

EXCLUSION

UNIT 1



Kids Inclusive



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

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Background

The warm up activities used here look at similarities and difference between people and they allow participants to discuss what it feels like to be left out. They can be draw on at the beginning of any of the units.

The general theme of discrimination is introduced in a board game based on the life cycle of a child (from birth, through the early childhood years all the way through to the teens – and possible pregnancy). The cards used in this game represent the very different circumstances that children in this world face. The game aims familiarise participants with some of the ways in which a child is discriminated against. It also indicates how this can have an impact on a child's life. The inequality of opportunity is such a key factor in exclusion that it is examined in more detail in two other activities in this unit. One activity encourages participants to step in the shoes of individuals in different circumstances to promote empathy. The other activity looks at the unfair distribution of resources and possible responses to this type of injustice.

Stereotyping can be manifestation of deep-rooted prejudices in society. Young people are encouraged to recognise that common stereotypes are a form of discrimination, they are then encouraged to challenge them. The last activity in this unit addresses a form of exclusion that most young people will have come across personally; as a victim, an observer or even as a perpetrator. Bullying is widespread in most schools and youth centres. The issue is raised here and ways of confronting the problem are explored.

This exclusion unit lays the foundations for exploring exclusion related to gender, disability, beliefs and origins in more depth in subsequent units.

Exclusion

Reality check



Passport to a better future¹

Juanita



Angola

I was born in 1987, in a small village in Huambo province. I never met my father; he was killed by a landmine. My only brother was taken by guerillas when I was six years old. I've never been to school. I never played with other children. There was no record of my arrival in the world; my birth wasn't registered because my mother was too busy just trying to keep us alive. We were always moving from place to place, often hiding, trying to scavenge food from wherever we could. One day soldiers came to our hut they asked for things. We didn't have anything so they killed my mother in front of me. They set the hut on fire and forced me to leave with them. I was seven years old when all this happened.

I saw people being beaten and killed. I was forced to wash, cook and carry for the soldiers. I had two babies with soldiers by the time I was twelve. One of my babies died at birth, I didn't even have a midwife to help me. My second baby is still with me but she is not at all well.

The first school I ever saw was at the camp. This is where I live now. I came here after the soldiers were attacked and I managed to escape. I walked and walked until someone found me and brought me here. The day after I arrived I was taken to an office. They asked for the name of my baby's father but I couldn't answer. I had been told by others that I needed to be registered to get health care and for my baby to go to school later. I was relieved when they said I could register myself and my baby. We belong somewhere at last."

Facts

120 million babies are not registered every year. If you are not registered at birth you have no name, no nationality and no rights – because legally you don't exist! Without a birth certificate you may not be able to go to school, receive health care, get married or vote.

UNICEF works with governments to secure a child's right to an identity. In Angola, after a seven-month campaign in 2002 nearly half a million children were registered.

CRC Article 7:

You have the right to a name, and the government should officially recognize this. You have the right to a nationality (to belong to a country).

CRC Article 8:

You have the right to an identity – an official record of who you are. No one should take this away from you.

CRC Article 11:

You have the right to be protected from kidnapping.

Quotes

'But I, being poor, have only my dreams; I have spread my dreams under your feet; Tread softly because you tread on my dreams.'
W.B. Yeats

'Those who come to me for refuge, even if their birth is low: women, artisans, and serfs, to the highest goal shall go'
Bhagavad Gita, 9,32

What do you think?

1. What shocked you most about this story? Why
2. Which of Juanita's child rights have been broken?
3. Why do you think so many births are not registered in the world?
4. Do you think it will make any difference to Juanita and her child, now that they are registered? Why?

Exclusion

Reality check

It's Not Easy²

Neema, 17



Facts

More than 10 million children have been orphaned by AIDS. AIDS has become the biggest killer of parents and therefore the reason most children in the world today, become orphans. AIDS orphans are at great risk of abuse and exploitation.

UNICEF works with governments and NGOs to help support orphans and children infected by HIV/AIDS and ensure that they have access to education and health services on an equal basis with other children.

Tanzania

I am the eldest of six children. I have five younger brothers and no parents. My father died of AIDS. Then my mother became very ill and I cared for her until she died when I was 12. I was so lonely when my mother died. My neighbours didn't come and see us or offer us any help.

My parents believed that education was important for us children. They told us that it was our only chance to escape poverty. After my parents died I felt sad that I would have to give up school. I was lucky that social workers were told about my problem and they found an organisation that would help me stay in school. I just had to prove that I could cope with looking after my brothers and studying! Well, I've been doing it for three years now. It's not easy...

I get up at 5.30 every morning and cook porridge for six. I give my brothers jobs to do after they come back from school. That's how we manage. We all help each other. I do a few jobs to earn some money, so do the oldest of my 'little' brothers.

We don't have a lot to eat but we do have each other. I just try to take one day at a time and I hope that my brothers and I will live up to the dreams my parents had for us.



CRC Article 20:

You have the right to special care and help if you cannot live with your parents.

CRC Article 26:

You have the right to help from your government if you are poor or in need.

CRC 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.

Quotes

'Young people are kept in poverty, not by a padlock to which there is a single key, but a combination lock that needs many factors to release it.'

UNICEF IRC, Italy
2000

'Only the educated are free'
Epictetus

What do you think?

1. Why do you think the neighbours didn't visit or offer to help?
2. Why did Neema's parents believe that education was so important?
3. How do you think Neema manages to cope with her life?
4. If you were Neema's neighbour what would you do to help her?
5. What do you admire most about Neema?

Exclusion



Reality check

On the Streets³

Lee, 16

“I left home two years ago. My parents divorced and my mother remarried. My dad moved away chasing some job or other. I didn’t get on with mum’s new husband at all. He was always shouting at everyone. I hated him. He didn’t like my friends so I stopped taking them home. I stayed out a lot and he didn’t like that either. He drank too much and became aggressive. I finally ran away when he started to hit me.

