



Show  
your kids  
another  
world!

**Junior Primary Lessons  
Teachers Notes**

**[www.kids4kids.org](http://www.kids4kids.org)  
1800 244 986**

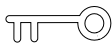


## Keys to Teachers Notes

Thank you for choosing to use the **Kids 4 Kids** Classroom Lessons. We hope you and your kids will enjoy the activities, learn a lot and find a range of ways to respond to the challenges of our unequal world.

The **Kids 4 Kids** program is designed to help you to:

- introduce your kids to children who live in poor communities in the Third World
- teach your kids about God's love for all children
- help your kids find ways to respond and bring change for children around the world.



### **Key Activities**

Key activities are critical to achieving the learning outcomes.



### **Optional activities**

Optional activities give you a chance to extend children's learning in interesting and creative ways, provided you have the time.



### **Questions**

Questions for discussion provide a framework for you to help children process what they have learnt.



### **Video**

The Video "The Rag-pickers of Delhi" is a major input source for the lessons. If you are unable to use a video, two information posters are provided, along with an explanatory script. Video runs for 10 minutes.

We hope you and your children enjoy exploring this important topic. Please contact **TEAR Australia** on **1800 244 986** if you have any questions.

# Lesson One: Meet the Neighbours

## Knowledge

Children in poor communities face many difficulties which are not their fault.  
Families in poor communities are used as cheap labour in jobs such as rag-picking.  
Jesus teaches us that the command to love our neighbour includes all people.  
We can all PRAY for people who need help, and for those who are helping.

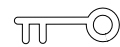
## Feelings

Compassion towards people who struggle to survive

## Skills

Ability to think through the consequences of the problems faced by poor communities

## Introducing the topic: choose 1 activity



### Option 1 (10 minutes)

This introduction helps the children think about the features of their house (materials used to build it, number of rooms, etc.) as preparation to highlight differences between their houses and those of children living in a Delhi slum.

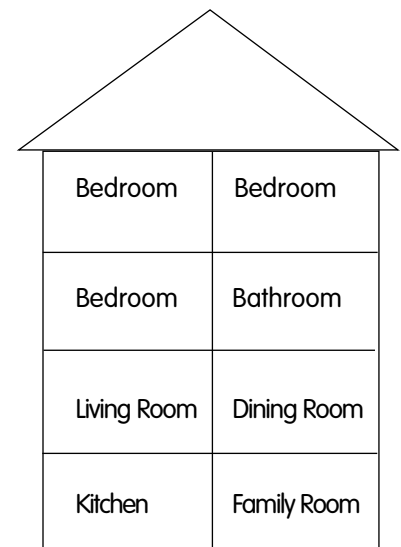
Unless you have lots of time, aim for just a few responses at each point in this introduction.

If you had a book that showed houses with the front removed (e.g. Richard Scarry books), you could use it as an aid to a discussion similar to the one outlined below without using the pictures of rooms. A real doll's house would be terrific!

### You will need

- ✓ Pictures of rooms cut from magazines or catalogues (bathroom, living room, bedrooms – at least 3, laundry, kitchen... include the rooms typical of the houses your children live in). Cut out the pictures and stick them to pieces of card the same size.
  - ✓ Blu tack
1. Now, I want you to close your eyes for a moment and picture your house. Think about what it looks like on the outside, (pause) and the inside. Right, now keep that picture in your head and open your eyes.
  2. Who lives in a house made of bricks? Whose house is made from weatherboards or wood? Whose house is made from something different?  
What about the roof, what is that made from? And outside the house – put up your hand if you have some yard to play in. Swings? A sand pit?
  3. I want you to imagine inside your house and all the rooms in it. Who shares a bedroom? Who has a bedroom of their own? What other rooms do you have in your house?

As children say the rooms, stick up the pictures, making a tall thin house (two rooms wide). You may like to mention some of the things found in these rooms as you put them up. e.g. Here are the beds and a wardrobe in the bedroom, the kitchen has a stove, a sink, a fridge, etc. If you had a book that showed houses with the front removed you could use it here instead of sticking up the pictures of the rooms.



4. Now we are going to make your house smaller.

First I want to imagine that your bedroom has gone. (Take away bedroom). In fact I want you to take away all the bedrooms... (Take away all bedrooms.) Now where will you sleep? What about the rest of your family – where will they sleep? And where will you keep your clothes?

Now take away the bathroom and the toilet. Where will you go to the toilet now? (You might have to find one at the park or the shops.)

Now take away the kitchen. Oops – there goes your sink, your fridge, your stove and oven, and your cupboards.

Keep going in this manner until there is only one general room left.

5. Now this last room we have left we need to make a bit smaller.

Make a space on the floor 2mx2m (use rug, chalk, chairs, or the children could sit to show the perimeter of this room).

This house isn't made using bricks or weatherboards. You will have to search in the rubbish for some useful things to make the walls and the roof, maybe some cardboard and plastic. Now take all the furniture out, there isn't enough room to keep it. We'll leave one light bulb so you can see, and a fan, because there is no window. And instead of a door we have a curtain. And we have no yard outside because right next to us are houses just like this one.

Now I wonder what will be different about your life living in a house like this one?

