



Root Causes of Exclusion

LESSON PLANS FOR GRADE 6-8

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Root Causes of Exclusion

Unit Overview

SUBJECT: Social Studies

GRADE: Grades 6-8

Rationale for Teaching the Unit on the Root Causes of Exclusion

As with other TeachUNICEF units, **The Root Causes of Exclusion** will help teachers engage students by:

- * **Promoting student reflection and critical thinking** about being global citizens
- * **Encouraging understanding** about the ways in which children are excluded from education and essential services around the world
- * **Introducing UNICEF programs** that address the root causes of the exclusion of children
- * **Drawing parallels** between the exclusion of children in the United States in the 19th and 20th centuries and exclusion around the world today

Unit Overview

The Root Causes of Exclusion is a three-day lesson plan designed to:

1. Raise awareness of excluded children and the root causes of exclusion
2. Increase students' understanding of the impact of the four root causes of exclusion
3. Build analytic, problem-solving and presentation skills through the use of primary-source material: Chapter 2 of UNICEF's *The State of the World's Children 2006: Excluded and Invisible*

Lesson 1: Students will define exclusion and consider examples in their own lives, and from American history. They will work in small groups to analyze primary-source material about four root causes of exclusion. As each group focuses on the study of one root cause, they will begin to consider dramatic ways to present the information they gather.

Tip!**Teachers' Tip**

This unit was designed to be done over three consecutive days, but feel free to customize it to fit your own curriculum schedule.

Background

Lesson 2: Students will continue to deepen their awareness of exclusion in their small groups as they develop oral presentations based on primary-source material (provided below).

Lesson 3: Student groups will present their findings about root causes of exclusion in oral presentations, and learn about other root causes from their peers. Following the final presentation they will discuss as a class ideas for addressing the root causes of exclusion, locally and globally.

The State of the World's Children and The Root Causes of Exclusion

The State of the World's Children is UNICEF's annual flagship publication. It is the most comprehensive survey of global trends affecting children and provides the most thorough almanac of up-to-date statistical data on children. *SOWC* is used globally as the authority on childhood by governments, non-governmental organizations, and academic institutions.

Chapter 2 of *SOWC 2006*, the focus of this unit, identifies four root causes of exclusion that shut children out of school, health care, and other vital services. The causes are: **discrimination** (based on gender, ethnicity or disability); **poverty; the HIV/AIDS pandemic; and armed conflict/"fragile" states** (countries with weak policy/institutional frameworks). Exclusion affects children in all countries, societies, and communities. Around the world, there is a widening gap between children growing up in countries with the lowest level of development and their peers in the rest of the developing world. These factors increase the risk that these children will not only miss out on their childhood, but face continued exclusion as they enter adulthood.

Discrimination—based on gender, ethnicity, and disability

Gender discrimination shuts millions of girls out of school and blocks them from critical services. Almost 900 million people belong to groups that experience disadvantage as a result of their ethnicity and/or gender. And an estimated 150 million children globally live with disabilities, many of them deprived of education, healthcare, and nurturing support because of routine discrimination.

Poverty

More than 1 billion children around the world suffer from one or more of the impacts of poverty. Children in the poorest countries face far higher risks of death, illness and malnutrition—and are far

more likely to miss out on school—than children in the rest of the developing world. Across the developing world, children in the poorest homes are at least twice as likely to die before the age of five as children in the richest homes, and children of primary-school age are three times more likely to miss out on school.

The HIV/AIDS Pandemic

The pandemic is taking an increasingly high toll on children. Millions of children living with or affected by HIV/AIDS are missing out on schooling, protection, and even the most basic care and prevention services. Every minute, a child under the age of 15 dies because of HIV/AIDS, and 15 million children have already lost one or both parents to the pandemic.

Armed Conflict/ “Fragile” States

Armed conflict affects children’s survival and well-being and interferes with their access to education and other vital services. “Fragile” states are countries with weak policy/institutional framework that are unable, or unwilling, to provide basic services to their citizens. In fragile states children suffer tremendously as a result of corruption and/or a lack of accountable institutions.