When I left I walked for hours and hours. I just wanted to get as far away as possible. Eventually I hitched a ride to the city. I felt scared and excited, until night fell. Then I just felt scared. The first few nights I found places where I could hide until morning. One evening I came across a group of boys sniffing glue. They said I could join them if I could buy, or steal, some more glue for them. I didn’t want to be on my own anymore so I stole something for the first time in my life. After that I didn’t think twice about stealing food, clothes, money, anything at all. And I became addicted to glue sniffing.

The next year passed in a blur. I stayed on the streets but I was often arrested and thrown in prison. I got into fights with guys who swore and spat at me, just because I was homeless. Gangs of boys, much older than me, used to wreck my shelter, just for fun. The lack of food and too much glue used to make me pass out a lot and I was always sick. Some people used to offer me money to do things for them. I don’t want to talk about that. The low point came when my best friend Max, died. He was sniffing glue one minute, having a laugh with all of us, then he had some sort of fit and fell down. We thought he was still clowning around. He didn’t move. We didn’t know what to do, who to turn to. Suddenly I felt more alone than I had ever felt before.”

What happens next?

This is what happened

Lee phoned an emergency number. Max was taken to hospital and Lee went with him. Sadly Max died but Lee was approached by a local organisation who work with street kids. He was offered accommodation and counselling. “I still haven’t gotten over Max’s death. I still have nightmares about it. I’ve made new friends here at the centre and I’ve even managed to persuade some of my mates from the streets to come to the centre. I know I’m lucky to be given another chance and I’m going to make the most of it. I’m back at school and I’m learning things that will help me make a living when I leave. The people here have helped me find my dad. He wants me to stay with him when I leave here. I’ll keep in touch with some of my ‘street mates’ though, they’re my second family. I feel like I’ve been given my life back, but I’ll never forget my other life. I’d like people to know that the homeless are not low life. They are just you in different circumstances.”

Make a poster to encourage people to think of the homeless as ‘themselves in different circumstances.’

All the CRC rights
Children living on the streets and deprived of parental care are a manifestation of a total denial of children’s rights.

CRC Article 20:
You have the right to special care and help if you cannot live with your parents.

See Street kids International
www.streetkids.org

Exclusion

Reality check

Locked up⁴

Théogène, 14

Rwanda

"I'm Théogène. I have been in Butare prison for 10 months. I haven't had a trial yet. I don't know, maybe they have forgotten me. I share this space, (two cells, each measuring only 20 square metres) with 350 men and boys, most of them are murderers. We all share one shower and four toilets.

We sleep on these four rows of wooden planks. I'm on the second row. You have to climb a ladder to get there. I have to share my space with Anastase. He lends me his blanket. We don't own much, just one bag of belongings. Our sleeping space is one square metre surrounded by plastic sheeting. My friend Mbarizi is writing a song called 'Itindo' that means 'stacked like chopped wood, Hambere sings the songs and I play this homemade guitar. Our band is called PMG. That stands for Positive Music Group.

I miss my family, especially my mother. When I get out of prison I want to take care of her. She came to visit me once. On days when prisoners can be visited, we stand in lines in a field. Each of us then has 30 seconds to greet our visitors. It's just long enough to say hello and then they have to leave. My mother was so upset last time she hasn't been back to see me."

Facts

As a result of UNICEF's efforts, six prisons in Rwanda now have separate wings for minors and visitors are allowed to stay for longer. Rwanda has signed the Convention on the Rights of the Child and is working towards improving its treatment of young offenders. In Rwanda, around 130,000 prisoners are held in facilities originally built for about 13,000.

What do you think?

1. Measure out two spaces of 20 square metres, imagine sharing that space with 350 others.
2. Measure out one square metre. If possible box it in and surround it with plastic sheeting. Try to lie down in this space with one other person. Imagine having to sleep like that.
3. Théogène and his friends were writing a song about the conditions they live in called 'Itindo' or 'Stacked like Chopped Wood'. Write the song for them. Put it to music if you can.



CRC Article 16:

You have the right to privacy.

CRC Article 25:

If you live away from home, you have the right to have living arrangements looked at regularly to see if they are appropriate.

CRC Article 40:

You have the right to legal help and fair treatment in a justice system that respects your rights.

Quote

'The most serious problem in the world today, is the growing chasm between the richest and the poorest people on earth.'

Jimmy Carter, 2002 winner of the Nobel Peace Prize.



Follow up

Look at the Danish Event in the Further Action section.

Exclusion

Reality check



I would like to go home⁵

Jacob⁶



Sudan

In my hometown in Southern Sudan there was fighting everywhere. There was no school and I was just looking after the animals all the time. For a long time I dreamed of running away to a place where there was no war, where I could go to school again, where there was food, and no bombs. Lots of people were going there. I asked my father 'Can't we go there now?' But he said it was too dangerous.

Too many people were dying on the road of hunger and thirst.

When a woman who lived next door left with her two children, I decided it was time to go. So I just left without telling anyone. Not even my father. The first day I didn't eat, I just ran. The first night I climbed a tree, because I was afraid of the wild animals. But I couldn't sleep. The next day I found the woman who had lived next door. She said, 'You can come with us'. So we walked for days. In one place where there were mines, someone was blown up and everyone panicked and started running. There was blood everywhere, but we kept on walking. There was no food and people began eating leaves. Most of us were very ill. After ten days people in our group began to die.

Facts

Of the 35 million refugees and displaced people in the world, 80% are women and children.

Conflict has orphaned or separated more than 1 million children from their families in the last ten years.

After weeks and weeks of walking and starving we reached the camp in Ethiopia. This is the place I dreamed of. Now I go to school again. There is food and medicine. But when I hear the planes I remember my father and brothers in the village and I am sad. I don't know when I will see them again. I would like to go home.

What do you think?

1. Why did Jacob want to leave Southern Sudan?
2. Why did his father not want to leave?
3. Write Jacob's story as a newspaper article campaigning against war and its effect on children. You can also use the quotes and facts on this page.

CRC article 38:

You have the right to protection and freedom from war. Children under 15 cannot be forced to go in the army or take part in war.

Quotes

"We have been crying to the world and many come to take photos and make promises, but they never come back and everything carries on the same."