6. Today we are going to learn about some children who live in houses like this – with one room, no taps or toilets and made from whatever they can find – cardboard, plastic and other bits of rubbish. These children live in a poor community in India. Not every one in India is poor and many people in India live lives similar to ours. However there are many poor communities in India, and many other countries in our world. We are going to be learning about their lives, and ways that we can be involved in helping make things better.

## Option 2 (5 minutes)

This introduction explores the uses for different types of rubbish as it prepares the children to think about the work of rag-picking.

### You will need

- ✓ Large sheet of plastic (a large cut open garbage bag would work, you could then just collect all the rubbish up for easy removal)
- ✓ Rubbish bin of rubbish (include some recyclables, some smelly bits, some cardboard, glass [not broken], metal, eggtrays...)

1. Get the children to sit in a circle. Spread the large sheet of plastic (or cut open garbage bag) in the middle of the circle. Tip the rubbish bin onto the plastic sheet with a flourish.
2. Have a short discussion:

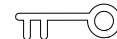
Who can see any useful things here? What could you use that for? (Hold up any piece of rubbish.)

Could you re-use any of this rubbish? What for?

Are there any recyclables here? Who can see something that would be useful to make into a house? What about this? (Hold up some cardboard.)

3. If you worked as a recycling sorter, it would probably be pretty unpleasant and dangerous. What would you have to be careful of, or what problems might there be as you sorted the rubbish into glass, plastic, metal, paper, etc? (Getting cut by glass, the rubbish might smell, you would need plastic gloves...)
4. Some children in the world have to sort through rubbish to collect the useful things to sell so that they can survive. In fact, they use a lot of things that other people throw out, like cardboard to make their houses. We are going to learn about some children who live in a poor community in India. Not everyone in India is poor, and many people in India live lives similar to ours. However, there are many poor communities in India, and in many other countries in our world. We are going to be learning about their lives, and ways that we can help.

## Video and discussion (15 minutes)



### You will need:

- ✓ Video player and Kids4Kids Video: The Rag-pickers of Delhi (OR Posters).

Watch the video (or use the Posters).

Have a discussion encouraging each student to contribute one idea.

- What things did you see the children doing in the video?
- What is one thing that you noticed from the video?
- What was something that surprised you?
- What was one thing that made you angry or sad?

## Rubbish Houses



There are three 'rubbish houses' activities. Choose one that suits your time and resources. These activities are designed to focus on the difficulties faced by poor communities in needing to live on unused land, making houses from cardboard and other rubbish, and other problems associated with living in a slum, such as lack of water and toilets in houses.

### Option 1: Make a Map (35 minutes)

In this activity, children make their own, and a rag picker's house to include on a large map of their area. A discussion after the map-making focuses on problems facing people in poor communities.

### You will need:

- ✓ Waste/scrap materials, plastic, fabric, scrap paper, used popsticks etc.
- ✓ Large map of area (real or made up, on firm cardboard). Draw or paint on streets, parks, creeks, etc. You need to include some unused land such as parkland. Your map needs to be large enough for each child to paste on two houses, one on a street like theirs and the other on the unused land.
- ✓ Small Kinder squares or other small squares of paper as a base for making houses
- ✓ Scraps of coloured paper
- ✓ Drawing materials
- ✓ Glue
- ✓ Scissors

1. Introduce map: Show children the roads, parks, land for houses, unused land, shopping strip, etc.
2. Discuss or summarise features of houses in your area (e.g. what are they made from, do they have back yards, etc).

Discuss what the rag-pickers' houses were like (e.g. What are they made from, do they have back yards, where did they live, etc.).

3. Provide children with materials to make a rag-picker's house (rubbish cut and pasted onto a small kinder square) and a house that is like their house (cutting and pasting coloured paper, or drawing). Early finishers could make more than one.
4. Come back together to paste houses onto your large map. Paste on our houses first. Where will they go? Draw in a yard around the houses if that is what children in your area have.
5. Where will the rag-pickers' houses go? Where did the rag-pickers live in the video? (under a bridge or on unused land). We'll need to find some unused land because these people can't afford to buy or rent a house. What about here? (Point to parkland or similar unused land.) Do you think there will be any problems with putting these houses made of rubbish here? What might your mum and dad say? (In Delhi, police often threaten to knock down their houses and move the people on because they live in places they are not supposed to live.)

What other problems might there be living here? Where will these people go to the toilet? Where will their rubbish go? Where will they get their water from? (Where did Taniya go for water?) Do you think there will be problems living in a house made from rubbish? What happens when it rains, or is really windy?

Paste on rag-pickers' houses close together on unused land.

## Option 2: Comparing houses (20 minutes)

In this activity children make a rag-picker's house (in 2D). The discussion focuses on problems facing people in poor communities.

### You will need:

- ✓ A4 paper
- ✓ Waste/scrap material, paper, plastic, fabric...
- ✓ Drawing materials
- ✓ Scissors
- ✓ Glue

1. Discuss or summarise features of houses in your area (e.g. What are they made from, do they have back yards, etc.).

Discuss what the rag-pickers' houses were like (e.g. What are they made from, do they have back yards, where did they live? etc.)

