



schools pack

“Children on the Edge looks after those young lives who are marginalised - it is life changing, raw and makes a critical difference to those who need us the most. I so admire their work.”

Bear Grylls



children on the edge

who is this pack for?

This pack is designed to be a resource for teachers who are looking to bring the work of Children on the Edge into the spotlight in their schools or classrooms. There are resources for lessons and activities that link themes of children's rights, poverty and charity awareness into the curriculum.

It is designed for primary school children aged 4-11, some activities are particularly geared towards younger children and some will be more suited to years 5 and 6.

“The children have had huge amounts of fun but have also come to realise how children across the world do not always have safe places to live and play, clean water, the chance to go to school and often do not have the loving care of a family”.

Janet White - Dorset House School

how to use the resources

Each section of this pack is clearly defined and is designed to give you plenty of context as well as ways to link into the existing school curriculum. Some activities run well together for longer workshops or activity days, or elements can be run independently.

The material can be used for just one class or as a whole school project. There are plenty of ways to get everyone involved. At the end, we've included some examples of how a few of our friends have utilised this pack to help inspire you.

The theme of the 'UN Convention on the Rights of the Child' runs through several of the sessions and acts as a good basis from which students can look at the lives of different children around the world.

Many of the schools we have teamed up with in the past have been working towards their International Schools Award with the British Council. Partnering with Children on the Edge and using these resources will help you to bolster your ISA accreditation.



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guest speakers

We always love to visit schools and relish the opportunity to talk to the children about our projects around the world.

“The speaker had a very good rapport with the pupils, sparked good questions and delivered good, interesting content.”

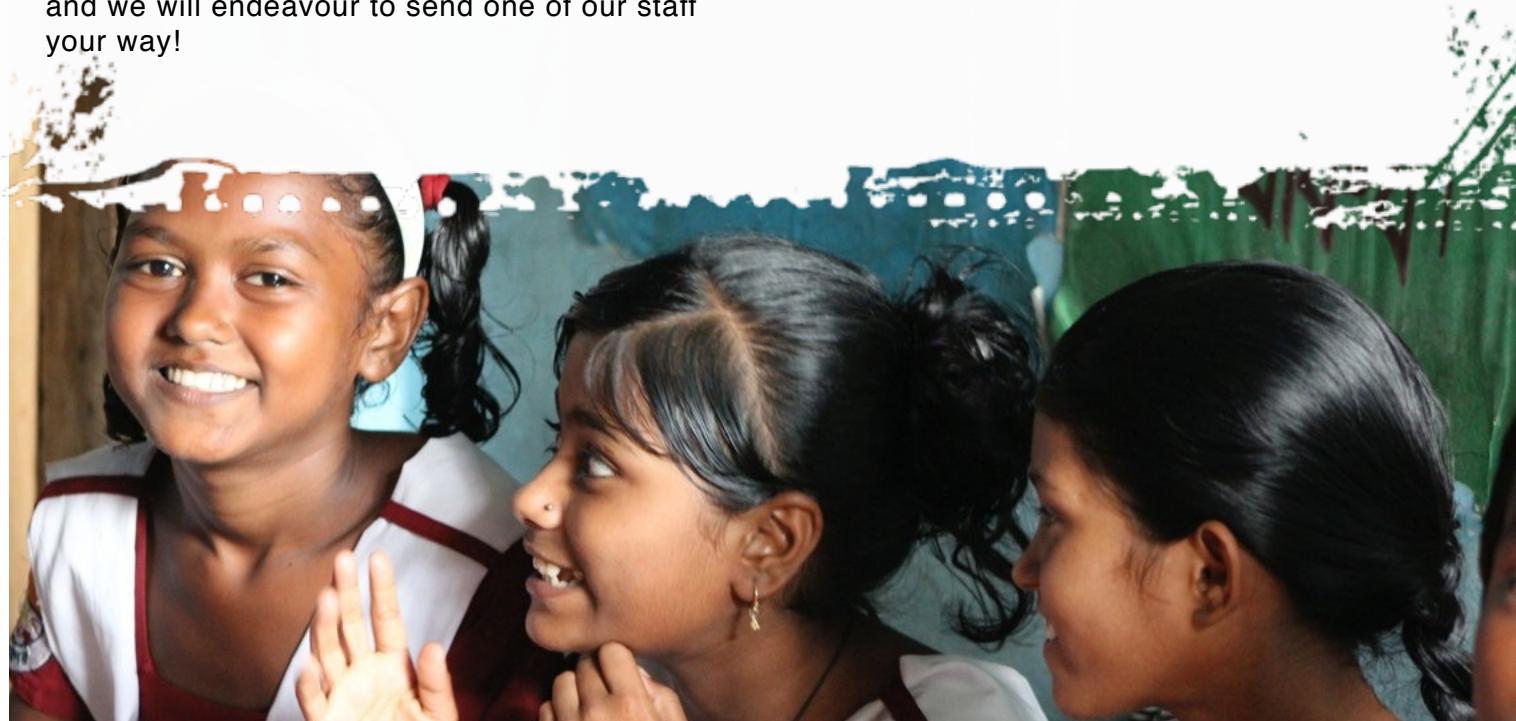
Year 6 Teacher, Birdham Primary School.