Keltoum, 14, Sudan

"As peace is all goodness, so war is an emblem, a hieroglyphic, or all misery"

John Donne (1622)

Exclusion



Reality check

On Top of the World⁷

Oskar⁸, 17



Kyrgyzstan

'I thought things were OK at home, until Dad walked out on us. Mum got depressed and started drinking. That left me trying to look after everything because my sister was too young. I tried to keep things going but people began to notice something was wrong. A woman came round to talk to my Mum. She said if Mum didn't stop drinking they'd have to take us away...she didn't stop. We were brought to this children's home. When we arrived I hated it and I hated my Dad for making all of this happen. I realise

now that it's not such a bad place. Do you know the worst part of it? Boredom. Nothing-to-do. I think that's why some kids got into fights. We used to spend most of our 'free time' standing at the fence looking out at the cars passing by, wondering where all those people were going. None of us knew where we were going.

My life changed when these people came from the Alpine Fund and asked if I'd like to go and climb a mountain! They told us that 90 per cent of my country is made up of mountains and I'd never been up one! We were told that we had to get fit and listen to instructions if we wanted to go with them. I can't tell you how hard I worked. I really wanted to climb a mountain, but more than anything else I wanted an adventure. Let me tell you something, when I climbed that mountain I felt that I could live forever. I was on top of the world - I could do anything!'

CRC Article 21

You have the right to care and protection if you are adopted or in foster care.

Quote

'If I have the belief I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning.'
Gandhi

Many of the young people in Oskar's orphanage have never known their parents and have spent their entire lives in institutions. Some used to sleep on the streets, some lived with families that fell apart because of alcoholism and poverty. They are known as 'the kids that live in the orphanage' and they rarely venture outside. One of the biggest challenges they face is learning how to communicate with people who don't know them. Being excluded from society as a young child is a stigma that is difficult to overcome. The children leave the orphanage at the age of 16 or 17 unprepared for adult life. They have no money, no support, and worst of all no family to turn to for help. Meeting the challenges of basic survival in 'their mountains' helps them develop the strength of character they need to face an uncertain future.

UNICEF supports local organisations that provide young people, like Oskar, with the necessary life skills to live independently. The Alpine Fund was established in Kyrgyzstan in 2000, with UNICEF backing, to offer children in institutions the chance to develop social and survival skills and to build their confidence.

What do you think?

1. Why do you think mountain climbing changed Oskar's life?
2. UNICEF doesn't think that institutions are the best option for vulnerable children, although they are necessary as a last resort. Why are they not the best option? Think of, or find out about, better alternatives. Explain why they are preferable to institutions.

Exclusion

Reality check



A Better World⁹

Malal, 15



Senegal

I was born in Dakar, the capital of Senegal. I'm one of the youngest in my family. I've got four brothers and two sisters. I don't live with my family anymore. A few years ago I got into a bit of bother and ended up being sent to an Islamic school for street kids. I didn't want to go at all. I told one teacher that I didn't think the conditions in the school were very good. He encouraged me to try and improve things. First I talked to the students, then the teachers, then local businessmen

and politicians. I think it was while I was doing that, that someone noticed how outspoken I was!

CRC Article 12:

You have the right to give your opinion, and for adults to listen and take it seriously.

Quotes

'Knowledge is power'

Francis Bacon

'Education costs money, but then so does ignorance'

Sir Claus Moser

In 1999 I was asked to travel to another country for the first time. I went to Geneva in Switzerland as a delegate to the Children's Forum. We talked about the Convention on the Rights of the Child. When I returned I talked about my experience to everyone! I decided to get actively involved in the fight against poverty. Now I'm a member of the Senegalese Children's Parliament, an organisation working against extreme poverty. I have also talked to the President of our National Assembly about the need for laws against child labour.

I want to make sure everyone understands how important it is for young people to get involved when decisions are made about us. I will be part of the Children's Forum in New York and join with groups talking about the Eradication of Poverty. I think that armed conflict, HIV/AIDS and education are some of the most important issues in my country, but other issues must be addressed to help improve the world for all children. I think that the time has come for adults to work with us to build a better world.

What do you think?

1. Why do you think Malal is able to speak up about issues that concern him?
2. If you had the chance to join a Children's Forum what would you like to talk about?
3. Either/or:
 - a) Work with a partner. One of you is the interviewer the other a participant at a Children's Forum. Find out what the participant believes in and what he/she thinks needs to be done about it.
 - b) Develop a Children's Forum within the class. Vote in a Chairperson. Some students could be journalists, the rest participants from different countries. Give some time to prepare issues to discuss/questions to ask. Make sure that everyone has the chance to speak if they want to.

Facts

The three wealthiest men in the world have more money than the thirty poorest countries.

Exclusion



Reality check

A small gesture¹⁰

One day, when I was in my first year at high school, I saw a boy from my class walking home from school. His name was David. He was carrying loads of books. I thought he was a bore, taking all his books home for the weekend. As I walked on, I saw a bunch of kids running towards him. They knocked his books out of his arms and tripped him up so he landed in the dirt. His glasses went flying, he looked up and I saw this terrible sadness in his eyes.

My heart went out to him. So, I ran over and handed him his glasses. I said, "Those guys are idiots." He looked at me and said, "Thanks!" He smiled. It was one of those smiles that show real gratitude. I helped him pick up his books, and asked him where he lived. As it turned out, he lived near me. I would have never hung out with someone like him before, but the more I talked to him the more I liked him. He turned out to be a pretty cool kid. I asked him if he wanted to play football with my friends. He said yes. We hung out all weekend and my friends got to like him too.

Over the next four years, David and I became best friends. He was a good student and was asked to prepare a speech for our leaving day. Although he had become much more confident and was popular with both students and teachers I could see that he was nervous about his speech. I patted him on the back and said, "You'll be fine!" He looked at me and smiled. "Thanks," he said.

As he started his speech, he cleared his throat, and began. "Today is a time to thank those who helped us through the tough years, parents, teachers, siblings...but mostly our friends. I am here to tell all of you that being a friend to someone is the best gift you can give them. I am going to tell you a story." I looked at my friend with disbelief as he told the story of the first day we met. He had planned to kill himself that weekend. He told everyone that he had cleaned out his locker so his mother wouldn't have to do it later. That was why he was carrying all his books home!