2. Children fold a piece of paper in half. Make a picture of the rag-pickers' house using scrap materials on one side, draw or use coloured paper to make your house on the other (that is, flat – 2 dimensional). Children who can write could put some words around to note some of the differences in housing materials, number of rooms, etc. between the two types of houses.
3. Ask the children what people would say if someone built houses like these rubbish houses in their area. Where did the rag-pickers live in the video? (Under a bridge or on unused land). What might your mum and dad say? (In Delhi, police often threaten to knock down their houses and move the people on because they live in places they are not supposed to live.)
4. What problems would the people have, living in rubbish houses? Where will these people go to the toilet? What other problems might the rag-pickers have? Where will their rubbish go? Where will they get their water from? (Where did the Taniya go for water?) What happens when it rains, or is really windy?

## Option 3: Make a rubbish house (30 minutes)

In this activity children make a rag-picker's house. The discussion focuses on problems facing people in poor communities.

### You will need:

- ✓ Clean waste/scrap materials, plastic bags, small boxes and drink cartons, used popsticks etc.
- ✓ Scissors
- ✓ Glue
- ✓ Sticky Tape

1. Discuss or summarise features of houses in your area (e.g. What are they made from, do they have back yards, etc)

Discuss or summarise what the rag-pickers' houses were like (e.g. What are they made from, do they have back yards, where did they live, etc.)

2. Working with a partner, children make a 3 Dimensional rubbish house.
3. Ask the children what people would say if someone built houses like these rubbish houses in their area. Where did the rag-pickers live in the video? (Under a bridge or on unused land.) What might your mum and dad say? (In Delhi, police often threaten to knock down their houses and move the people on because they live in places they are not supposed to live.)
4. What problems would be people have, living in rubbish houses? Where will these people go to the toilet? What other problems might the rag-pickers have, living here Where will their rubbish go? Where will they get their water from? (Where did Taniya go for water?) What happens when it rains, or is really windy?



## A Bucket full of Rubbish (30 minutes)

This activity highlights some of the difficulties involved in collecting rubbish for a living.

### You will need:

- ✓ Collection of plenty of the rubbish items listed in **J1 Resource 1**
- ✓ Buckets or ice cream containers to collect materials
- ✓ Disposable rubber gloves
- ✓ Price list for rubbish and items to buy: (**J1 Resources 1 & 2**) Enlarge these for a bigger class.
- ✓ How Much Rubbish Do You Need? (**J1 Resource 3**) One per child, or one per group.

NOTE: Follow sensible safety precautions in using "rubbish". Use only clean materials, make sure children handling the rubbish are wearing gloves (which are thrown away after the exercise), and ensure that the children don't touch their faces while doing the activity.

1. Allow the children to work with a partner or in small groups to fill their container with one type of rubbish: eg plastic bags. The children bring their container to the teacher who hands them counters for the number of rupees outlined on J1 Resource 1. (5 minutes)
2. Stop the rubbish collection and discuss:
 

Which type of rubbish was quickest to collect?

Who has the most rupees? What rubbish did you collect to get that much?

Collecting rubbish would be unpleasant and dangerous work. In what ways?
3. The children can now go shopping. Look through the "Prices you pay" worksheet together. Working with a partner the children complete the "how much rubbish do you need" sheet 'spending' their number of rupees.

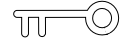
4. Discuss:

What did you choose to buy? Why?

Which things that we get for free have to be paid for?

Our parents pay for things like school books and toys. Why don't the parents under the bridge pay for these things for their children?

## Bible Focus. Luke 10:25-37



### The Parable of the Good Samaritan (10 minutes)

#### You will need:

- ✓ Bible. Luke 10: 25-37 in a good simple English translation or paraphrase.
- ✓ Bible character puppets (Levite, Priest, Samaritan, Traveller) **J1 Resource 4**
- ✓ The large map you have made in the previous activity, or line up 3D houses to make a street (Optional)

1. Introduce concept of 'neighbours'. What is a neighbour? Do you know your neighbours? What do neighbours do for one another? (Put out the rubbish, babysit, watch your house, feed the pets or take in the mail when you're away, give you lemons or things from the garden, stop for a chat, be friendly, etc, etc.)
2. In this story, a neighbour is someone who looks out for and cares for others. Here are the people who will be in the story. I wonder if you can guess who the good neighbour will be.

Hold up one puppet at a time and introduce the characters in the story of the Good Samaritan.

A traveler. He is just an ordinary person going on a journey.

A Priest and the Levite. They are important people in the community and work at the temple.

The Samaritan – Samaritans were a group of people that the Jewish people didn't get along with. They had hated each other for ages.

3. Tell the story of the Good Samaritan using your puppets. You can use the big map you made previously as a prop, with your puppets walking along the streets. Alternatively, read Luke 10: 30-37 and make your puppets act out the story.

4. After the Story:

Who was the good neighbour? Why? He was the one who actually helped. (NOTE: This would have been shocking for the listeners, because they thought the Samaritans were awful people, not "good" at all.)

Who were bad neighbours? (Priest and Levite)

Why? (They didn't do anything for the man in need.)

Who do you think Jesus is telling us that we need to love?

(Everyone. Particularly those who need our help, whom everyone else ignores.)





