (334) 264-3121

### Books For Children

- *Big Words For Little People* by Donna Lugg Pape, Illustrated by Lorraine Arthur, The Standard Publishing Company, Cincinnati OH



- *Children as Teachers of Peace* by Gerald G. Jampolsky, Celestial Arts, 1986
- *Counting on Peace* by Robert Alan Silverstein, E-Books available at People For Peace ([www.people4peace.com](http://www.people4peace.com))
- *Cats and Dogs* by Robert Alan Silverstein, E Books available at People For Peace [www.people4peace.com](http://www.people4peace.com)
- *Hiroshima No Pika* by Toshi Maruki, Lothrop, Lee and Sheppard Books, New York
- *How The Children Stopped Wars* by Jan Wahl, Avon Books, 1969
- *Kids Creating Circles Of Peace: A Book of Story Starters and Activities For All Kids Who want To Build Peace* By Anne Marie Witcher Hansen and Susan Vogt, Families Against Violence Advocacy Network ISBN #0 912765178 Call (314) 533-4445 Website: [www.ipj-ppj.org](http://www.ipj-ppj.org)
- *Let The Celebrations Begin!* by Margaret Wild and Julie Vivas. (Also published as *A Time For Toys* KidsCan Press, Toronto, 1991) About celebrating liberation from a concentration camp
- *Lily's Purple Plastic Purse* by Kevin Henkes, Greenwillow Books, NY 1996 About Conflict Resolution
- *On The Wings Of Peace* edited by Sheila Hamamaka Morrow Jr. Books (All proceeds go to furthering the cause of peace)
- *Peace Begins With You* by Katherine Scholes Sierra Club Books, Little Brown and Co. ISBN 0316 774405 Talks about what peace is and isn't.
- *Peace Wheels 2* by Robert Alan Silverstein, E Books available at People For Peace [www.people4peace.com](http://www.people4peace.com)
- *Peace Pals Activity Guide for Children*, Peace Pals Team, c/o WPPS R.R.1, Box 118 Benton Road, Wassaic NY 12592
- *Peace on The Playground: Non-violent Ways of Problem Solving* by Eileen Lucas, ISBN# 0-531-20047-7
- *Peace Is* by Robert Alan Silverstein, E Books available at People For Peace [www.people4peace.com](http://www.people4peace.com)
- *Peace Tales* by Margaret Read Macdonald, Linnet Books, Hampden, CN 1992 Folktales and proverbs to provoke discussions of war and peace
- *Peaceable Kingdom* by Robert Alan Silverstein, E-Books available at People For Peace [www.people4peace.com](http://www.people4peace.com)
- *Peacetimes* by Katherine Scholes and illustrated by Robert Ingpen, ISBN # 0-85572-188-X
- *Roots of Peace, Seeds of Hope* by Maggie Steincrohn Heartsong Books, P. O. Box 370, Blue Hill, Maine, 04614
- *Samantha Smith: A Journey For Peace* by Anne Galichich, Dillon, Minneapolis, 1987
- *Sami And The Time Of The Troubles* by Florence Parry Heide, Clarion Books, NY 1992 About a Lebanese boy during war.
- *The Story Of Ferdinand* by Munro Leaf, The Viking Press, NY 1936 About a bull who prefers flowers to fighting
- *The Butter Battle Book* by Dr. Seuss, Random House, NY 1984
- *The Eagle Story*, Centre for Violence Interruption, TASC Inc., 1500 North Halsted Chigago, IL 60622

- *The Big Book For Peace*, Ann Durrell and Marilyn Sachs, Editors, Designed by Jane Byers Bierhorst E.P. Dutton, New York, 1990 (All royalties go to further the cause of peace)
- *The Secret of The Peaceful Warrior* by Dan Millman, H.J. Cramer, Inc. 1991
- *Why Do Wars Happen?* by Don Slater, Gloucester, 1988
- *Working For Equality* by Fiona MacDonald, Franklin Watts, New York, 1988