We've been able to deliver assemblies, run activity lessons, support fundraising days and implement extended workshops. If you think any of these might fit in well with your own programme then please do get in touch with us and we will endeavour to send one of our staff your way!

It's a privilege to come into schools to work with children and raise our profile within the community. We are grateful for any contributions you're able to offer financially in order for us to do this and also more importantly to support our international work.

If you would like us to come in and deliver schools work, we don't exclusively charge for this service but do ask that you would either consider a donation or, if you're able, to initiate some fundraising in your school. We are happy to support you in any fundraising endeavours.

We've included some tips and ideas on how to encourage your school to raise money for Children on the Edge in this pack.



a brief introduction

everyone needs a childhood

Too many children are leading lives in barren, difficult places. They are scratching for a living often without parental care. Many are neglected or even persecuted by their own governments, ignored by international media and missed by large overseas aid agencies. These children are being robbed of their childhoods.

They are children on the edge of society. Forgotten, but not by us.

For over 20 years we have been a charity that returns childhood to forgotten children.

forgotten children in forgotten places

As a small charity we simply can't be everywhere.

You will find us in the places where the cameras do not click, where many aid agencies do not venture; places as forgotten to the world as the very children we try to help.

Finding these places, getting into these fragmented communities, is never easy. We can often meet resistance. Sometimes, we have to go against the flow.

one size does not fit all

Our programmes give these children a safe environment where they are protected. Our work ensures that their rights are realised; in particular their rights to shelter, nourishment, education and play.

By restoring the ingredients of a full childhood - hope, life, colour and fun - we give them the chance to thrive and an opportunity to be children again.

These are the tenets of what we provide, but nothing is off-the-shelf with Children on the Edge. Each project is innovative, bespoke and built on extensive research.

Our programmes are often used as models of good practice, leading to change on a larger scale and creating an impact that punches above our weight.

a conversation not a clipboard

We value each person as a unique individual so a relational approach is at the heart of all that we do.

To develop work which genuinely meets the needs of forgotten children, we build vital networks of like-minded people, global experts and local partners. Utilising creativity and expertise is essential. We resource local partners, nurture independence and encourage community ownership.

We'd like you to support a small organisation that makes a massive impact. Our projects are innovative, effective and tangibly improve the lives of the most marginalised children.





our projects

In **Soweto slum, Uganda**, our Child and Community Centre provides safety, education and nutrition to 300 children living in appalling conditions.

In makeshift **Bangladesh** border camps, our programmes provide education to over 2,700 refugee **Rohingya children from Burma**.

Nearby our Learning Centres ensure nutrition, education and play are provided for over 900 **working children**.

In **India**, we provide education and nutrition for 1645 'untouchable' **Musahar** caste children, suffering from discrimination, exclusion and exploitation.

In **Kachin State, Burma**, we provide Early Childhood Development to 1440 children, internally displaced by conflict and living in hard to reach refugee settlements.