## The Parable of the Good Rag-Picker

### You will need:

- ✓ Indian character puppets (Traveller, Politician, Tourist, Rag-pickers, Health Clinic worker)  
**J1 Resource 4**
- ✓ The large map you have made, or line up 3D houses to make a street (optional)

Bible Characters	Indian Characters
Man going on a journey	Man or Woman going on a trip
Priest	Politician
Levite	Tourist
Samaritan	Rag-pickers. Need 2 people, father and son

You will also need a taxi driver.

1. Explain that you are going to tell the Good Samaritan story again, but this time the story will take place near the bridge that we saw in the video (poster).
2. Introduce the characters

Politician – “I’m an important person. I like to tell people how to keep the city safe.”

Tourist – “I’m here in Delhi to see all the important sights and take lots of photos, and I’ve got money to buy some presents to take home for my family.”

Rag-pickers – “I work with my Dad. We live under a bridge and we sort through the rubbish for things to sell.”

Taxi-driver – “I’m a taxi driver. Sometimes, I take people where they don’t want to go.” (Evil chuckle!)

[In fairness to Delhi taxi drivers, I should point out that, although many visitors have been taken to places they didn’t want to go, usually a shop belonging to a relative of the taxi driver, some taxi drivers are courteous, helpful and friendly – or so I’m told.]

3. Tell the story, thus.

A man was going on a journey to visit relatives. In the night, he caught a taxi to the railway station, but as he sat in the back of the taxi, he realised he was not being taken to the railway station at all. “Where are you taking me?” he asked. The taxi driver told him that this was a short cut. Suddenly, the taxi stopped and the driver started yelling at him to get out. Before he could do anything, the back door opened and the man felt an enormous bang on his head. A long time passed. The man woke to find himself lying on a 6 lane bridge in the middle of Delhi. Cars drove past him, trucks thundered by, and the occasional cow almost trod on him. He had a terrible headache, and couldn’t move.

All his possessions were gone, his pockets were stripped of money. His mobile phone had been taken, so he couldn’t call anyone for help. He fell in and out of sleep in the burning sun. As that man lay there, beaten and bruised, a Politician came by. He had an important meeting to go to, about stopping crime in the city. He passed slowly in the traffic jam. From the back of his new car, he saw the man lying in the gutter. He wound the window up and asked the driver to turn on the air conditioning.

A little later, a rich tourist passed that way. She noticed the man lying there, bleeding. Frightened that the people who did this might be still around, she walked around him, holding on tightly to her bag. She thought, “Thank goodness the hotel is just on the other side of the bridge. I’m nearly there.”

Now under that bridge lived some rag-pickers. A father and son were crossing the bridge, pushing an old cart full of the rubbish they had spent all day collecting. When they got home, they needed to sort it out to sell it. They came across the man lying on the ground. The father knelt down beside him to check that he was still breathing.

He sent his son to get some water. The boy grabbed one of the bottles that he had collected that day, and ran down to the water pump to fill it up. He brought it straight back to his father, who used the water with his own shirt to clean the dirt and blood from the man’s face.

The son and father tipped some of their load off their cart to make room for the man. They carefully lifted him on top, and the boy walked beside him to make sure he didn’t fall as the father pushed the heavy weight.

When he awoke, the man found himself being carried into a health clinic by these two rag-pickers.

## 4. Questions for discussion:



Who was the “good neighbour” to the man who was robbed?

How do you think the man felt when he woke up and found himself on the rubbish cart, being taken to the Health Clinic?

Explain: Rag-pickers are not treated well in India. Many people don’t like them because they are “dirty”. Rag-pickers and other poor people are often not helped at hospitals or banks, and they are hassled by police.

In our story, the rag-picker father and son were like the Good Samaritan because they loved and cared for the man in need, even though he didn’t belong to the same group as them.

## Introducing SHARAN (5 minutes)



### You will need

✓ Set of pictures of SHARAN’s work

1. A group of Christians called SHARAN have been the “good Samaritan” or “good neighbour” and loved the people in the rag-picking communities. And even though most of the people around either ignore them or are mean to the rag-pickers, SHARAN staff have been obeying Jesus to show love to them.
2. SHOW photo collection of the ways that SHARAN workers are helping: visiting them in their homes, taking them to hospitals, helping them enrol their children in school, setting up a health clinic, helping groups start savings groups.

Australian Christians have helped these Christian people in India by sending money to help pay for this important work.

## Response Time (5 minutes)



Although we may think there’s nothing much we can do to show love to people like those in the video, there’s one thing we can ALL do, and that’s pray.

Ask the children to list some things they could pray for, for the children under the bridge.

Thank God for the work of SHARAN, and pray for them.

## Lesson Two: It's not Fair!

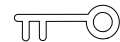
### Knowledge

Children have rights which are written in international documents and agreed to by governments. The Bible calls on Jesus' followers to help the poor and stand up for the rights of the poor and needy. **TEAR Australia** partners are helping to make these rights a reality for children in poor communities. We can GIVE to groups that are working in poor communities. Even small gifts can make a big difference.

### Feelings

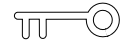
Identification with the children in rag-picking communities

### Revise Previous Lesson (5 minutes)



Use the posters, your large map and the Good Samaritan puppets to revise the previous lesson. Recall the circumstances the children in the video faced, and the ways in which God's people (in this case, SHARAN) are helping.

