

ACTIVITY 2 - CHARTER OF RIGHTS

LESSON OBJECTIVES

- To understand the difference between wants, needs and rights.
- To understand about human rights.
- To understand why we should care about other people's feelings and to try to see things from their point of view.
- To qualify or justify what they think after listening to the views of others.

PREPARATION

Photocopy accompanying activity sheet.

Prepare copies of the UN's Convention on the Rights of the Child; a child friendly version is available from: http://www.rcmp-grc.gc.ca/pdfs/NCD-poster_e.pdf.

This lesson is suitable for interactive whiteboard use.

LESSON

Ask students to create two lists, one of items that they want, i.e. trainers, iPods and so on, and one of their basic needs. Ask them then to decide which of these needs are relevant to all people.

These items should be fundamental. Consider whether there are rights that are specific to children.

They could then talk about ways of grouping these rights e.g. needs essential for life, such as food and shelter; needs essential for well-being, such as love and friendship.

Hand out the activity sheet and ask the class to create a Charter of Rights for Children. I should include the right to have somewhere safe to live; the right to have enough food to eat; the right to choose their own friends; and the right to an education. Now show the class the Convention for the rights of the child and compare it to their list. Ask students to sequence the list of rights in order, from the most important to the least important. Put students in groups to discuss the differences between what they have in their own lists and what is in the Conventions for the rights of a child.

Using the knowledge gained from the introductory lesson on Togo discuss whether the students believe that the children in Togo are being given their full rights - if not, why not. Ask students to identify what would need to change for them to have all their rights fulfilled, for example, if their right to education is not being fulfilled because they can not afford the school fees, then there should be an option of free schools etc.

PLENARY

Based on this thinking, in groups create a 10 point action plan addressing these problems. Introduce the class to the Millennium Development Goals (MDGs); discuss who they were developed by and for what purpose. Ask them to think how their action plans would help to achieve these goals - are there any goals their plan doesn't work towards? If the MDGs were achieved do they think child trafficking would still be a problem? As a class, then decide on an overall plan for Togo that can be written up and displayed.

| CURRICULUM LINKS | | | |
|------------------------|----------------------------------|--|---------------------------|
| ENGLAND Citizenship | 1a, 1f, 2a, 2c | WALES PSE | Aspects: Community, Moral |
| SCOTLAND PSE | Social awareness and development | NORTHERN IRELAND Social and Environmental Studies | Principles |



TEACHERS NOTES - Togo: Making Choices

ACTIVITY 3 - CHILD TRAFFICKING TODAY IN TOGO

In this activity students are discussing the child trafficking trade and its effects on life in Togo.

LESSON OBJECTIVES

- To develop empathy towards others.
- To find and select evidence.
- To recognise and begin to challenge unfairness.

PREPARATION

Photocopy accompanying activity sheet.
 Prepare copies of the Togo country file, available from the resource centre.
 This lesson is suitable for interactive whiteboard use.

LESSON

Discuss as a class the child trafficking trade and how it works. Recap on the reasons why children go with traffickers. Think about what happens to the children when they begin to work, and what the likely long-term impacts will be on their lives even if they get to return to their communities.

Throughout the discussion make sure to list key points on the board or in notebooks so that they can be used as reference later in the lesson.

Remind the students of the report - 'Price of Bike' and hand out copies of the country file. Ask students to review this information and discuss in groups how this report further informs their views from the previous discussion.

Think about how the impacts of child-trafficking affect the Togo economy and level of development.

Students should compile reports on child trafficking, outlining the effects it has on the child, the trafficker, the family, and economy, and discussing the ways in which they believe the problems could be resolved. Ask students to use key points from their discussions, the information given from the website, and independent research into the problems caused by child trafficking and the ways in which the problem of child trafficking is beginning to be addressed. Remind students to consider the audience that the report would be written for i.e. a local MP, other students, the general public etc. Hand out the activity sheet; the students can use this as a guide for preparing their reports.

PLENARY

As research, ask the students to look on the Plan websites for examples of other reports. Ask them to compile a content page for the report to see how they are structured and discuss the most effective way of presenting the information. Suggest various presentation methods to the students.

| CURRICULUM LINKS | | | |
|------------------------|----------------------------------|--|---------------------------|
| ENGLAND Citizenship | 1a, 1f, 2a, 2c | WALES PSE | Aspects: Community, Moral |
| SCOTLAND PSE | Social awareness and development | NORTHERN IRELAND Social and Environmental Studies | Principles |



TEACHERS NOTES - Togo: Making Choices

ACTIVITY 4 - IN THE KNOW

In this activity students are asked to think about what they have learned throughout the project and explore ways of presenting this so that it raises awareness of the issues amongst other people.

LESSON OBJECTIVES

- To reflect on their learning, and to communicate what they have learnt to others.
- To develop skills of participation and responsible action.

PREPARATION

Photocopy accompanying activity sheet.

Note Plan's ideas for getting involved from the UK.

This lesson is suitable for interactive whiteboard use.

LESSON

Ask students to identify what they have learned through the project about Togo, child trafficking, and how Plan UK is trying to improve the situation. Discuss these ideas.

Recap on the action plan they made in lesson two, and think how their plan to improve children's rights overall would contribute or link with the work that Plan is doing with the communities immediately involved.

Go back to the MDGs. Would it make a difference to the children in Togo if these goals were met? Why aren't they being met and whose responsibility is it to make them happen? Take a look at the taking action section of Plan's development education website for ideas on what you can do to help. What can we do to put pressure on those responsible to keep their promises?

Hand out the activity sheet and explain that the students are to create a series of media pieces that will be presented to an audience, they must decide and note who their target audience is.

They can create:

Leaflets

Magazines advertisements

Internet ads

Newspaper front page

Advertising campaign for TV

Podcasts

A short film

Continued...



TEACHERS NOTES - Togo: Making Choices

ACTIVITY 4 - IN THE KNOW Continued

These should be designed to show the problems and information regarding Togo, child trafficking, what is being done by Plan International to help. They should explain the relevance of the MDGs to the situation and why we need to make sure that they are met. It should also give advice on how to take action, or explain the action that they as a class are taking. They are to be designed as a presentation to audiences that know nothing about the subject.

Alongside presenting these media pieces students should create a fact file and explanatory document showing how they believe their campaign informs others and through what channels. Part of the document should incorporate information on Togo's child trafficking, how Plan UK is helping, and what needs to happen in order for the situation to continue to improve.

PLENARY

Invite Staff, Governors and parents into school to look at the student presentations. Encourage the audience to ask the students questions about what they have learned.

EXTENSION ACTIVITY

Vote as a class on the action you're going to take and make it happen!

| CURRICULUM LINKS | |
|--|---|
| ENGLAND Citizenship 1a, 1f, 1g, 2b, 3a | WALES PSE Aspects: Community, Moral |
| SCOTLAND PSE Social awareness and development | NORTHERN IRELAND Social and Environmental Studies Principles |

FOCUS ON TOGO

| Togo | UK | Country of choice: |
|------------------|------------------|-----------------------------|
| Area | Area | Area |
| Population | Population | Population |
| GNP | GNP | GNP |
| Relief | Relief | Relief |
| Climate | Climate | Climate |
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Differences:

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Similarities:

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Summary of findings:

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CHARTER OF RIGHTS

Create your own Children's Charter.

Charter for Children

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- 2.....
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CHILD TRAFFICKING TODAY IN TOGO

Compile a report on child trafficking and the effect it has on:

the child

the trafficker

the family

the economy

Solutions

Plan International's work with community.....

IN THE KNOW

Chosen Medium:

Why I chose this medium

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Plan your ideas below