Looking forwards, Children on the Edge will be reaching into **North Korea** in response to the widespread poverty and isolation. Children on the Edge will be partnering with the North Korean Children's Assistance Program in their work with 5,500 children in dire need.

Each of our projects is explained in more detail in the specific information sheets that are available for download on the Children on the Edge website.

www.childrenontheedge.org





what's in the pack

wants vs needs session

Overview: A carefully designed lesson plan that gets children thinking about the different elements of their day to day lifestyle. They then differentiate between which things they need to stay happy and healthy, and which things are 'just nice to have'. This is a good session to introduce the idea of the UN Convention of the Rights of the Child.

Age: 7-11

Themes: Rights and responsibilities, identity and belonging, fairness and equality, self-awareness, empathy and critical thinking. Explores issues surrounding poverty, self-awareness, personal development, safety and healthy lifestyles.

Length of activity: 30-60 minutes

rights in a bag session

Overview: A session with similar themes to the 'Wants vs Needs' lesson but aimed at younger children. It uses a feely bag filled with props to get children thinking about what things are important to stay happy and healthy. It introduces the basic idea of rights.

Age: 4-7

Themes: Self-awareness, empathy, creative thinking, identity and belonging and rights and responsibilities. Explores issues surrounding the rights of a child, poverty, personal development, safety and healthy lifestyles.

Length of activity: 30-40 minutes

junior reporter

Overview: An activity designed to encourage older children to think about the emotions and experiences of refugees as well as writing creatively as reporters 'in the field'. The activity can be guided by current affairs and can focus particularly on one group of refugees.

Age: 10-11

Themes: Identity and belonging, conflict and peace, rights and responsibilities, empathy,

communication, creative thinking, communication and collaboration. Explores issues surrounding refugees, human rights, journalism, conflict resolution, current affairs.

Length of activity: Flexible according to time available, works best over two one hour sessions.

themes to discuss in assembly

Overview: A few example assemblies that can be run to either introduce Children on the Edge to your school or to tie in existing work that the children are doing.

Age: Primary school

Themes: Can explore issues surrounding human rights, poverty, refugees, international study, current affairs.

Length of activity: 15 minutes

ideas for a whole school activity day

Overview: Sometimes it can be beneficial to involve the whole school in engaging with a theme - why not put aside a day for fun activities and learning about Children on the Edge?

Age: Primary school

Themes: Human rights, poverty, refugees, international awareness, working children.

Length of activity: 3-5 hours

uganda activities

Overview: A selection of practical, fun and creative activities that give students an insight into how children live in Soweto Slum, Uganda.

Age: 5-14

Themes: Sustainable living, rights and responsibilities, empathy, creative thinking. Explores issues surrounding poverty, malnutrition and clean water.

Length of activity: mixed length sessions of between 30-60 minutes

inspiring schools

Some examples of how to get involved with Children on the Edge.



wants vs needs

Target age group: 7-11 (two age group adaptations are detailed below).

Resources required:

- Sets of 20 cards with pictures/words for a mixture of ‘wants’ and ‘needs’ - this activity is based on UNICEF wants vs needs cards (copy provided in this pack).
- White board and markers.

For 7-9 year olds (Years 3 and 4)

Give each child a different card. Depending on numbers some cards may be duplicated.

Draw a table showing two columns - label these columns ‘wants’ and ‘needs’.

Ask the children to volunteer the information on their card. Do they think this is a ‘want’ or a ‘need’? Write the item in the column that the children decide on.

When all the cards have been discussed, explain that another way of looking at ‘needs’ would be to call them ‘rights’. Do they still think everything in the ‘need’ column is a right? Should some things be moved over to the “want” column?

Encourage open discussion about why rights are important for children to have.

You can then use one of the children’s stories included in the resource section of this pack to demonstrate which rights the child didn’t have, and which have been restored by being able to access a Children on the Edge project.

For 9-11 year olds (Years 5 and 6)

Split your group into pairs and give each pair a set of the ‘wants’ and ‘needs’ cards.

In pairs, they need to decide which of these things are the most important to their happiness and which are least important. They should think about which are the six most important cards and **why**.

The group should share their thoughts and draw up a master list.