The State of the World’s Children argues that the world must go beyond current development efforts to ensure that the most vulnerable children are not left behind. Governments bear the primary responsibility for reaching out to these children. The private sector, donors, and the media must also help prevent children from falling between the cracks. These efforts by people and organizations at all levels of society help to build a protective environment for children – one that protects them from abuse in the same way that immunization and adequate nutrition protect them from disease.

About UNICEF

UNICEF was established on December 11, 1946 by the United Nations to meet the emergency needs of children in post-war Europe and China. Its full name was the United Nations International Children’s Emergency Fund. In 1950, its mandate was broadened to address the long-term needs of children and women in developing countries everywhere. UNICEF became a permanent part of the United Nations system in 1953, when its name was shortened to the United Nations Children’s Fund. However, UNICEF retained its original acronym.

UNICEF works in 156 countries and territories, helping to save, protect, and improve the lives of children through immunization, education, health care, nutrition, clean water, and sanitation.

Tip!

Teachers’ Tip

Lesson plans focusing on the stories of four children who exemplify each of the root causes of exclusion discussed here can be found at <http://www.unicefusa.org/teachunicef/lessonplans>

UNICEF's life-saving programs are funded entirely by voluntary contributions.

UNICEF works to ensure that:

- * Every young child gets every chance at survival and receives the essentials for the best start in life because proper care at the youngest age forms the strongest foundation for a person's future.
- * All children are fully immunized and protected from disease and disability.
- * Every boy and girl completes a primary education. Children who are educated grow up to become better thinkers, better citizens, and better parents to their own children.
- * All young people are given reliable information on HIV/AIDS prevention and that orphans and others affected by the disease receive support and care.
- * Every child is protected from harm, abuse, and violence, both in times of peace and in times of conflict and emergency.

UNICEF is unique among international organizations that work with children because it has both the global authority to influence decision-makers and a variety of partners at the grassroots level to turn the most innovative ideas into reality.

In support of UNICEF's work, the U.S. Fund for UNICEF focuses on five major priorities: education, emergencies, HIV/AIDS, immunization, and malnutrition. For more information, visit the U.S. Fund for UNICEF's Web site [at www.unicefusa.org](http://www.unicefusa.org).

National Standards

The three lessons in this unit align with the following national standards:

United States History

NSS-USH.5-12.7 Era 7: The Emergence of Modern America (1890-1930)

The student in grades 5-12 should understand:

- * How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption

NSS-USH.5-12.9 Era 9: Postwar United States (1945 to early 1970s)

The student in grades 5-12 should understand:

- * The struggle for racial and gender equality and the extension of civil liberties

NSS-USH.5-12.10 Era 10: Contemporary United States (1968 to the present)

The student in grades 5-12 should understand:

- * Recent developments in foreign policy and domestic politics
- * Economic, social, and cultural developments in the contemporary United States

World History

NSS-USH.5-12.9 Era 9: The 20th Century Since 1945: Promises and Paradoxes

The student in grades 5-12 should understand:

- * The search for community, stability, and peace in an interdependent world
- * Major global trends since World War II

Geography

NSS-G.K-12.1 The World in Spatial Terms

The geographically informed person knows and understands:

- * How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- * How to use mental maps to organize information about people, places, and environments in a spatial context

NSS-G.K-12.2 Places and Regions

The geographically informed person knows and understands:

- * The physical and human characteristics of places
- * That people create regions to interpret Earth's complexity
- * How culture and experience influence people's perceptions of places and regions

NSS-G.K-12.5 Environment and Society

The geographically informed person knows and understands:

- * The changes that occur in the meaning, use, distribution, and importance of resources.

Social Studies

CSSS.K-12.3 People, Places, and Environments

- * Social studies programs should include experiences that provide for the study of people, places, and environments.