He looked hard at me and said, "Thankfully, I was saved. My friend saved me from doing the unspeakable." I heard the gasp go through the crowd as this handsome, popular boy told us all about his weakest moment. I saw his mother and father looking at me, they had that same smile! Not until that moment did I realize its depth. I learned a lot from my friend. I know that you should never underestimate the power of your actions. With one small gesture you can change a person's life. For better or for worse.

What do you think?

1. What was the author's first opinion of David and how did it change?
2. What had made David want to commit suicide?
3. What stopped him from "doing the unspeakable?"
4. What does the author mean when he says that one small gesture can change someone's life for better or worse?
5. Write a story about a small gesture that changed your life, or the life of someone close to you.

CRC Article 19:

You have the right to be protected from being hurt and mistreated, in body or mind.

Quotes

*"Tell me and I forget.
Show me and I
remember. Involve
me and I understand"*

Exclusion



① Cycle of life¹¹



Aims

- To look at the different circumstances that help, or prevent, a child from reaching their full potential.
- To understand that good and bad situations have an effect on how we live and who we are throughout our lives.



Materials

- Copies of the board game “Child’s life cycle” - one per group of four;
- Beads of different colours;
- Life cycle cards – cut up and marked with the life cycle stage on the back.
- One dice per group.



Time 45 min to 1 hour



Method

1. Introduce the game by telling the participants that they will be playing a game based on the life cycle of a child. Ask them what a life cycle is.
2. Write pregnancy on the board. Tell them that’s where it all starts, in this game anyway! Then write the other stages in a circle.
3. Explain that the reason the life cycle of a child is divided up in this way (for this activity) is that each divisions is an important stage in a child’s development. At each stage influences can help a child grow physically, mentally and socially. Give examples (use the cards to help), ask for others.
4. Difficult influences can limit a child’s growth and development. Look at examples and ask for others.
5. Tell them that they will play in groups of three or four.
6. Each person throws a dice. They move according to the number thrown and then pick up a card from the correct life cycle age, according to where they are on the board.
7. They should read aloud the card they pick up and make a note of the points they score or lose. They then replace the card in the correct pile.
8. If anyone throws a six they are on ‘holiday’ and they automatically receive two points, but they don’t move anywhere and they don’t pick up a card.
9. Each player moves around the board according to the numbers they throw. They may have to pick up two, or even three cards in one section. If the cards have all been read they may read one that has been ‘used’ before.
10. All of the players should reach the end of the life cycle and then add up their points.
11. The ‘winner’ is the person with the most points at the end of the game.

Exclusion



1



Variations

The cards can be used by themselves:

1. Ask the participants, in pairs, to put the negative and positive situations together. Ask them whether they think some people live their lives with just positive influences and others with just negative influences, or is it more mixed than that? Does it depend on where in the world you live? What other factors may be important?
2. Play Life Cycle Happy Families.
3. Play Life Cycle Snap, pairing opposite influences.



Debriefing and evaluation

1. What did they think of the game?
2. Was there a big difference in the scores at the end? Why? (Some might have had mostly negative or positive cards, others a more balanced mix) Is life like that?
3. Which of the cards could they relate to? Which were very different from their own experiences?
4. Imagine if life dealt you mostly negative cards. What would your life be like? What might happen to you?



Follow up

1. Ask participants to imagine a 'worst case scenario' for someone's life, using the cards. Go through this example with them:

A girl under 16 (give her a name), who never went to school, is pregnant. She lives in a very poor, remote area with no access to clean water or health facilities. She doesn't have very nutritious food to eat.

How could this person's life be improved? Ask for examples. Perhaps a clean water supply is built in her village. What might happen next? Perhaps people start to grow vegetables and plant fruit trees because there is more water. Maybe more people want to live in the village because there is clean water and so a health centre is set up. The local school has to grow to make room for more children and maybe they begin to offer literacy classes to adults.

2. Explain to participants in pairs, or individually, that will focus on one of the other parts of the Life Cycle each. Make sure that someone covers each part.
3. Ask them to go through a 'worst case scenario' like the example you went through with them. They should pick at least two difficult situations to address. They then have the chance to improve that person's life. How will they do it?
4. Examples could be read out in class and further suggestions added.
5. Which problems do they think are the most important to address? Which ones seem to be easier to do something about and which may be more difficult? Do any of the problems seem to have the same solution? Which ones?

Read reality check story: 'It's not easy'

Cycle of life



Kids Inclusive



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



1

Cycle of life cards

<p>Pregnancy</p> <p>My mother has clean water to drink and a good diet. +5 points: I won't be born with problems caused by poor nutrition.</p>	<p>Pregnancy</p> <p>My mother only has dirty water to drink and she doesn't eat well either. - 5 points: This increases the chances of me being born weak or with a disability.</p>
<p>Pregnancy</p> <p>My mother is between 21 and 35 years old. +3 points: She has less chance of having problems during pregnancy and childbirth.</p>	<p>Pregnancy</p> <p>My mother is under 16 years old. 3 points: This increases the chances of me, or her having problems during pregnancy or childbirth.</p>
<p>Pregnancy</p> <p>My mother finished high school. +3 points: This is really good for my whole family's health and welfare.</p>	<p>Pregnancy</p> <p>My mother didn't go to school. - 3 points: This is not so good for my family.</p>
<p>Pregnancy</p> <p>My mother has regular health checks 1 point: That's good because they will find, and try to fix, any problems early.</p>	<p>Pregnancy</p> <p>My mother lives too far from any health centre to have any checks. - 1 point: If we have problems they may not be detected until it's too late.</p>
<p>Birth</p> <p>My mother gave birth with a qualified medical person present. +3 points: She was there to help me and my mother when there were complications.</p>	<p>Birth</p> <p>My mother gave birth with no qualified medical people around. - 3 points: We had problems and both of us nearly died.</p>
<p>Birth</p> <p>There was plenty of clean water available when I was born. +3 points: The water was needed to stop either of us getting infections.</p>	<p>Birth</p> <p>There was only a little, dirty water available when I was born. - 3 points: We couldn't be kept clean and both of us became ill.</p>