Then the idea of ‘rights’ as opposed to ‘needs’ should be introduced and discussion should be encouraged as to whether the most important things that the groups chose, are still what they think are most important. The question can be raised about whether all children have these rights - if not, why not?

The UN Convention for the Rights of the Child could then be used to enhance discussion about the difficulties that some children living in vulnerable situations around the world may face. Can the group think of children in the UK who may also not have all their rights met?

You can then use one of the children’s stories included in the resource section of this pack to demonstrate which rights the child didn’t have, and which have been restored by being able to access a Children on the Edge project.

rights in a bag

Target age group: 4 - 7 (can be modified for older children and is appropriate for assemblies).

Resources required:

- Large fabric bag
- Items correlating to a sample of children's rights according to the UN convention (see list to the right).
- Separate cards with a picture and a few words describing the children's rights (which match the objects in the bag).

Explain to the children that in the feely bag are objects that represent a sample of the different rights that they have as children.

Ask for one volunteer at a time to come and pick out an object from within the bag.

Ask the volunteer what the object is and what they think it might represent. Follow this up with asking the group what they think - discussing why it might be important.

Clarify exactly what it is and what right it is associated with by asking the volunteer to hold the corresponding card up with the picture and the name of the right.

Continue until the bag is empty.

Conclude by talking about ONE project that Children on the Edge facilitates and WHY it returns children's rights to them.

This is a selection of rights appropriate for a child aged 4-7 to grasp and understand (this can be altered or added to as the teacher sees fit). For a full list of rights, see the UN Convention included in the resources at the back of this pack.

Right: The right to an education (Article 28)
Object: School exercise book

Right: The right to the best possible health (Article 24)
Object: Bandages and plasters or Doctor's stethoscope.

Right: To access clean water and nutritious food (Article 24)
Object: A bottle of water. A piece of fruit.

Right: To relax, play and join in cultural and artistic activities (Article 31)
Object: A toy of some sort - a ball or skipping rope work well.

Right: The right to stay in contact with family unless harmful for the child (Articles 8, 9, 10, 20, 21)
Object: A family of dolls or a picture of a family.

Right: Protection - from conflict, all forms of violence and abduction (Articles 11, 19, 35, 38)
Object: A police man's cap.

Right: The right to a nationality (Article 7)
Object: A passport.

Right: The right to an identity and legally registered name and nationality (Article 8)
Object: A small mirror.





junior reporter

Target age group: 9-11

Resources required:

- Samples of newspapers, TV reports (YouTube is a good place to access these) or radio programmes about refugees, refugee camps and Burma.
- The Junior Reporter powerpoint presentation (available for download from our website).
- The UN Convention on the Rights of the Child.
- Group resources such as paper and pens.

Split the class into smaller groups of 4-5.

Use the prepared presentation to introduce Burma as a country, the Rohingya people and the idea of refugees.

Children may have come across this concept whilst studying World War 2 but may be surprised that millions of children still live as refugees today.

The aim of this activity is to get the groups to research what it is like to be a refugee living in Burma, Bangladesh or Thailand.

The pupils should be guided towards creating their own newspaper article or script for a TV interview about the situation being faced by the Rohingya in Burma and neighbouring countries.

Encourage discussion about the rights of the refugee children and which of the UN Convention of the Rights of the Child may not be met in a refugee situation.

Use one of the case studies included in this pack to demonstrate how Children on the Edge help to restore the rights of refugee children living on the edge of their societies.





school assembly ideas

Target age group: primary school

Resources required:

- Highlighted in bold for each assembly plan.

Ideas for assemblies:

world water day – 22 march

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay alive.

Take a **large bottle of clean water** to the front of the assembly.

Ask the children to think of all the things they use water for during the day. Write some down if appropriate or just generate discussion.

Tip some soil into the clean water - get a volunteer to help you shake it up so the water turns muddy.

Ask the children if they would still want to use the water for those activities (i.e. to drink, wash, play, cook).

Dirty water can cause lots of different illnesses and diseases such as Cholera, parasitic worms, diarrhoea and vomiting. In Soweto slum, we have installed a water pump at the Child Friendly Space to provide clean water to the children.

world health day – 7 april

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food,

a clean and safe environment, and information to help you stay alive.