CSSS.K-12.9 Global Connections

- * Social studies programs should include experiences that provide for the study of global connections and interdependence.

Health

NPH-H.5-8.1 Health Promotion and Disease Prevention

Students will comprehend concepts related to health promotion and disease prevention:

- * Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
- * Describe the interrelationship of mental, emotional, social, and physical health during adolescence.
- * Analyze how environment and personal health are interrelated.
- * Describe ways to reduce risks related to adolescent health problems.
- * Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.

Mathematics

Data Analysis and Probability

NM-DATA.6-8.1 Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

- * Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population.

Number and Operations

NM-NUM.6-8.3 Compute fluently and make reasonable estimates

Problem Solving

NM-PROB.6-8.2 Instructional programs from pre-kindergarten through grade 12 should enable all students to solve problems that arise in mathematics and in other contexts.

English/Language Arts

NL-ENG.K-12.1

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

Evaluation/ Assessment

Interdisciplinary Connections

NL-ENG.K-12.6

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

NL-ENG.K-12.7

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

NL-ENG.K-12.8

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

NL-ENG.K-12.12

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Students will be evaluated based on their:

- * Participation in class and small-group discussions
- * Ability to name the four root causes of exclusion
- * Ability to interpret statistical data in graphs
- * Presentation of information by the small group (group and individual scores)

The Root Causes of Exclusion unit aligns with the national Mathematics, English/Language Arts, Health, and Geography standards, so you may want to team-teach the unit with colleagues in those disciplines. Additional Interdisciplinary assignments could include:

English/Language Arts: Read fiction and nonfiction about excluded children of the past and compare those stories to the contemporary personal stories on the Voices of Youth Web site (www.unicef.org/voy/explore/sowc06/explore_2473.html). Examples of excluded children in literature include the novel *Oliver Twist* by Charles Dickens (19th-century orphans); the novel *Number the Stars* by Lois Lowry (Danish Jews during World War II); the non-fiction book *Remembering Manzanar: Life in a Japanese Relocation Camp* by Michael L Cooper (Japanese Americans in the western U.S. during World War II); and *The Diary of Anne Frank* by Anne Frank (Jewish children in the Holocaust).

English/Language Arts and Visual Arts: Write a personal essay or create an illustration in response to one of the personal stories about an excluded child on UNICEF’s Voices of Youth Web site (www.unicef.org/voy/explore/sowc06/explore_2473.html). Alternatively, write a story about one of the child laborers in the United States photographed by Lewis Hine in the early 20th century. His photographs can be found on the Web site of the U.S. National Archives (www.archives.gov/exhibits/picturing_the_century/portfolios/port_hine.html#).

Mathematics: Look at the graphs in Chapter 2 of *SOWC 2006*. (You can find the full text at http://www.unicef.org/sowc06/fullreport/full_report.php). Choose one graph and think about alternate ways to display graphically the same information. For example, could information presented in a bar graph also be displayed as a pie chart?

Math and Technology: Design an animated graph based on one of the graphs in *SOWC 2006* Chapter 2. (You can find examples of animated graphs from the United Nations Development Program at <http://hdr.undp.org/statistics/data/animation.cfm>. Click on “Human Development Trends 2005,” then click “skip intro” and go directly to “World Income Distribution.” Click the forward arrow to move through the animated graph.)

Economics: Create a PowerPoint presentation highlighting the main points of the graphic, “A Decent Standard of Living,” found on pages 32-33 of UNICEF’s *State of the World’s Children 2006*. [http://www.unicef.org/sowc06/fullreport/full_report.php]

Geography: On a world map or globe, locate the countries and regions of the world included in the primary-source graphs used throughout the *SOWC 2006*. Find out more about the natural resources, and environmental and climate challenges, in these regions, and draw conclusions about how those developments might affect the lives of excluded children.

Visual Arts/Drama/Dance/Music: Create a work of art, write a short play, choreograph a dance piece, or write a song or song lyric interpreting the concepts of exclusion and inclusion.

