

INTRODUCTION



Kids Inclusive



For every child,
Health, Education, Equality, Protection
ADVANCE HUMANITY





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Introduction



Everyone knows what it feels like to be left out. But for many children around the world exclusion is a part of daily life. Children face prejudice and discrimination for many different reasons: because of their gender, their origins, their disability or illness, because they are unable to live with their parents or simply because they are poor. The process of exclusion may even begin before they are born. The growing minds and bodies of millions of unborn children are severely impacted by the extreme poverty faced by girls and women throughout the world.

Poverty is both a cause and consequence of exclusion and discrimination. Poverty is notoriously intergenerational, unless the younger generation is given the opportunity to obtain an education, poor parents are likely to have children who also grow up poor. But discrimination and prejudice are not inevitable. No one is born intolerant. The media, peer groups, family members and education systems all shape the way each individual thinks and feels about other people. They may be responsible for promoting and sustaining prejudice and discrimination but they can also help to fight it. Youth groups and educational institutions can take the initiative to give young people the opportunity to address these important issues and work with them to rise above intolerance and injustice.

It will not be easy to encourage young people to share their thoughts and feelings and to be open to behaviour change. Those who do manage to overcome their own prejudices will have a very valuable contribution to make to the society they live in. They should also be encouraged to look beyond their own communities to recognise what is happening in the wider world. Young people can be empowered by knowledge. It is not enough however, to provide them with information on discrimination. They should also learn how they can do something positive to fight prejudice and encourage inclusive behaviour. These opportunities must be grasped now in order to effect real change in the future.

The global commitment, by governments, to address child poverty and discrimination will not be effective without the support of young people. We could try to ignore these difficult issues, or we could become actively involved. If the growing awareness of young people on global issues is directed positively it will be possible to bring about positive change for future generations. The choice is our, but the future is not ours alone.



Kids Inclusive toolkit

Background

The Kids Inclusive toolkit was inspired by the demands of teachers and youth workers working in partnership with UNICEF National Committees¹ throughout the industrialised world. These professionals voiced their concerns with the negative media portrayal of global cultural differences in the wake of 9/11 terrorist attack in the U.S.A. Such fears and prejudice remain with us today. The Kids Inclusive toolkit is intended to be resource for people who want to inspire young people to actively oppose discrimination in any form.

The Kids Inclusive toolkit is structured around the key theme of exclusion. Simulation exercises and stories from children who have faced exclusion are used to encourage young people to empathise with other who may have lived lives very different from their own. It has been designed for a target group of children aged between 10 – 17 years. The Kids Inclusive toolkit offers a choice of more than 40 hours of thought provoking, stimulating activities. Additional units offer young people guidance on basic research methods; tips on how to become involved with the media and how to pursue innovative actions that may draw public attention to the plight of excluded children world-wide.

The subject matter included in this toolkit will need to be handled sensitively by teachers and other professional facilitators and will work best if used by individuals who are personally concerned and interested in the issues raised. Young people, and adults, inspired to become involved in further action, should contact their UNICEF National Committee for support, advice and further materials.

A critical component of the work conducted by National Committees lies in the field of Education for Development. This provides a vital “connect” opportunity for children and young people to explore how the rights of their global peers are being addressed and sustained through UNICEF programmes of co-operation world-wide.



What is being done to combat exclusion and discrimination world-wide?

Global Commitment to Combat Exclusion and Discrimination

In May 2002, world leaders, international organisations and children met at the UN General Assembly for the first ever UN Special Session devoted entirely to children. The resulting outcome document “A World Fit for Children”, is a compelling “to-do” list, not only for governments, but for all partners in society – families, schools, religious institutions, businesses and the media.

What did they pledge to do to end discrimination?

A World Fit for Children

If a child experiences discrimination of any kind it sets them apart from everyone else and makes it difficult for the child to develop to the fullest. We will do our best to stop discrimination against children.