This assembly is based on the feely bag activity described in the lesson ideas section.

Fill the **feely bag** with items relating to good health such as:

An alarm clock - Represents **good sleep**. We need at least eight hours sleep a night. While we are asleep, our bodies are building and growing, and repairing any damage that may have happened during the day.

A piece of fruit or a vegetable - represents **nutritious food**. What we eat is the fuel our bodies need to grow. If we want to be healthy, our bodies need the right food. We should try to eat five pieces of fruit and vegetables a day.

A full water bottle - represents **clean water**. Two-thirds of our body weight is water. We should try to drink at least 1 litre of water a day to keep our bodies well hydrated.

A toothbrush or flannel - represents **good hygiene**. Germs breed in dirt, so it is important that we keep our bodies clean. It is particularly important to keep our hands clean. We pick up germs on our hands all the time and if we put our fingers in our mouths or touch our food, we can put the germs into our bodies.

Trainers or a ball - represents **exercise**. Our bodies need exercise every day, so our muscles and ligaments are stretched and our bones, lungs and heart grow and stay strong and healthy.

world day against child labour

— 12 june

Article 28

All children and young people have a right to a primary education.

Article 31

All children and young people have a right to relax and play.

Article 32

Governments should protect children and young people from work that is dangerous or might harm their health or their education.

Introduce the assembly to the children; Imagine if, this morning, instead of bringing you to school, your parents told you that you were going to work today. For over 246 million children in the world, this is a reality. They have to work hard, long days doing things that children shouldn't have to do. Most of them don't get a chance to go to school, or play with friends or even to get enough sleep or food.

Explain to the children that they are going to hear the stories of some children who have to work and then find out what Children on the Edge is doing to help working children.

Show a **world map** on the screen (or hold up a globe if there is no screen available). Ask if anyone knows where Bangladesh is.

Point out Bangladesh and the piece of coast that is Cox's Bazaar. There is a map available in this pack that shows the area - also available for download in the Schools section of our website.

Bangladesh is one of the world's poorest and most densely-populated countries. Poverty in Bangladesh is deep and widespread: almost half the population lives on less than 60 pence a day.





According to UNICEF, 26.5 million Bangladeshi children live below the national poverty line, 33 million below the international poverty line.

Consequently the plight of poor families in Bangladesh is desperate and access to basic essentials is scarce. UNICEF estimates that over 5 million children between 5 and 14 years old are sent out to work, often in dangerous conditions, leaving them vulnerable to exploitation and abuse.

Cox's Bazar tourist beach is an area of outstanding natural beauty, yet it is ravaged by extreme poverty. As a result, rather than learning or playing, Rohingya (refugees from Burma) and Bangladeshi children need to work to support their families. They work in the fish markets, or along the coast line selling shell bracelets and catching prawns. Working children have little chance to enjoy the opportunities that should be inherent in childhood.

Use a child's story here (a selection are included in this pack) to illustrate what a day in the life of a working child is like. Perhaps identify a child of the same age from your school and get the children to imagine living that life instead of being able to enjoy school and play.

Children on the Edge has set up nine Community Schools specifically to help children who work the Cox's Bazar beach area.

900 young workers attend the centres for two to three hours a day. Here they receive a nutritious meal, attend lessons, freshen up with a wash and have the chance to play and rest with their friends. Through these activities the project

actively encourages positive integration between Bangladeshi and Rohingya children.

Of course we don't believe any child should have to work, but with the levels of poverty being so severe families have little choice. Sometimes the money earned by these children is the only income they will see. With the Community Schools that Children on the Edge run, children can help their families without entirely missing out on their education. Our aim is to give these children a few hours each day where they can focus on being a 'child' again; to play and learn without the harsh pressures of outside life.

Conclude by asking the children to reflect on how different their day today could be if they weren't living in a developed country, like the UK.

world refugee day

– 20 june

Article 7

Children have the right to acquire a nationality and, as far as possible, the right to know and be cared for by their parents.

Article 22

Children who are refugees have the right to special protection and help.
Refugee children are entitled to all the rights in the Convention wherever they are.