Regardless of their range and scope, the best Service Learning projects are those developed and initiated by students. The projects can last an afternoon, a weekend, a week, or a month—depending on the goals students set. They can be done on an individual basis, in pairs, or in small groups. In some cases, the project may be so big that an entire class or even school can get involved!

Service Learning Projects

Some possible service learning projects for *The Roots of Exclusion* include:

1. Share the Knowledge

Students write and illustrate books for first- or second-graders about the importance of inclusion. Students can make a formal presentation of their books to elementary classrooms or school libraries; read them aloud to first- or second-graders as part of a class visit; or take part in a community read-a-thon.

2. Then and Now

Students interview grandparents, other relatives, or older members of the community to learn about past exclusionary practices in the U.S., or in the subjects' home countries. For example, exclusion of the disabled from public spaces, or segregation on the basis of gender, race, or religion.

3. Shine A Light

Students partner with community organizations to publicize volunteer opportunities for students and adults in the community that address the root causes of exclusion. Students can produce fliers for peers or community members, create a Web site, distribute materials at community events, or write articles for school or local newspapers.

Root Causes of Exclusion

SUBJECT: Social Studies

GRADE: Grades 6-8

Lesson 1

Who Are Excluded Children?

TOTAL TIME: 45 Minutes

Objectives

To introduce students to the concept of excluded children and to help them begin to analyze the root causes of exclusion.

Session Plan

- * OPENING ACTIVITY: 5 minutes
- * RECOGNIZING EXCLUSION: 15 minutes
- * GROUP WORK: ROOT CAUSES OF EXCLUSION: 20 minutes

Tip!

Vocabulary

Teachers' Tip

UNICEF definitions for these vocabulary words can be found in each group's handouts, and the UNICEF Voices of Youth Web site (http://www.unicef.org/voy/explore/sowc06/explore_2464.html).

Students can fill in definitions as they come across terms in their handouts or group work, or look them up as an in-class or homework assignment.

Materials Needed

- * Armed Conflict
- * Discrimination
- * Disenfranchised
- * Exclusion
- * Fragile states
- * Hazardous
- * Inclusion
- * Indigenous
- * Millennium Development Goals ([See www.unicef.org/voy/explore/mdg/explore_2204.html](http://www.unicef.org/voy/explore/mdg/explore_2204.html))
- * Mitigate
- * Pandemic
- * Stigma
- * UNICEF
- * Chalkboard/newsprint/whiteboard
- * World map(s), globe, etc.

Tip!**Teachers' Tip**

Don't have a live Internet connection in your classroom?

No problem! You can download materials onto a computer to display to the class, or copy downloaded materials onto a CD/DVD to play in the computer lab, library, or other venue.

Opening Activity**Recognizing Exclusion**

- * Computer with Internet access
- * Individual Student Journals
- * Copies of Handout # 1: "Exclusion in the U.S.: Historic Photographs," for each student
- * Copies of Group Assignment handouts, #1-#4, one for each of four groups
- * Copies of Primary Source handouts, three sets each for groups #1-#4
- * Pencils/pens
- * Note cards for groups

DIRECTIONS:

1. Before class starts, write the following on the board: **Excluded Children**
2. As students enter, direct their attention to the term on the board. Ask them to write their immediate responses to the term in their individual journals. Suggest students write without stopping for three minutes.
3. Ask volunteers to share their responses.