General Inclusion

Each country must aim to reduce the differences between different groups of children, especially differences that exist because of:

- discrimination on the basis of race,
- differences between girls and boys,
- differences between children who live in rural areas and those who live in towns and cities,
- differences between rich and poor children
- differences between children with and without disabilities

Inclusion of children with disabilities

We will do everything we can to make sure all children with disabilities and special needs have full and equal rights and freedoms – including access to health, education and recreational services. We will ensure their dignity is recognised, help them to get by on their own and make sure they can actively participate in their communities.

Inclusion for children from different ethnic and minority groups

We will do what is needed to end discrimination, to provide special support, and to ensure equal access to services for indigenous children, vulnerable groups of children and children belonging to minorities, including those with different religious, or other beliefs.

Inclusion of girls and women

Achieving what we want for children, especially for girls, will be easier if women:

- Fully enjoy all human rights and freedoms, including the right to development.
- Are able to participate fully and equally in all aspects of society.
- Are protected from all forms of violence, abuse and discrimination.

We are determined to eliminate all forms of discrimination against girls. We want ensure that all her human rights are protected, including the right to be free from harmful practices, sexual exploitation and situations that force her to do things against her will. We will promote equality between the sexes and make sure girls have equal access to social services like education, nutrition, healthcare, including sexual and reproductive healthcare, vaccinations and protection from diseases.

Inclusion of boys and men

We realise that we need to address the changing role of men in society. We recognise the challenges facing boys in the world today. We will encourage parents to share the responsibilities of educating and raising children. We will do everything we can to make sure that fathers have opportunities to participate in their children’s lives.



UNICEF United Nations Children's Fund

Who are UNICEF?

UNICEF was created in 1946 to help children in Europe and Asia after the Second World War. The name UNICEF first stood for United Nations International Children's Emergency Fund. After the Second World War emergency was over, UNICEF found there was still a great need to help children all over the world, so in 1953, it became the United Nations Children's Fund – still known as UNICEF today.

How is UNICEF different from other UN organisation?

UNICEF is one of the few U.N. agencies that is 100 per cent voluntary funded.

What is UNICEF's 'Job Description'?

UNICEF is authorised, by the United Nations, to promote the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential.

UNICEF is committed to ensuring special protection for the most disadvantaged children – victims of war, disasters, extreme poverty, all forms of violence and exploitation and those with disabilities.

UNICEF responds in emergencies to protect the rights of children. In coordination with United Nations partners and humanitarian agencies, UNICEF responds rapidly to relieve the suffering of children and those who provide their care.

What are UNICEF doing now?

Today UNICEF works in over 162 countries, areas and territories to find lasting solutions to problems facing children and their families. For the period 2002-2005 the five main priorities are: Girls Education, Early Childhood Care & Development, Immunisation, HIV/AIDS and Child Protection.

“We will put children at the heart of every agenda and ensure that the voice of children is heard. We will expose disparities, confront discrimination and end violations of children's rights”.

Introduction



Convention on the Rights of the Child

The Convention for the Rights of the Child recognises that every child is born with the fundamental freedoms and inherent rights of all human beings – civic, political, economic, social and cultural. Exclusion from society – for any reason – is a denial of child rights.

Articles from a Child Friendly Version of the Convention are printed here for quick reference. For a full version of all CRC articles please refer to www.unicef.org

<p>Article 1: Everyone under 18 has these rights.</p>	<p>Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	<p>Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p>
<p>Article 4: The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.</p>	<p>Article 5: Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p>	<p>Article 6: You have the right to be alive.</p>
<p>Article 7: You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</p>	<p>Article 8: You have the right to an identity - an official record of who you are. No one should take this away from you.</p>	<p>Article 9: You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.</p>