### Music and Video Resources

- *All For Freedom, Sweet Honey in The Rock*, Music For Little People, Redway, CA
- *Children's Songs For a Friendly Planet(K-6)*, Evelyn Weiss, Priscilla Prutzman and Nancy Silber Educators For Social Responsibility, New York, Available from CCRC Canada
- *Let There Be Peace On Earth* by Sy Miller, and Jill Jackson, Shawnee Press, Delaware Water Gap, PA
- *Light One Little Candle* by George Mysels, and Roach J. Maloy, Shawnee Press, Delaware Water Gap, PA
- *One Light, One Sun* by Raffi, Troubador Records
- *One Fine Day*, Words and Music by Mary Donnelly
- *Peace by Peace* by Sally Rogers, Kids Records, Toronto, ON
- *Reach Out For Peace* by Lorraine Milne, Words and music in Sing Sing Sing
- *Sadako and the Thousand Paper Cranes*, sung in Japanese and English, written by Michiko I. Pumpian Dream Come Through Productions
- *Sing For Peace*, Produced by ABC Education, Australia, ISBN#0-642-12979-7
- *Sing About Martin*, Words and Music by Miss Jackie Weissman
- *Sniggles, Squirrels, and Chicken Pox Original Songs With Activities*, "Miss Jackie" Weissman ISBN#939514-06-0
- *Songs For Peacemakers* by Nass and Cass, Educational Activities, P.O. Box 392, Freeport, NY, 11520 Phone (800)79 PEACE
- *Teaching Peace by Grammar*, Smilin Atcha Music, Inc., P.O. Box 446, Chester, NY, Phone (914) 469 9450
- *World Peace: The Children's Dream* (CD and Cassette), Cheryl Melody, A Multicultural cd/cassette, inspired by *One Day In Peace*, on-line picture book by Steve Diamond and Robert Alan Silverstein Available on World Peace 2000 web site



# CONVENTION ON THE RIGHTS OF THE CHILD



## CONVENTION ON THE RIGHTS OF THE CHILD

### PREAMBLE

#### THE STATES PARTIES TO THE PRESENT CONVENTION,

*Considering* that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

*Bearing in mind* that 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,

*Recognizing* that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed 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,

*Recalling that*, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

*Convinced that* the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

*Recognizing* that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

*Considering that* the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

*Bearing in mind* that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

*Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "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",*

*Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,*

*Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,*

*Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,*

*Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,*

*Have agreed as follows:*

## **ARTICLE 1**

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier.

## **ARTICLE 2**

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

## **ARTICLE 3**

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

#### **ARTICLE 4**

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

#### **ARTICLE 5**

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

#### **ARTICLE 6**

1. States Parties recognize that every child has the inherent right to life.

2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

#### **ARTICLE 7**

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

**ARTICLE 8**

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.
2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to speedily re-establishing his or her identity.

**ARTICLE 9**

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.
4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

**ARTICLE 10**

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.



2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 2, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

#### ARTICLE 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

#### ARTICLE 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

#### ARTICLE 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary: (a) For respect of the rights or reputations of others; or (b) For the protection of national security or of public order (ordre public), or of public health or morals.

#### ARTICLE 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent

with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

#### **ARTICLE 15**

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

#### **ARTICLE 16**

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

#### **ARTICLE 17**

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall: (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29; (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources; (c) Encourage the production and dissemination of children's books; (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous; (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

#### **ARTICLE 18**

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case

may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

## ARTICLE 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

## ARTICLE 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, *inter alia*, foster placement, *kafalah* of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

## ARTICLE 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall: (a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with

applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary; (b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin; (c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption; (d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it; (e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

## ARTICLE 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

## ARTICLE 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parent or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

4. States Parties shall promote, in the spirit of international co-operation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

#### ARTICLE 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures: (a) To diminish infant and child mortality; (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care; (c) To combat disease and malnutrition, including within the framework of primary health care, through, *inter alia*, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution; (d) To ensure appropriate pre-natal and post-natal health care for mothers; (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breast-feeding, hygiene and environmental sanitation and the prevention of accidents; (f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

**ARTICLE 25**

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

**ARTICLE 26**

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

**ARTICLE 27**

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

**ARTICLE 28**

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: (a) Make primary education compulsory and available free to all; (b) Encourage the development of different forms of

secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need; (c) Make higher education accessible to all on the basis of capacity by every appropriate means; (d) Make educational and vocational information and guidance available and accessible to all children; (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

## ARTICLE 29

1. States Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own; (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

## ARTICLE 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.



**ARTICLE 31**

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

**ARTICLE 32**

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular: (a) Provide for a minimum age or minimum ages for admission to employment; (b) Provide for appropriate regulation of the hours and conditions of employment; (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

**ARTICLE 33**

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

**ARTICLE 34**

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent: (a) The inducement or coercion of a child to engage in any unlawful sexual activity; (b) The exploitative use of children in prostitution or other unlawful sexual practices; (c) The exploitative use of children in pornographic performances and materials.

**ARTICLE 35**

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

**ARTICLE 36**

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

**ARTICLE 37**

States Parties shall ensure that: (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age; (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time; (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances; (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

**ARTICLE 38**

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

**ARTICLE 39**

States Parties shall take all appropriate measures to promote physical and psychological recovery and

social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

#### ARTICLE 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that: (a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed; (b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees: (i) To be presumed innocent until proven guilty according to law; (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians; (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality; (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law; (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used; (vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular: (a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law; (b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care

shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

#### **ARTICLE 41**

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in: (a) The law of a State Party; or (b) International law in force for that State.

**Articles 42 to 54 are of an administrative nature and therefore have not been reproduced in this reproduction.**

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- The Way We Are: A Cross Cultural Education Reader
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