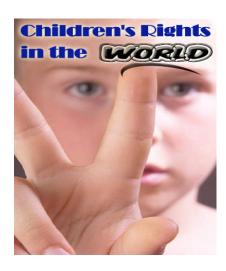
TEACHER'S GUIDE



Suggested Level	Secondary 1-2 (7th-8th Grades)		
Length	50 minutes (1 period)		
Subjects	English, language of instruction		
Broad Areas of Learning	Citizenship and community life		
Focuses of Development	Culture of peace		
Educational Aim	To make the students aware of the situation involving children throughout the world.		
Subject-Specific Competencies	To write self-expressive, narrative and informaton based texts		
Cross-Curricular Competencies	To use creativity		



Background Information

One of the priorities of the Canadian International Development Agency (CIDA) is the protection of marginalized children at risk in the world. The Children's Charter of Rights outlines that each child has the right to an environment favorable to self-fulfillment. Within such an environment, children can take their future in hand and bring about positive changes in family, community, and country. According to CIDA:

"They [children] are in the best position to break the ongoing cycle of poverty which has continued for generations. They also embody our greatest hope in changing attitudes and behaviour on issues such as equality between the sexes or our relationship to the environment"



First, ask the students to read the poems written by other youth of the same age. Secondly, have them write their own poem following the instructions provided on the worksheet.

Procedure:

- 1. Ask the student to read the poems and complementary information provided on the worksheet.
- 2. The student is then invited to put together a word bank which will be useful in composing their poem. The student will then choose one of the five subjects which are proposed on the worksheet.
- 3. The student will then write on the chosen subject, in the corresponding box, the feelings and images that the topic inspires in them.
- 4. He or she must then find two verbs, two adjectives, and two common nouns for their subject.
- 5. He or she now has a word bank to help them write their poem.

1. Child Labour	2. To live in a war zone	3. Poverty's impact
Slavery (image)	War (image)	Hunger (image)
Injustice (feeling)	Fear (feeling)	Helplessness (feeling)
v: to exploit, to abuse adj: exhausting, demoralizing n: sweatshop, child slavery	v: to hide, to die adj: petrified, devastated n: violence, peace	v: to fight, to survive adj: difficult, worldwide n: food, dignity
4. Education and self-fulfillment Personal pride (feeling) Going to school (image)	5. To feel safe Peacefulness (feeling) Family (image)	6

v: to learn, to choose adj: informed, educated n: opinion, knowledge	v: to live, to play adj: protected, free n: innocence, love	

To learn more about the subject, you may wish to consult the following sources and propose them to your students:

Children's Rights Convention: www.ohchr.org/english/law/pdf/crc.pdf (Integral text)

In-Terre-Actif Network: www.in-terre-actif.com/english/show.php?id=2704 (Teacher's packets on the exploitation of children and other information)

Canadian International Development Agency (CIDA): www.acdi-cida.gc.ca

UNICEF: www.unicef.org

In-Terre-Actif Network: www.in-terre-actif.com/english (pedagogical tool kits on child exploitation)



AN INITIATIVE OF THE

In-Terre-ActIf Network of the Comité de Solidarité/Trois-Rivières



PRODUCED IN COLLABORATION WITH THE GOVERNMENT OF CANADA THROUGHT THE