<p>Article 10: If you live in a different country than your parents do, you have the right to be together in the same place.</p>	<p>Article 11: You have the right to be protected from kidnapping.</p>	<p>Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.</p>
<p>Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p>	<p>Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	<p>Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p>
<p>Article 16 You have the right to privacy.</p>	<p>Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p>	<p>Article 18 You have the right to be raised by your parent(s) if possible.</p>



<p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	<p>Article 20 You have the right to special care and help if you cannot live with your parents.</p>	<p>Article 21 You have the right to care and protection if you are adopted or in foster care.</p>
<p>Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.</p>	<p>Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p>	<p>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p>
<p>Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p>	<p>Article 26 You have the right to help from the government if you are poor or in need.</p>	<p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p>



<p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>	<p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	<p>Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p>
<p>Article 31 You have the right to play and rest.</p>	<p>Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p>	<p>Article 33 You have the right to protection from harmful drugs and from the drug trade.</p>
<p>Article 34 You have the right to be free from sexual abuse.</p>	<p>Article 35 No one is allowed to kidnap or sell you.</p>	<p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p>



<p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p>	<p>Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</p>	<p>Article 39 You have the right to help if you've been hurt, neglected or badly treated.</p>
<p>Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.</p>	<p>Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.</p>	<p>Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p>
<p>Articles 43 to 54 These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.</p>		

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Using the Toolkit

The Kids Inclusive tool kit has been structured around the following four central themes of exclusion and discrimination:

- Module 1: General Exclusion
- Module 2: Gender Discrimination
- Module 3: Disability Discrimination
- Module 4: Origin & Belief Discrimination

Each module presents a series of activities which provide:

- A simulation experience of the exclusion theme to build empathy.
- A range of first-hand accounts of exclusion experienced by children around the world with reference to key articles of the CRC and UNICEF's work.
- A challenge to stereotypes through the use of provocative quotations by famous individuals, media analysis and presentation of hard facts.
- An active learning experience to determine factors underlying exclusion and discrimination.
- A challenge for young people to apply their learning through local research, engagement with the local media and public campaign actions in support of UNICEF's on-going work.

The tool kit also contains supplementary modules to guide:

- Local research and project planning
- Working with the media
- Public campaign action and fundraising ideas
- Calendar with commemorative dates linked to exclusion & discrimination themes

The tool kit includes more than 40 hours of thought provoking activity, with plenty of scope for extra-curricula work. The kit is intended for use as a whole package due to extensive use of cross-module referencing but also because of the mutually reinforcing nature of each exclusion theme and the need to develop a holistic understanding of complex issues.

What part can schools play?

Schools are where many young people meet exclusion, in various forms, for the first time in their lives. Each school should have its own plan to combat inequitable access, unfair treatment and all forms of abuse, including violence. Instead of seeing schools as part of the problem, we must start thinking of them as a means to help build a more humane and tolerant society. A school, or youth centre, that has banned discrimination within its own walls, and that manages to develop an understanding of equity among both teachers and students, may well be a society's best ally in the fight against prejudice, intolerance and discrimination.

Users guide

1

Activities

Each activity and items related to that activity are clearly identifiable by the round circle with the number of the activity in it.



Aims

Describe the learning objective of each activity, with an indication of the age-appropriate target group.



Materials

The activities clearly list the materials required – these will either have to be sourced by the facilitator, e.g. sheets of paper, magazines, glue etc. or consist of documents for photocopying that can be found immediately after the activity. Other relevant material, such as stories, are clearly marked and found in other sections of the pack.



Time

Most activities can be completed in one hour. Some however will require some research that will have to be done at home. The activity can be continued in another session. The time frame for each activity is clearly marked.



Methods

1. **Working in groups:** You may wish to specify the composition of the groups to avoid any participants being left out. Try to arrange groups of young people who don't usually work together. Be sensitive to the issues being addressed and to the fact that some young people in the group may have first hand experience of them.
2. **Role play:** Be aware that some young people do not like performing in front of others, encourage participants to take part without forcing anyone.