Exclusion



1

Cycle of life cards

<p>Birth</p> <p>My mother breast fed me straight away +2 points: Mother's milk is best. It helps to protect babies from illness and is clean and nutritious.</p>	<p>Birth</p> <p>My mother bottle-feeds me. - 2 points: The water isn't clean and she doesn't use enough milk powder. I'm sick a lot and I'm not putting on weight.</p>
<p>Birth</p> <p>I was born healthy to a healthy mother. +5 points: A good way to begin my life!</p>	<p>Birth</p> <p>I was born HIV positive in a developing country. - 5 points: This is a tragic way to begin my life.</p>
<p>0 to 2 years</p> <p>My birth has been registered. +5 points: That's good because my name and nationality will be recognised by the state and I will benefit.</p>	<p>0 to 2 years</p> <p>My birth hasn't been registered. - 5 points: That's not good because I will not be entitled to health care, an education or even to get married!</p>
<p>0 to 2 years</p> <p>I am fully immunised. +5 points: This means I have protection from diseases that could have disabled or even killed me.</p>	<p>0 to 2 years</p> <p>I have not been immunised. - 5 points: This means that I am vulnerable to diseases that could leave me disabled or may even kill me.</p>
<p>0 to 2 years</p> <p>I am well looked after all day. +5 points: My brain is developing a lot and all the time someone plays with me and talks to me, I'm learning.</p>	<p>0 to 2 years</p> <p>I am often left on my own while my family work. - 5 points: I'm not learning anything and I might even have a serious accident.</p>
<p>0 to 2 years</p> <p>I have cystic fibrosis and my parents know. + 1 points: I was routinely tested soon after birth, so the right treatment has been given to me.</p>	<p>0 to 2 years</p> <p>I have cystic fibrosis and my parents don't know. - 5 points: I have trouble breathing and my lungs are damaged, because I have not been tested for this illness.</p>

Exclusion



1

Cycle of life cards

<p>3 to 5 years</p> <p>I go to pre-school. +5 points: I have fun and learn a lot. My mother is free to work while I'm at school.</p>	<p>3 to 5 years</p> <p>My sister looks after me while Mum works. - 5 points: She's only 8 years old. She can't go to school herself, because she has to look after me.</p>
<p>3 to 5 years</p> <p>I am part of a loving family. +5 points: I feel happy and secure.</p>	<p>3 to 5 years</p> <p>I live in a children's home. - 5 points: I'm shy and lonely. I want a mother and a father who will love me and think I'm special.</p>
<p>3 to 5 years</p> <p>I have a disability but it was found early. +3 points: This has helped my parents to get treatment for me, to improve my life and make it easier for them to keep me at home.</p>	<p>3 to 5 years</p> <p>I have a disability that isn't understood. - 3 points: My parents don't know how to cope. They hide me away and talk about putting me in an institution.</p>
<p>3 to 5 years</p> <p>I eat lots of fresh fruit and vegetables. +3 points I am very healthy and have good eyesight.</p>	<p>3 to 5 years</p> <p>I rarely eat any fresh fruit or vegetables. - 3 points I am often sick and my eyesight is not very good. (Vitamin A deficiency)</p>
<p>6 to 9 years</p> <p>I go to primary school. +5 points: I'm learning about a lot of things and I have loads of friends.</p>	<p>6 to 9 years</p> <p>I have to work for 10 hours every day. - 5 points: The work is dangerous and I have no time to go to school, or to play with friends.</p>
<p>6 to 9 years</p> <p>We have clean water in our house. +5 points: Easy access to lots of clean water is very good for our health.</p>	<p>6 to 9 years</p> <p>I walk for two hours every day to get water from a small lake. - 5 points: Carrying heavy water is bad for my back and the water is really dirty.</p>

Exclusion



1

Cycle of life cards

<p>6 to 9 years</p> <p>My family came here from another country. We have been warmly welcomed.</p> <p>+3 points: We feel happy and secure.</p>	<p>6 to 9 years</p> <p>My family came here from another country. We have not been welcomed.</p> <p>- 3 points: We get shouted at by some people. I feel very nervous and worried.</p>
<p>6 to 9 years</p> <p>My family speak a different language at home. I get help in both languages at school.</p> <p>+3 points: I don't suffer from any disadvantage just because I don't speak the language of this country well yet.</p>	<p>6 to 9 years</p> <p>My family speak a different language at home. I'm not allowed to speak it at school.</p> <p>- 3 points: I feel stupid at school although I can read and write well in my own language.</p>
<p>10 to 18 years</p> <p>I go to high school.</p> <p>+5 points: An education will be good for my future and for the future of my family.</p>	<p>10 to 18 years</p> <p>I can't go to school because I work.</p> <p>- 5 points: My work is damaging my health and I will not be able to get a better job without an education.</p>
<p>10 to 18 years</p> <p>I have a disability but I get a lot of support.</p> <p>+5 points: I enjoy going to the local school and I have a good social life.</p>	<p>10 to 18 years</p> <p>I have a disability but I don't get any support.</p> <p>- 5 points: I have to stay at home. I don't go to school and I don't have any friends.</p>
<p>10 to 18 years</p> <p>I have a happy home life.</p> <p>+5 points: I feel confident and happy about my future.</p>	<p>10 to 18 years</p> <p>I don't get on with Mum or my Step Dad.</p> <p>- 5 points: I can't talk to them. They just shout and he's violent. I think I'm pregnant but I can't tell them.</p>
<p>10 to 18 years</p> <p>My background is quite different to the other kids at school but we all get on well.</p> <p>+3 points: I'm confident and happy and I am getting on OK with my studies.</p>	<p>10 to 18 years</p> <p>My background is quite different to the other kids at school. They bully me.</p> <p>- 3 points: I can't study. I feel lonely and I am really unhappy.</p>

Exclusion



② Break the Stereotype¹²



Aims

- To encourage the participants to recognise that stereotyping is a form of discrimination.
- To challenge common stereotypes.