### It's not Fair! (Choose at least one of these options)



Here is a selection of activities designed to be obviously unfair in some way. The idea is to use one or more of these activities as a springboard into discussion about the International Convention on the Rights of the Child, and how unfair it is that not all children have access to these rights.

Choose an activity that will suit your children, your situation and your time frame.

### Option 1: Unfair Fairy Bread (15 minutes)

#### You will need:

- ✓ Bread
  - ✓ Margarine
  - ✓ 100s and 1000s
  - ✓ Plates
  - ✓ Blunt knives
  - ✓ Fairy Bread instructions. (**J2 Resource 1**, on OHT or big enough for children to see)
1. Establish a clear stop signal before playing this game, e.g. clap hands in a certain way, hold a hand up in the air etc. Make it clear that when you use this signal, everyone is to stop, no matter what! (This is to halt potential riots as the children's sense of justice is piqued!) Practice your stop signal a couple of times.
  2. Generate some excitement about parties and party food. Who likes party food? What about fairy bread? Yum!
  3. Go over the steps involved in making fairy bread. Each child is to stay at their table to make one slice of fairy bread. Let the children know that we are going to eat the fairy bread at the end of the lesson.
  4. Divide the children into groups to make fairy bread. Give out (or have set up) materials, but make it quite obvious that 1 or 2 groups have all they need, and that the other groups don't (maybe just the bread, or plates and margarine, whatever, as long as they don't have all they need to make the fairy bread). You can highlight this unfair division of resources by only helping the well-resourced groups, and ignoring the complaints and cries for help from the other groups. Try not to let this part of the lesson drag on for the children who are missing out – 5 minutes will be plenty of time

- to make your point. Once your well-resourced groups have made their fairy bread (Don't let them eat it! Save eating for the end, when everyone will have the opportunity to make some), stop the group and discuss some of the problems.
5. Discuss: Why was this activity not fair? How did you feel as someone who had/didn't have everything they needed?
  6. Inform the children that those missed out will be able to make their own slice at the end of the lesson.
  7. Application: Point out that some kids in the world have lots of things, and others hardly have anything. We are going to be learning about the most important things we need, and all children around the world need, to grow and be safe.

## Option 2: The unfair race (10 minutes)

1. Design a race, where some children have an unfair advantage over others. For example, a running race where some children have their feet loosely tied together, or a simple obstacle course where some children are blind-folded. Give simple prizes (a sticker or a sweet) to the winners.
2. Discuss: Why was this game not fair? How did you feel if you were one of the winners? How did you feel if you were not able to win? Point out that some kids in the world have lots of things, and others hardly have anything. We are going to be learning about the most important things we need, and all children around the world need, to grow and be safe.
3. Finish by giving those who didn't win a prize as well.

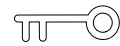
## Option 3: Lolly division (5 minutes)

1. Have a bag of lollies and hand them out randomly so that some kids get some (more than one), and others none at all. Wait for the complaints. (You won't have to wait long!)
2. Discuss: Why was this not fair? How did you feel as someone who missed out? Point out that some kids in the world have lots of things, and others hardly have anything. We are going to be learning about the most important things we need, and all children around the world need, to grow and be safe.

## Option 4: Play an unfair game (10 minutes)

1. You could play Pin the Tail on the Donkey, blindfolding some of the children, but not others. Or a target throwing game, making some of the children stand further away than others. Make the game as unfair as possible, and be obvious about who is the winner each time.
2. Discuss. Why was this game not fair? How did you feel? Point out that some kids in the world have lots of things, and others hardly have anything. We are going to be learning about the most important things we need, and all children around the world need, to grow and be safe.

## The Rights of the Child. (Do at least one of these)



### Option 1: Life in the Slum (30 minutes)

This activity highlights the differences and similarities between the lives of children in Australia and those living in a slum in Delhi. It introduces the rights of the child and their availability to the two different groups of children.

#### You will need:

- ✓ **J2 Resource 2** and **J2 Resource 3**
- ✓ A large piece of chart paper with headings, as on the table below
- ✓ The Kids 4 Kids posters
- ✓ A list of the Rights of the Child (J2 Resource 2), big enough for the children to see.
- ✓ Photos of children from the video (cut out from J2 Resource 3) - enough for one photo per child, blank paper, glue and colours. (Optional)

1. Using the posters, identify the following for the children living in the slum (5-10mins)

- who cares for the children and who they live with
- where they get their water, go to the toilet
- what their home looks like
- what they do when they are sick or hurt
- how they get an education
- what jobs they do

Now answer the above questions for us.

For example;

	<b>Rag-picker Children Aizijul, Sajida, Taniya, Naseema</b>	<b>Us</b>	<b>Things Every Child Should Have</b>
<b>Care</b>	<b>Family</b>	<b>Family</b>	
Water and toilet	Water from a pump, Pay for toilet	Water and toilet in our house	
Home	Made of cardboard, plastic, only 1 room	Big house, brick or wood, many rooms	
Sick or hurt	No doctors. Some don't have immunisation. Health clinic	Doctors, hospitals, medicines, immunisations	
School	Some go to school	Everyone goes to school free	
Jobs	Rag-picking, housework, looking after other children	Washing up, sometimes keeping room tidy...	