Debriefing and evaluation

1. After each activity there will be an opportunity to go over the activity with the participants and address their questions and concerns.
2. For group discussions, make sure that all the participants in the group have their say. One way to do this is to give everyone three cotton buds (or other tokens such as beads). Every time someone speaks (this can include speaking to a neighbour!) they must hand over a cotton bud (a hat or box is useful for collecting them). If someone speaks for too long they may lose two or even three cotton buds in one go!

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Variations

Suggestions on how the activities can be adapted to suit different abilities or age groups are included. There are two categories 10 to 13 and 14 to 17. However you may wish to further adapt the activities according to local concerns and materials available.



Follow-up

Some of the activities include a follow-up section; this involves either reading a story, which illustrates the issues addressed in the activity, doing research on the subject or developing ideas for action. They can either be included as part of the activity, if time permits, or carried out as project or home work.

Reality Check

These stories have been carefully selected and adapted to give an insight into children's lives around the world. They are here to support an activity or they could be used independently. The stories are used to represent real situations that young people face; they are based on true stories, but some are a combination of more than one person's experience.

Further Information

A list of Internet sites, provides further information on the issues tackled during the activity, some sites offer young people an opportunity to add their contribution.

Glossary

Each unit includes a glossary of some of the more difficult words.

Endnotes

The endnotes contain all references within the module plus a range of valuable web site references which may provide further guidance for learning, local research and public campaign action.

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Photo set

Each module includes thought provoking photographs on each of the themes. These images can be used for the following activities.

- Look at the photograph and paint a picture that expresses how you feel about it.
- Describe what you think the mood in the photograph is, e.g. happy, sad, frightened.
- Pretend to be one of the children and identify with him or her. Where are you? Who are you? What are you doing? Who are you with?
- Choose a photograph and write a poem or a story about it.
- Choose a photograph and explain what has been going on just before the picture was taken and what will happen afterwards.
- Take each photograph from the photo set and choose a CRC article which best summarises the image.
- Choose one photograph to develop a poster with a message about discrimination or exclusion, add a quote or slogan to the image.
- Read the media tips on photography; look at the pictures in the photoset to see if these rules apply, what could have been done to improve the photograph?



Art work

Allow participants to express their feelings on the subject of a module or activity through the arts. This activity could be combined with some form of public exhibition or action, particularly when a large outdoor setting is required.

- Draw feelings and create an animation
- Create a collage
- Create a cartoon
- Use a variety of material to create a sculpture
- Take a photograph to express a theme (see media tips)
- Choreograph a dance
- Create a video (see media tips)
- Write a song and compose the music

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Further Action

This is a list of suggestions ideas for fundraising, awareness raising campaigns and projects that young people can become actively involved in. This section also includes a list of Internet sites. Some of the sites will provide further information on the issues, others are sites where young people can participate and add to the site.

Research Tips

Provide young people with useful information on how to get started with their campaign. It describes what research should be undertaken and gives tips on formulating questionnaires and giving interviewing.

Media Tips

One way to get children involved is through a media activity, this could be writing an article, conducting poll surveys, taking photographs, making a short film or getting involved in radio and television. The media tips provided in this pack aim to give young people a few pointers in exploring these domains. Users are urged to visit the MAGIC site on the UNICEF web page for more extensive links to children and media initiatives (see www.unicef/magic/).