Materials

- Characteristics, stereotypes and reality sheet - one per participant



Time 45 min to 1 hour



Method

1. Start by asking the participants whether they know what the word 'stereotype' means.
2. Ask them to describe a 'stereotype hero'. Write their words on the board.
3. Now ask them for examples that break the stereotype. They may think of real people or characters from books or films such as *Harry Potter* and *Shrek*.
4. Explain that you want them to start thinking of how people may stereotype them and how they break those stereotypes. You can use yourself as an example.
5. Divide the participants into pairs, try and match people who don't usually work together and give a copy of the stereotype sheet to each of the participants.
6. In the first column ask them to list their characteristics (hair colour, features, hobbies).
7. Ask the pairs of participants to swap sheets.
8. In the next column ask them to write a stereotype associated with each characteristic that the other participant has listed. If they don't think there is one, they can leave a blank.
9. Swap the sheets back again.
10. Ask the participants whether they agree with the stereotype associated with the characteristic. If they agree suggest that they circle the stereotype, if they don't agree suggest crossing it out and writing down what they consider to be the reality.
11. Ask for volunteers to read out what they have written.

Definition of Stereotype:
A standardised character, a fixed idea or a label given to certain people or characters because of who they are, what they look like, etc



Debriefing and evaluation

Start by asking the group what they thought of the activity.

- What did it tell them about stereotypical images we hold and reality?
- What did the participants think of the stereotypes associated with their characteristics?
- Do these stereotypes worry them?

Exclusion



2

Characteristics, Stereotypes and Reality

My characteristics	Stereotype	Reality
<i>Example</i> <i>Blonde</i>	<i>Example</i> <i>Not intelligent, fun loving.</i>	<i>Example</i> <i>I love studying and I am shy.</i>
1		
2		
3		
4		
5		

Exclusion



Stepping out¹³



Aims

- To promote empathy with those who are different.
- To raise awareness about the inequalities of opportunity in society.
- To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.



Materials

- One role card per participant (adapted, if required, to your situation);
- Question sheet;
- An open space (a corridor, large room or outdoors).



Time 45 minutes to an hour



Method

1. Explain to the participants that they are going to be asked to 'step into someone else's shoes'. They will be told who they are going to be and they will need to use their imagination to respond to questions as that person.
2. Hand out the role cards at random, one to each participant. At least three participants should be handed cards that tell them to be themselves. Tell all the participants to keep their roles secret.
3. Line the participants up and ask them to begin to get into their role. To help them, read out some of the following questions, pausing after each one, to give the participants time to think and build up a picture of themselves and their lives:
 - What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
 - What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
 - What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time/ in your holidays?
 - What excites you and what are you afraid of?
4. Tell the participants that you are going to read out a list of situations or events. Every time they can answer 'yes' to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
5. Read out the situations one at a time. Pause for a while between statements to allow people time to step forward and to look around to take note of their positions relative to each other.
6. At the end invite everyone to take note of his or her final position. Then give them a couple of minutes to come out of their role before debriefing.

③



Debriefing and evaluation

- Start by asking the participants about what happened and how they felt about the activity.
- Talk about the issues raised and what they have learnt:
 - How did the participants feel when they stepped forward?
 - How did they feel when they were not stepping forward?
 - For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
 - Can the participants guess who was who? (Read out some of the more extreme roles).
 - How easy or difficult was it to play their role? How did they imagine what the person they were playing was like?
 - Are they sure the information and the images they have of the characters are reliable? Or are they based on stereotypes and prejudice?
 - Does the exercise mirror society in some way? How?
 - What are the rights some people are denied?
 - What first steps could be taken to address the inequalities in society?

Tips for the facilitator

Make sure the participants can all hear you, especially if you are working outdoors or with a large group. You may need to use co-facilitators to relay the statements. In the imagining phase at the beginning, it is possible that some of the participants may say that they know little about the life of the character they have to act. Tell them that this does not matter and that they should use their imagination as much as possible.

The power of this activity lies in the impact of actually seeing the distance increase between the participants, especially at the end when there should be a big distance between those who stepped forward often and those who did not. To enhance the impact you should adjust the roles to reflect the reality of the children's own lives. As you do so, be sure you adapt the roles so that only a few people can take a step forward (i.e. answer yes). This also applies if you have a large group and have to devise more roles.



Follow-up

Read the story from 'Reality check': 'On the streets'

③ Situations and events

1	You have always had enough money to do as you wanted.
2	You have a nice home with a telephone and a television.
3	You feel that you are respected by everyone around you.
4	You feel that your opinions count and people listen to you.
5	You have completed or will complete your secondary schooling.
6	You are not afraid of being stopped by the police.
7	You know where to turn for advice and help if you need it.
8	You have never felt discriminated against.
9	You can see a doctor and get medicines when you need it.
10	You can go away on holiday once a year.
11	You can invite friends round any time.
12	You have an interesting life and are positive about the future.
13	You feel you can study and follow the profession of your choice.
14	You are not afraid of being harassed or attacked in the street.
15	You can go to the cinema or the theatre at least once a week.
16	You can fall in love with the person of your choice.
17	You eat healthily and what you want.
18	You can use and benefit from the Internet.
19	You can easily go out with your friends.
20	You can work for money.

Exclusion



③ Role cards

You are a 16-year-old pregnant school girl.	You are the daughter of a wealthy businessman. You are 18 and studying at University.
You are 15 and you suffer from dyslexia.	You are a 15-year-old boy who lives in the street; you left home because of your abusive father.
You are the daughter of an ambassador to the country where you are now living.	You are a disabled university student, you use a wheel chair to get about.
You are an illegal immigrant from a war-torn country, you don't have your family with you.	You are a fashion model of African origin.
You are a 17-year-old exchange student from the Middle East.	You are a 13-year-old boy who has been bullied at school.
You are a famous children's television presenter. You are Muslim.	You are an 11-year-old orphan, living in an orphanage in Eastern Europe.
You are a 16 year old girl soon to be married to a man you have never met.	You are a 13 year old student with learning difficulties.
You are a 17-year-old political refugee; you are looking for asylum.	You are the son of an Asian immigrant who runs a successful business.
You are a brilliant footballer playing for a top European team. You are black.	You are 14, and your father is an unemployed alcoholic.
You are a teenage pop star.	You are yourself.
You are yourself.	You are yourself.