2. Discuss the list above:

- Would you want to live in the slum in Delhi? Why/why not? Would you rather live in Australia? Which would be easier? More fun?
- Are there any things that the rag-picker children and we have that is the same?

3. Introduce the topic of Children's Rights.

In order for all children to grow up in a healthy and happy way, governments have signed a document called The Declaration of the Rights of the Child to promise that they will make sure that children get the special things they need to grow and stay safe. Unfortunately not all countries have been able to protect the rights of all children in their country.

Read out the Rights. Ask the children which ones should be on the chart, above, and add them. Discuss which group of children has which rights – the slum children and us. Why are these rights important for all children? What might happen if we were not able to have...(example of a Right).

4. If you have time, give children a blank sheet of paper and a photo of one of the children from the video (cut out from J2 Resource 3). Children paste the picture in the middle of their paper, and draw the things every child needs. Add 10 minutes for this activity.

## Option 2: Rights of the Child (20 minutes)

In this activity the children are presented with a list of rights and 'non-rights'. The activity aims to determine which are the most important things we need to grow and stay safe.

### You will need:

- ✓ Write the Rights of the Child (**J2 Resource 2**) on strips of card, one Right on each strip, large enough for the children to see. Make some more strips with "non-rights" on them. Here are some suggestions, but feel free to make up some of your own, ones you know will appeal to your children.

Have a birthday party every year  
 Have carpet in your bedroom  
 Watch TV or play video games all day  
 Have at least three pairs of shoes  
 Go to Macdonalds three times a week  
 Get new toys every Christmas  
 Live in a house with a swimming pool  
 Go on holidays to the beach.

If you can illustrate the strips from magazines or junk-mail catalogues, that would be very helpful for children who aren't reading well yet.

- ✓ Make two strips as headings. One says "Things Every Child Needs" and the other says "Things Every Child Would Like"
  - ✓ Blu-tac
  - ✓ Photos of children from the video (cut out from **J2 Resource 3**) – enough for one photo for each child, blank paper, glue and colours. (Optional)
1. In order for all children to grow up in a healthy and happy way, governments have signed a document called The Declaration of the Rights of the Child to promise that they will make sure that children get the special things they need to grow and stay safe.
  2. Have a short discussion: What are the most important things you need to grow and be safe? Which things should every child in the world be able to have?  
 (If children are having difficulty knowing what you mean, guide them with an example. 'Do you think every child should have lemonade? Do you think every child should have clean water? Do you think every child in the world should have Macdonalds three times a week? Do you think every child should have enough food to eat? What other things do you think every child in the world should have?')
  3. Tell the children you have two lists, 'Things every child needs' (these are the Rights of the child) and 'Things every child would like'. Your lists seem to have got muddled up. Ask the children to help you sort the lists, as it's very important to know which things every child should have.

4. Use your sentence strips. Read out each item, sorting them as you go. Discuss with the children why they think particular items are things every child needs, or not.
5. Identify which of the things in the list of Rights every child in the room has available to them. Do you think every child in the world has these things? Unfortunately not all countries have been able to protect the rights of all children in their country.
6. Get two children out the front – one to be Azizul or Naseema from the video, and one to be themselves. Look at the posters, and identify which of the Rights each child has. Give them a copy of each Right to hold if it is one they have access to.  
Count up the number of Rights each child has access to.
7. Azizul (or Naseema) isn't able to have all the important things he (she) needs to grow and be safe. Do you think that's fair? What might happen if he (she) isn't able to go to the doctor if he (she) is sick? What might happen if he (she) is not able to go to school?
8. If you have time, give children a blank sheet of paper and a photo of one of the children from the video (**J2 Resource 3**). Children paste the picture in the middle of their paper, and draw the things every child needs. Add 10 minutes for this activity.

## Option 3. Things we need, and Things we like (10 minutes)

This is a shorter, simple option for younger children with few reading skills.

### You will need

- ✓ Pictures cut from magazines or junk-mail catalogues to illustrate things we need to survive, and things we like having. Try to include the following categories...  
FAMILY  
FOOD: For example, fruit, vegetables, bread, lollies, cakes, hamburgers.  
HOME: A very posh house, and an ordinary house, if possible  
WATER/TOILET: A picture of a bathroom would be good. Bottle of soft drink.  
EDUCATION: A child reading or doing homework, or a picture of a school classroom.  
TOYS. For the Things we like column. Whatever your children are into at the moment!
  - ✓ Chart paper, ruled down the middle, with "Things we need" on one side and "Things we like" on the other.
  - ✓ Glue.
  - ✓ Photos of children from the video (cut out from **J2 Resource 3**) – enough for one photo per child, blank paper, glue and colours. (Optional)
1. With the children, sort out the pictures and paste them on the appropriate side of the chart. Use the opportunity to discuss and reinforce that we NEED some very basic things, but there are lots of other things that we LIKE having. Discuss with the food items, for instance.
  2. Using the "Things we need" side of the chart, ask the children if the children on the video (poster) had these things. Put a big tick if they did, and a cross if they didn't. Tell the children that the governments of the world have agreed that there are some things every child should have, so that they can grow up safe and healthy. Read/show the list to the children (J2 Resource 2), matching up the ones they have on their chart as you go. Ask the children if THEY have all of these? What about the children in the video (poster)?
  3. If you have time, give children a blank sheet of paper and a photo of one of the children from the video (J2 Resource 3). Children paste the picture in the middle of their paper, and draw the things every child needs. Add 10 minutes for this activity.