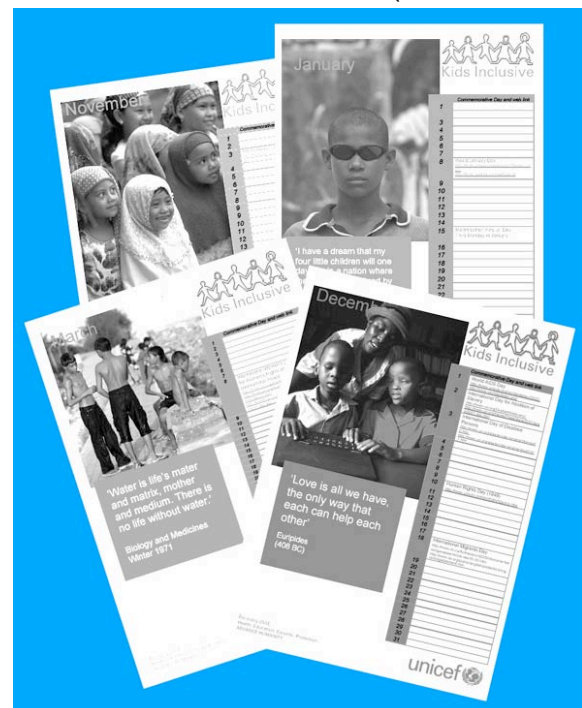
Calendar of important dates

Included in this pack is a 12 month generic calendar providing important international dates of commemorative events linked to exclusion and discrimination themes. There is plenty of space to add local commemorative dates consistent with the themes of the tool kit.

Quotes, articles and facts

On the Reality check sheets there are boxes with famous quotes, relevant CRC articles and important facts to illustrate specific issues. Ask the participants to:

- illustrate the quotes;
- illustrate the articles;
- illustrate the facts;
- research other important quotes and facts to add to the list;
- use some of the facts or quotes to hold a class debate on a given issue.



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Guide to 'Reality check' stories -

These stories can be used independently or to support.



Exclusion – unit 1

Title	Theme
Passport to a better future	Birth registration
It's not easy	Child headed families/HIV AIDS
On the street	Street kids
Locked up	Children in detention
On top of the world	Children in institutions
I would like to go home	Children and war
A small gesture	Friendship



Gender – unit 2

Title	Theme
Dream a little dream for me	Girls education
Fighting the odds for an education	Child labour
Bought and Sold	Trafficking
A hotline to help	Domestic violence



Disability – unit 3

Title	Theme
Autumn leaves	Views on mental disabilities
Life's good when you are in it	Right to life
The Campaigner	Importance of Immunisation
Dare to care	Care for a disabled sibling
Seeing what I see	Dyslexia story
The tragedy of landmines	Damage that landmines cause to children
Listen to me!	Right to be heard



Belief and Origin – unit 4

Title	Theme
Behind bars	Asylum seeker/refugee
A job for me	Discrimination against Ethnic minorities
Racism and terrorism	Post 9/11 Racism and terrorism
All together now	Interfaith groups
Proud of two cultures	Multicultural Society
A sporting chance	Racism in Sport

Media tips

We are more than the future	Children and the Media
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Introduction

Guide to Activities



Introduction

	Title	Activity Type	Theme
①	Like you like me	Warm up	Similarities and differences
②	The Rights Categories	Warm up	CRC Rights
③	Force the circle	Warm up	Exclusion thought behaviour traits



Exclusion Unit 1

①	Childs life cycle Game	Simulation	Exclusion when full potential denied
②	Break the stereotype	Simulation	Stereotypical representation
③	A step in life	Simulation	Social inequalities
④	Social justice	Simulation	Exclusion through lack of resources
⑤	Bullying- What can we do?	Action	Bullying



Gender Unit 2

	Title	Activity Type	Theme
①	Sex-role stereotypes	Simulation	Consequence of gender stereotyping
②	Did you say girl?	Informative	Examines areas of gender discrimination
③	Same work, different pay	Simulation	Gender inequalities in the workplace
④	The myth about girls	Informative	Examines perception held about girls
⑤	Domestic affairs	Action	Domestic violence



Disability Unit 3

	Title	Activity Type	Theme
①	See the ability	Simulation	Experience of having a disability
②	What do you see?	Informative	Exploring perceptions of disabled children
③	The story of two communities	Informative	Examines attitudes towards HIV/AIDS
④	Free fall writing	Action	Expressing feeling in verse
⑤	How, how, how?	Action	Examining ways to make action achievable