Exclusion



4 Haves and Have Nots¹⁴



Aims

- To enable participants to understand that injustice – in this case unfair distribution of educational resources – can place certain groups at a disadvantage in attempting to succeed in society.
- To explore possible responses to injustice.



Materials

- “Vocabulary” – a few copies; words may be replaced according to the level of the group;
- dictionaries – 1 for every three children;
- paper – 1 sheet for every three children;
- pens – 1 for every three children.



Time 45 minutes to 1 hour



Method

1. Divide the participants into 4 groups of the same size then divide the classroom into 4.
2. The first group occupies 3/4 of the room, the other three groups have to share a 1/4 of the room and have now become one group.
3. Give each person in the first group a dictionary, a sheet of paper, a pen and a vocabulary list.
4. Give the remaining dictionaries, paper, pens and vocabulary lists to the larger group, e.g. In a class of twenty it would look like this:

5 children would be in this space they would have 5 dictionaries 5 sheets of paper 5 pens 5 vocabulary lists plenty of desks to sit at	15 children would be in this space they would have 2 dictionaries 2 sheets of paper 2 vocabulary lists, few places to sit
---	--

5. The participants are told that they will be given a vocabulary quiz. They must look up the words on their lists in the dictionary, and write the definitions on a *separate* piece of paper. Each student must hand in his/her *own* word list.
6. Participants are told that if they score 80 percent or better on the quiz, they will be given a reward; those who score under 80 percent will be required to stay indoors during the break to continue working on the quiz. The participants can then be given 10 to 20 minutes, depending on their level, to complete the quiz.
7. While they are working, you will pay more attention to the smaller group. Any objections should be ignored or dismissed by saying something such as ‘Do the best you can with the materials you have,’ or ‘This is how it’s going to be for this lesson.’
(**Note** - Participants from both groups should stay in their assigned area.)

Exclusion



4

8. When time is up, collect the participants' papers and quickly check them. In all likelihood, all of the participants from the smaller group will have accomplished their task, while few, if any, from the larger group will have correctly completed 80 percent of the definitions. The teacher announces the names of the participants who will receive a reward, and those who will not.



Debriefing and evaluation

- At this point, the participants will have strong feelings about the activity and they will want to express them. The facilitator should explain that this was a simulation, and that neither group will be receiving a reward or a punishment.
- The following questions can then be asked:
 - How did the larger group feel during the activity? Why?
 - What strategies did the larger group use to attempt to complete the quiz?
 - How did the smaller group feel during the activity? Why?
 - Did anyone in the larger group attempt to do anything about the unjust situation? Why or why not?
 - How would the distribution of resources have interfered with school success for the larger group, both in the short term and in the longer term?
 - How would the distribution of resources have placed the smaller group at an advantage, both in the short term and in the longer term?
- At some point in the discussion, the facilitator may wish to let the participants know that this simulation is based loosely on statistics from South Africa under apartheid laws in the mid-1980s. At that time, whites made up 15 percent of the population. The per capita school expenditure for black South African schoolchildren was approximately one-eighth the amount spent on white students.



Variation

The quiz may be replaced by a different activity as long as it involves the use of resources, which can be unfairly distributed.



Follow-up

The participants may also wish to explore how funds for education are allocated on a local or national level in their own country. Is the allocation equal? If not, what groups are potentially disadvantaged by the present system? What might the long-term impact of this situation be?

Exclusion



4

VOCABULARY

Use a dictionary to look up the meaning of each of these words. Write each word and its meaning on a separate sheet of paper.

List 1 These words are taken from Articles 28 and 29 of the Convention on the Rights of the Child:	List 2 These words can be found throughout the Kids Inclusive pack:
<ol style="list-style-type: none">1. rights2. culture3. compulsory4. illiteracy5. fundamental6. tolerance7. construe8. accessible9. discipline10. potential	<ol style="list-style-type: none">1. inclusion2. exclusion3. discrimination4. gender5. immunisation6. beliefs7. tolerance8. participation9. refugee10. romani

5 Bullying – what can we do?¹⁵



Aims

- To develop knowledge and understanding of the causes and consequences of bullying.
- To explore ways of confronting the problem.



Materials

- Copies of the questionnaire on bullying - one per participant;
- Flipchart or board;
- Paper and pens.



Time 45 minutes to 1 hour



Method

1. Introduce the activity. Ask the participants to brainstorm 'bullying' on a piece of paper.
2. After five minutes ask them to stop. Ask them who gets bullied. Write their suggestions on a board or flipchart. Ask a few questions: why do some people get bullied? Do different types of people get bullied in different schools? Why? Do people only get bullied at school? What type of person becomes a bully?
3. Give a copy of the questionnaire to the participants and ask them to complete it anonymously.
4. Collect the questionnaires and ask for two volunteers to collate the data.
5. Whilst this is happening, ask the rest of the participants to discuss what they think the findings are going to be. Ask for suggestions on how the questionnaire could be improved.
6. Ask the volunteer data collectors to present the findings.



Debriefing and evaluation

- What can the participants deduce about bullying in their group from the answers given in the questionnaires?
- Were there any surprises?
- Talk about some of the following issues:
 - How do you think it feels to be bullied?
 - Is the person being bullied responsible for it?
 - Are bullies trying to prove something by abusing other people?
 - Is bullying a form of violence?
 - Is bullying a form of power?
 - Is bullying inevitable?
 - If you are friends with someone who is being bullied, should you inform somebody in authority, even though your friend told you about his/her problem in confidence?
 - What are the most common prejudices against people who are being bullied?
 - Who is responsible for dealing with bullying?
- What do the participants feel needs to be done within their own group? Within their school?