## Another Option

If you have **"For Every Child: The UN Convention on the Rights of the Child"** or **"Children Just Like Me"** (See Additional Resources sheet), you could use one of these books to introduce Child Rights. Add some discussion of whether the children in the video (poster) have these rights, and perhaps the activity using J2 Resource 3 if you have time.

## Bible Focus: Defend the rights of the poor and needy



(15 minutes)

### You will need:

- ✓ Bible verse Proverbs 31: 8-9, written on a chart.
- ✓ Rights of the Child (**J2 Resource 2**) from the previous activity
- ✓ Copies of **"Arguably, the World's Most Useful Gift Catalogue"**, or **"Gifts4Kids"**
- ✓ coloured pencils/textas
- ✓ blu-tac to hang up as a display

For a shorter lesson, delete Steps 2 and 3.

1. Display and read out the verses, and explain:

This verse is teaching us to stick up for those people who are poor, like the children and families we have seen in the video. It says that we should tell others to help poor people, as well as helping groups like SHARAN.

We have been learning about Children's Rights (ie the most important things every child should have). If we have rights, we also have responsibilities. God is teaching us to help all people have their rights met. That is our responsibility.

2. Look through the Gift Catalogues, finding pictures where people's rights are being met. Point out that TEAR is helping "defend the rights of the poor" through being involved in these projects.

Cut out the pictures and paste them on your poster. You could get children to draw other basic rights on the poster too.

3. Display these in the classroom, library, foyer or church.

## Response Time (10 minutes)



### You will need:

- ✓ The picture set of SHARAN's work
- ✓ Copies of **"Arguably, the World's Most Useful Gift Catalogue"**, or **"Gifts4Kids"**

1. Look at the pictures of SHARAN's work. How is SHARAN helping children who live under the bridge get the most important things they need?
2. Remind the children that sometimes it's hard to know what we can do. In the last lesson, we learned that we can all PRAY. Another thing we can do is GIVE. Sometimes, just a small amount of money can make a big difference. Look through the Gift Catalogue or Gifts 4 Kids, or at the poster you just made to find examples of gifts that would help other children access their rights.
3. Pray for children who don't have their rights, as we do. Pray for people like the SHARAN workers who are trying to help them have a better chance in the future.

You may want to take this issue of giving further, and encourage children to set some goals and raise some money from their families, church or school.



## Lesson 3: Speak out!

### Knowledge

It is possible, and sometimes necessary, to SPEAK OUT about things that are unfair and wrong.

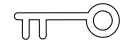
### Feelings

Empowered that they can make a difference. Energised and motivated to do something.

### Skills

Express (visually and verbally) ways they believe children should be treated.

### Revise Previous Lesson (5 minutes)



Refer to the poster made in last lesson to remind children of the Rights of the Child. In the last lesson, we learned that God expects us to “speak out” and “defend”. We’ll be learning more about that today. Also, we are going to be thinking of what dreams children who are very poor might have for their future. We will also do some dreaming ourselves, and think about what we can do.

### Bible Focus. Samuel Speaks Out (15 minutes)



#### You will need:

- ✓ Samuel chapters 1-4, in a simple paraphrase version. The Good News Bible is good.
  - ✓ Simple dress ups for the story characters. (towels, headscarf, walking stick, glasses – see below)
1. Introduction. When you’re young, it’s hard to speak out. Sometimes it’s pretty hard for adults too! Tell the children they’re going to hear about a child who did speak out, and give a very important, but difficult, message.
  2. Get some children to help tell the story of Samuel. As you choose a child and arrange their props, introduce their character (see below). Line them up out the front. When they hear their name in the story, they can take a step forward, or perform a small miming action e.g Hannah could pray, Eli’s sons could pretend fight.
 

*Hannah* (headscarf, skirt, baby doll). Hannah really wants a baby. She prays to God and God answers her prayer by giving her Samuel. She promises God that Samuel will grow up at the temple.

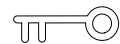
*Eli* (walking stick, glasses). Eli is the priest at the temple. He is old. He looks after Samuel as he grows up and teaches him about God, but he doesn’t tell his sons to stop doing wrong things.

*Eli’s sons* (towels on heads). Eli’s sons are greedy and selfish and don’t follow God’s way of living.