Article 38

Children in war zones should receive special protection.



Start by asking the children if anyone knows what a refugee is. If, as may happen, they have studied World War 2 and discussed the idea of evacuees within the UK, then you can unpack the idea further by asking **why** people were evacuated.

Unpack the definition of a refugee:

The UN Refugee Agency defines a refugee as someone who “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country.”

Pick out the important points that a refugee is someone who is **afraid** for their life, who is being **persecuted** for who they are or where they are from, and who is in **danger** if they stay at or go back home.

If possible, have a **slide up on the screen** that shows a simplified definition of refugee.

Ask the group if anyone knows what types of danger some people have to run away from.

Do any of the children know where there might be danger or fighting in the world at the moment where people are having to leave their homes? **Take a selection of country names and point them out on a world map on the screen.**

Has anyone heard of a country called Burma? **Highlight Burma on the map.** In Burma, there is a group of people called the Rohingya who according to the UN are one of the most persecuted minorities in the world. **If necessary, take time to explain what the phrase ‘persecuted minorities’ means.**

Although they trace their origins back to Arab traders who arrived in Burma in the 8th or 9th century (1300 years ago), the Burmese government does not recognise them as citizens.

Consequently, the Rohingya in Arakan State are stopped from marrying or owning land, they cannot travel beyond their own villages or enrol their children in formal education.

Refugees International estimate that around 140,000 Rohingya in Arakan State have been displaced by government persecution. Many flee to Bangladesh or Thailand; bringing with them accounts of forced labour, rape and torture.

Please take into account the age of the children you are speaking to before being too candid about the nature of the problems faced by the Rohingya.

Ignored by the international community, denied a home in Burma or a true sanctuary in Bangladesh they are in their words 'trapped between a crocodile and a snake.'

Recent ethnic violence against the Rohingya in Arakan State, Burma, has meant that many more refugees are arriving in neighbouring countries. Here UN camps are at capacity and the government has refused to allow the United Nations Refugee Agency to register refugees since 1992. As a result makeshift illegal camps have emerged, where conditions are squalid and the children have no opportunity for an education.

Denied help from the government and the UN, there is a risk of an entire generation of Rohingya children growing up unable to read or write.





To help the refugees living in Bangladesh and Thailand, Children on the Edge are running low-profile schools in the makeshift refugee camps so that the children there can be educated.

2700 refugee children receive primary school education by attending these schools. The school buildings are unmarked and made to look like domestic homes so as not to attract attention from the local authorities who don't want anyone helping the refugees.

Finish by reading the story of a Sami, a young Rohingya refugee (included in this pack).

Ask the children to think what it would be like to have to leave their home in a rush because they were in danger. What do you think about the way refugees are treated?

What could you do as a school, to help children like Sami?

universal children's day

– 20 november

Article 1

Everyone under the age of 18 has all the rights in the Convention.

Article 2

The Convention applies to every child, regardless of race, colour, sex, language, place of birth, religion, politics, disability, and status.

Article 42

Governments should make the Convention known to parents and children. Children have the right to acquire a nationality and, as far as possible, the right to know and be cared for by their parents.

This is a really good opportunity to get your older students to plan, and deliver, their own assembly. Start by running one of the lesson plans that are based on the UN Convention of the Rights of the Child. From this, the students can decide which Rights they would like to highlight during a short assembly.





Using a group of pupils such as the school council or a whole class assembly, is a good way of encouraging participation.

Pupils should choose which rights to present to their peers and should be able to justify why they have chosen that selection of rights.

Encourage the students to create sketches, props, signs or perhaps their own powerpoint to illustrate the rights they are narrating.

Each student can take responsibility for explaining their chosen right, sometimes this works better if a group of children work together.

For an assembly of about 15 minutes, we would suggest there is time for five or six rights to be introduced in a way that the pupils listening will understand.

The 'Rights in a Bag' lesson plan is a really easily adapted format for this assembly theme as well as being interactive and engaging for all ages.

whole school activity day

Involving your whole school in a day of activities centred on Children on the Edge can be a really exciting and engaging way to raise awareness and funds for our work.