Exclusion



5



Follow-up

- Invite the participants to read the “Friendship Story”. What can they learn from this story? What actions should they try and remember?
- Encourage the participants to find a group or association that works to address bullying in their country, and to offer their support.
- Look out for more information on bullying. Bullying Online (www.bullyingonline.co.uk) is a UK web site offering advice. See if there are similar web sites in your country.
- Encourage the participants to hold assemblies and discussions in class about bullying - classes could produce posters, pictures, poems, stories, plays which could be shared with the rest of the school.
- Children need to feel safe at break time and lunch time in the playground - are there lots of things to do and supervisors around?
- In some schools, older children help younger children if they are being bullied. Some have set up "peer counselling" schemes run by the pupils to help children who are being bullied, but also to help children who bully. If needed, provide the participants with more information about peer counselling.
- Invite the participants to find out how much bullying goes on in their school, using an anonymous survey (see sample below). Once they have received all the answers, they can write up a short report for everyone to read.
- If a survey is carried out with the idea of updating the school bullying policy, then think about conducting another survey after a year, to see how effective any changes to the policy have been.
- Look at the creative play space in ‘Further action’.

5 Bullying: Sample Survey

1	Have you ever been bullied?	Yes/No
2	Are you being bullied now?	Yes/No
3	Was the bullying name-calling?	Yes/No
4	Was the bully threatening to harm you?	Yes/No
5	Was the bullying violent (hitting, kicking, punching, pushing)?	Yes/No
6	Was this bullying because of your;	(a) beliefs (b) origins (c) disability (d) other (e) don't want to say
7	How did you react to the bullying?	(a) No reaction (b) Stayed away (c) Became depressed (d) Became violent and abusive
8	Did you tell anyone?	(a) Friends (b) Family (c) Teachers (d) Other (e) No-one
9	Did the person you spoke to help you?	Yes/No
10	Did the bullying stop?	Yes/No
11	If it stopped, why do you think it stopped?	
12	If it continued, why do you think it continued?	
13	Where did the bullying take place?	(a) School (b) Home (c) Going to school (d) Anywhere
14	Which areas of school are most unsafe?	
15	Have you seen anyone else being bullied?	Yes/No
16	Have you ever bullied anyone?	Yes/No
17	Why did you bully them?	
18	What do you think could be done about bullying?	

Exclusion



Further Information

Child protection information on UNICEF's website:

<http://www.unicef.org/programme/cprotection/mainmenu.htm>

<http://www.unicef.org/media/experts-protectchild.htm>

<http://www.unicef.org/media/experts-childlabour.htm>

<http://www.unicef.org/media/experts-childsoldiers.htm>

<http://www.unicef.org/media/experts-fgm.htm>

<http://www.unicef.org/media/experts-childtrafficking.htm>

These sites are samples of those involved in early childhood and protection issues.

Association for Childhood Education International

www.udel.edu/bateman/acei

Consultative Group on Early Childhood Care and Development

www.ecdgroup.com

Children's House

www.child-abuse.com/childhouse

ECD Resource Map – links to many other sites

www.worldbank.org/children/basics/sites.htm

National Institute on Early Childhood Development and Education

www.ed.gov/offices/OERI/ECI

High/Scope Educational Research Foundation

www.highscope.org

National Centre for Infants, Toddlers and Families – larger focus on clinical issues

www.zerotothree.org

Clearinghouse – focuses on statistics and policies

www.childpolicyintl.org

Street Kids International (SKI) www.streetkids.org

Is an international charity based in Canada that aims to give street kids around the world the choices, skills, and opportunities to make a better life for themselves.

World Health Organization

www.who.int



Bully	An aggressive person who intimidates or mistreats weaker people to intimidate or mistreat weaker people.
Discrimination	Unfair treatment of one person or group, usually because of prejudice about race, ethnic group, age group, religion, or gender.
Exploitation	<ol style="list-style-type: none"> 1. Unfair treatment or use of somebody or something, usually for personal gain. 2. The use or development of something to produce a benefit.
Human rights	The rights that are considered by most societies to belong automatically to everyone, for example, the rights to freedom, justice, and equality (sometimes singular).
Humanitarian	<ol style="list-style-type: none"> 1. Committed to improving the lives of other people. 2. Involving and affecting human beings.
Juvenile	<ol style="list-style-type: none"> 1. Young or youthful. 2. Relating to, intended for, or suitable for young people. 3. Immature or childish.
Justice	<ol style="list-style-type: none"> 1. Fairness or reasonableness, especially in the way people are treated or decisions are made. 2. The legal system or the act of applying or upholding the law. 3. Validity in law. 4. Sound or good reason. 5. A judge, especially of a higher court.
Stigmatize	<ol style="list-style-type: none"> 1. To label somebody or something as socially undesirable. 2. To mark somebody or be marked with a stigma or stigmata.
Poverty	<ol style="list-style-type: none"> 1. The state of not having enough money to take care of basic needs such as food, clothing, and housing. 2. A deficiency or lack of something.

Exclusion



Endnotes

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- ¹ Adapted from a story by Gregoria Starr, UNICEF Angola
 - ² Adapted from a story by Sylvester Hanga, UNICEF, Tanzania.
Illustration by David Chikoko – Femina Magazine 1998
 - ³ Story by Sue Maskall
 - ⁴ Based on a story by Frederike Seidel, UNICEF, Geneva
 - ⁵ From; United Nations High commissioner for Refugees.
 - ⁶ The photograph used is not a picture of Jacob.
 - ⁷ Based on a story by Garth Willis
 - ⁸ The photograph used is not a picture of Oskar.
 - ⁹ Adapted from the United Nations Special Session on Children
 - ¹⁰ A story circulated by email during National Friendship Week January 2002. The author is Anonymous.
 - ¹¹ Activity by Sue Maskall board designed by Gelise McCullough
 - ¹² Activity by Gelise McCullough and Sue Maskall
 - ¹³ Child friendly version based on an idea from Compass Human Rights Education, Council of Europe Publishing 2002
 - ¹⁴ Adapted from Education for Development, Susan Fountain 1997
 - ¹⁵ Activity by Sue Maskall and Gelise McCullough
 - ¹⁶ Encarta® World English Dictionary © 1999 Microsoft Corporation.

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