Belief and Origin Unit 4

	Title	Activity Type	Theme
①	Pack of cards	Informative	Looks at how someone becomes a refugee
②	The 'Quest' game	Simulation	Examines hurdles faced by refugees
③	I believe you believe	Research	Religious tolerance
④	Cross culture trail	Action	Different cultural influences in our own society
⑤	Dear Friend	Action	Examines different religious beliefs
⑥	Sport units, racism divides	Action	Examines racism through sport

Introduction



Like you, like me²



Aims

- Recognise similarities in a group. Used as an icebreaker and name-learning device for new groups (in this case use name badges).



Materials

- Name badges – masking tape and pens



Time 15 minutes



Method

1. Ask everyone to sit in a big circle. You should also be in the circle, sitting with an empty chair on your right.
2. Start the game like this: 'Sarah, I'd like you to sit next to me because you have brown eyes and hair like me.'
3. The student crosses the circle and sits next to you leaving an empty chair on the other side of the circle.
4. The student to the left of the empty chair invites someone to sit next to him/her in a similar way.
5. Continue till most of the class has moved.
6. Discuss how it felt to be invited to move because you had something in common with someone.



Variation

Send someone away from you because they are different.



Debriefing and evaluation

Discuss who everyone felt when they were asked to move. How did it feel to be asked to sit with someone or to be sent away?

The Right Categories³



Aims

- To develop an understanding of the different categories of child rights.



Material

- Photocopy of the Convention on the Rights of the Child on card if possible (p 7-11)



Time 30 minutes



Method

1. Split the participants into four groups and hand out all the cards at random, making sure each group has the same number.
2. Each group is given one of the following headings: survival, protection, development and participation.
3. The participants must trade cards between groups until they feel that they have all the articles that relate to their heading (some articles fit under more than one heading).



Debriefing and evaluation

- Ask the groups to explain why they think that the articles they have match their heading.

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Force the circle⁴



Aims

- To experience being part of a majority or a minority.
- To analyse the strategies we use to be accepted by a group.
- To be aware of when we like to be part of the majority and when we like to be part of the minority.



Materials

- Paper and pens for the observers.



Time 15 to 30 minutes.



Method

1. Divide the participants into groups of 6 to 8 people.
2. Ask each group to choose from among themselves an 'observer' and an 'outsider'.
3. The observers need to note; what the people in the circle say amongst themselves or to the outsider; what the people in the circle do in order not to let the outsider in; what the outsider says and does.
4. Tell the other members of the group to stand shoulder to shoulder to form as tight a circle as possible so as not to leave any space between them.
5. Explain that the 'outsider' will try to get into the circle while those who form the circle must try to keep him/her out.
6. Tell the observer to take notes on the strategies used both by the 'outsider' and those in the circle, and also to act as a time keeper.
7. After two or three minutes, and regardless of whether they managed to enter the circle or not, the 'outsider' joins the circle and another participant has a turn. The activity is over once all the members of the group, who wish to force the circle, have had a try.

This activity requires a lot of energy. In principle, there should be no aggression, unless the relations within the group are poor. If there are any signs of aggression stop the activity and move onto the debriefing and evaluation. Discuss the aggressive behaviour.



Debriefing and evaluation

Bring the groups together to discuss what happened and how they felt.

- How did the people in the circle feel?
- How did it feel to be the outsider?
- What kind of behaviour did the observers notice?
- In real-life situations, when do participants like to be 'outsiders' or in a minority and when do they like to be part of the group or the majority?



Endnotes

¹ The national committees work independently to raise awareness of UNICEF's work and to raise funds to support national programmes aimed at securing the rights of every child.

² Based on an activity in 'Creative Force' by Save the Children, UK

³ Activity 'A right to know' Article 12, by UNICEF UK Committee.

⁴ Adapted from 'All different all equal', education pack, European Youth Centre, 1995. Council of Europe.

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