We've collated a few of the ideas that we've seen successfully run at schools we've worked with to inspire you! There are several

further activities ideas in the Uganda activities pack included in the next section.

A water obstacle course - the students have to get an open container of water across an obstacle course without spilling. As a team, they have to work to fill up a larger container as quickly as possible and as efficiently as they can. It illustrates the precious nature of clean water and can be tied in with looking at Article 24.

A jewellery making workshop - provide the students with shells, beads and string. They then have to make jewellery to sell at market (or to willing parents!). This mimics one of the ways that young children in Bangladesh earn money and links in with Articles 31 and 32.

Shelter building in the school grounds - many children around the world become refugees and have to leave the safety of their own home. Split your students into groups and provide them with cardboard boxes, tarpaulins, ropes and other safe but basic building materials. They then have to build a shelter that might withstand high winds (shaking), tropical weather (a bucket of water) and overcrowding (two groups in one).

Sponsored walk - plan a route that is suitable for the age group of children. One school had the idea to put the children into pairs and gave each pair a two litre bottle of water to carry on the course. Again, illustrating the work some children do, just to have clean water.



get inspired



dorset house

preparatory school

Dorset House School regularly sets aside time to focus on Children on the Edge. Once a year, there is a special Children on the Edge assembly where one of our staff goes and speaks to the pupils. Leading on from that in 2013, the whole school participated in a sponsored walk on the South Downs and raised over £2000! It was a beautiful day and the pupils were split into age groups, they then had a trail of clues to tick off as they went which combined learning about the flora and fauna they came across on the walk with facts about Children on the Edge projects. A wonderfully healthy way to get the school moving and simultaneously raise money for the projects the children have learnt about during assembly.

download

sponsorship forms

from our website

www.childrenontheedge.org

chidham parochial

primary school



The pupils are Chidham Primary School took part in a very creative fundraising week for Children on the Edge. It was all kick-started by the school council who asked for a visit by a Children on the Edge staff member to explain the Charity's work. The school council then decided they would like their peers to learn about Children on the Edge too and combine it with some fundraising. A school assembly was planned and that day, each class took part in a workshop focusing on the UN Convention of Rights of the Child. The following week was set aside for fundraising and each class came up with their own ideas of how to raise money. Two of the older classes did a sponsored walk whilst carrying water, one class hosted a Mad Hatter's Tea Party and the youngest class made jewellery out of shells and pasta to sell to their friends and family. All really creative ideas that link up the themes across several of our projects (working children, the right to clean water, the right to nutritious food) as well as raising money! Chidham Primary raised an incredible £928 in just one week.



birdham primary school

Birdham Primary School chose Children on the Edge as their charity of the year for 2012-2013. All year the pupils raised money through non-school uniform days, school plays, Christmas events and fêtes. The children were particularly focusing on learning about the refugee camp schools in Bangladesh. Children on the Edge ran various sessions with all the children, encouraging them to think about what life as a refugee might be like. They also role played as junior reporters, telling their friends in the UK about the situation in Burma. Overall, they managed to raise an amazing £556 which will support the provision of education in Bangladesh.

oakwood preparatory school



Oakwood Prep School are one of our long-term supporters who choose to stay in touch with Children on the Edge. The students and staff are always keen to find out more and to support our projects. Last year, the year 5's planned a wonderful whole school activity day designed to reflect some of the challenges children around the world face on a daily basis. There was an obstacle course where pupils had to carry water without spilling it, a shelter-building activity and a jewellery making 'sweatshop'. It was a brilliant day and the children were all fantastic! The "Friends of Oakwood" parents association have also been getting involved by donating the proceeds of their Bollywood Ball at the end of the summer term. Our staff often go in to thank the school for their support and to deliver assemblies for the children. In the last academic year, Oakwood school raised over £1500! Amazing!

and finally . . .

As you can see from the examples here, there are many different ways to get your school involved with Children on the Edge. We believe in education for all children and that every child has the right to a safe, happy and healthy childhood.

For schools of all shapes and sizes, there is something that suits everybody and we hope that this resource pack can facilitate learning as well as ideas for fun activities!

From all of us at Children on the Edge and the children we help,

Thankyou