*Samuel* (towel on head). Samuel grew up in the temple from the time he was just a boy. He was special to God. God used him to tell important messages to the people, even when he was a boy.
  3. Tune the children into the story. Say: As you listen to the story, I want you to see if you can work out what God is angry about, and what the message is that he gives Samuel.
  4. Tell the story of Samuel, using the verses from the Bible as indicated if you wish. Have your characters step forward when they are mentioned. Main points:

- Samuel was a special child, given to his mother because she prayed so hard for him. She was so grateful, she gave him back to God. That's why he was living in the temple (church). [1 Sam 2: 21. The boy Samuel grew up in the service of the Lord..]
  - Things were not good in the temple. Eli the priest was very old, and his sons were not following God. They were greedy, selfish and sinful. [1 Sam 2:17. The sin of Eli's sons was extremely serious in the Lord's sight.]
  - God called Samuel three times. Samuel didn't know what was happening until the third time, when Eli told him to answer: "Speak, Lord. Your servant is listening." [1 Sam 3:8]
  - God told Samuel he was going to punish Eli's sons, and punish Eli, because he hadn't controlled them. This was a tough message. [1 Sam 3:12 I am going to punish his family forever because his sons have spoken evil things against me.]
  - The next morning, Eli wanted to know what God had said to Samuel. Samuel didn't want to give him the bad news, but he had to. It was God's message, not his. [1 Sam 3:18 Samuel told him everything: he did not keep anything back.]
  - God continued to give Samuel messages for his people. He became a great leader. [1 Sam 19, 21. As Samuel grew up, the Lord was with him... When Samuel spoke, all Israel listened.]
5. Discussion questions:
- What was God angry about?
  - Why do you think God gave the message to Samuel, not Eli?
  - Why was it hard for Samuel to pass the message on?
  - How do you think Eli felt when he heard this?
6. There are messages that we need to hear from God today. Children from around the world suffer hunger, disease, lack of education, poor water, even though there are enough resources in the world. What do you think God wants for these children? Is there a way we can speak out about this, like Samuel did? (Don't worry if the children can't answer this. Say this is what we are going to do today, in this very lesson!)

## How could it be? (10 minutes)



This section aims to key kids into positive things that are happening to prepare them to do their response as part of the Kids 4 Kids Campaign.

### You will need

- ✓ SHARAN pictures
- ✓ "How Could it Be?" worksheet (J3 Resource 1)
- ✓ Poster/charts made last week
- ✓ Pencils, coloured pencils, textas

1. Remind the children of the verses they read last week...  
Speak up for those who cannot speak for themselves...Defend the rights of the poor and needy. Proverbs 31:8-9
2. Revise the Rights of the Child from the posters made last week. Look at the pictures of SHARAN people and the pictures cut out from the Gift Catalogue, showing how things can change. What are these people doing to help make things better for the children living under the bridge, and in other places? How are they helping these children get what they need to grow and be safe?
3. Use J3 Resource 1 (How Could It Be). Have the children choose one of the Rights, and draw on one side "How it is now" and on the other "How it could be".

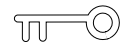
## Ask Me badges



### You will need:

- ✓ “Ask Me badges”: **J3 Resource 2**. It will save time if you have already cut them out and punched a hole. However, if you have a large group, the children will need to do this themselves.
  - ✓ Scissors and hole punch (if needed),
  - ✓ Colours, safety pins.
1. Tell the children that they are going to be like Samuel, and speak out to others about the things poor children need.
  2. Ask the children to think of one way in which things could be made better for children like the ones they’ve been learning about. Help them to write a word or two on their badge, and then have them draw a picture to show. For example, a child might think that having clean water is important. So, they write “water” on their badge, and draw a picture.
  3. Say that, when the children are wearing their badges, they need to be ready to speak out about the thing they have chosen. So, in the case of the child who chose water, they should be able to say that poor children need clean water, and why. Have the children practise with each other.
  4. Children wear their badges home, or back into church, or out in the playground (whatever’s appropriate in your context), and tell people who ask about how life could be better for poor children.

### Response Time (15 minutes)



## Speaking Out Together. The Kids 4 Kids Campaign

Refer to the sheet **The Kids 4 Kids Campaign** for information on how the children’s work is to be published, and the **Kids 4 Kids Submission Slip**. The **Art Ideas** sheet is also helpful.

If you can extend this time into an extra lesson, it will give the children time to do better quality work. Alternatively, you could start this during the lesson time, and have children complete the work at home or in their own time. Make sure you follow this up and collect the work, along with the parent notes, from the children in the next lesson.

### You will need:

- ✓ A4 paper for each child
  - ✓ Art materials – whatever you choose to use (See Art Ideas sheet)
  - ✓ **Kids 4 Kids** submission forms, one for each child.
1. Introduction. Remind the children that they’ve learned two ways they can help children in poor communities. They can PRAY, and they can GIVE. Today they’ll have a chance to SPEAK OUT.
  2. Explain the **Kids 4 Kids Campaign**.
    - It’s a way of showing that we want kids to have a fair go.
    - It’s a way of speaking out for kids like the ones in the video.
    - Doing it together with lots of other kids around Australia makes the voice stronger.
    - Having kids speaking out for other kids is very powerful

3. Invite the children to express in artwork, in words, or a combination (however you want to frame it for your group) – **“What I Want for the Children of the World”** Use the Artwork Suggestions sheet, and/or the Writing Suggestions sheet. Explain the three ways in which their work may be published;
  - On the **Kids 4 Kids Website**
  - In a huge scrapbook to be presented to the Australian government
  - Selected items in a book to be published.
4. Once the work is finished, it would be great to present it to the whole school at an assembly, or to the church, or display it in a public place – a local library, a shopping centre....