DIRECTIONS:

1. Have students imagine the class divided in half, and that students on the left side of the room represent "included children" and that those on the right side represent "excluded children." Ask students to keep their status in mind throughout the activity.
2. Explain that you will read aloud seven statements. Ask students to raise hands to show whether they think each statement applies to excluded children or included children.
 1. your parents are away from home working 20 hours a day (excluded children)
 2. when you are sick, you go to the doctor (included children)
 3. you feel safe at home (included children)
 4. you don't go to school because you have to work (excluded children)
 5. you work long hours in hazardous conditions (excluded children)
 6. you have the right to education and protection from abuse (included children)
3. Distribute copies of Handout #1, "Exclusion in the United States: Historic Photographs." Explain that exclusion can happen, and has happened, anywhere in the world. It has not been limited to certain

geographic areas. In the United States in the 19th and 20th centuries, examples of exclusion included child labor and Japanese American internment camps. Read the handout's captions aloud:

Rose Bido: Rose Bido, Philadelphia, 10 years old. Working 3 summers, minds baby and carries berries, two pecks at a time [at] Whites Bog, Brown Mills, N.J. This is the fourth week of school and the people [she works for] expect to remain here two weeks more."
— Lewis Hine, September 28, 1910

Explain that “child labor” means children who have to work full time instead of going to school, and that at one time, many children in the United States were laborers, just as many children around the world are today.

Mochida Family: “Members of the Mochida family awaiting evacuation bus. Identification tags were used to aid in keeping a family unit intact during all phases of evacuation. [Mr.] Mochida operated a nursery and five greenhouses on a two-acre site in Eden Township.” —Dorothea Lange, Hayward, California, May 8, 1942

Explain that in 1942, while the U.S. fought Germany, Italy, and Japan in World War II, all Japanese-Americans on the West Coast—regardless of their national loyalty or citizenship—were evacuated to internment camps. No comparable order applied to German and Italian Americans. Ten internment camps held 120,000 Japanese Americans for up to four years. Many were forced to sell their property at a great loss before their forced departure.

4. Ask students to discuss the questions on the handout: From what were Rose Bido and the Mochida family excluded? (Their rights; education; their community) What were the root causes of their exclusion? (Poverty, discrimination)

5. To extend the discussion, ask students to think of other types of exclusion from American history. (Possible answers: slavery; racial segregation; denying women the right to vote; the poverty of the Great Depression) As a follow-up, ask, How did the nation address those issues to end exclusion? (Possible answers: amendments to the Constitution; new federal laws; reparations to Japanese Americans; Supreme Court judgments; government anti-poverty programs)

6. Write the following on the board and ask students to copy the definition:

Excluded children are denied:

- * essential services—schools, health care, water and sanitation
- * protection from violence, abuse and neglect
- * full participation in society

Tip!

Teachers' Tip

Use the information in the **BACKGROUND** section of the Unit Overview as a resource to familiarize students with UNICEF's history and mission and correct any misconceptions students may have about the organization.

Group Work

Tip!

Teachers' Tip

Possible responses to the questions on the Group Assignment Handout can be found on page 20–23.

Homework

Tip!

Teachers' Tip

Are you trying to develop team-based skills in your students, or individualize instruction?

Structure the homework activity to best fit your needs. You can:

- Create homework pairs/teams to work together on either project
- Assign the entire class one of the homework activities, and leave the other assignments for “Extra Credit” later in the unit
- Individualize instruction by assigning specific students the homework activity that will best enhance their specific learning needs

7. Explain to students that they will be working in groups on a project using primary-source materials from UNICEF to learn more about the root causes of exclusion faced by children around the world today.

DIRECTIONS:

1. Divide the class into four groups, and introduce the primary sources each group will use—UNICEF Voices of Youth and *State of the World's Children 2006*.
2. Give each group one copy of its Group Assignment handout along with copies of each group's three Group Primary Sources handouts. Review the assignments on each handout, making sure that students know what their groups are expected to accomplish during the class.
3. Monitor students as they work together to answer their group's assigned questions.

DIRECTIONS:

Based on the skills, interests, and age level of the students, assign one of the following homework activities:

1. If your group has not answered all the questions on the primary source handouts, complete them as individuals as a homework assignment.
2. Brainstorm ideas for a group presentation answering your group's focus question about a root cause of exclusion. Be creative: Your presentation can be a skit, PowerPoint display, poster, quiz, panel discussion, mock press conference, game, children's book, or another original idea. Your ideas will help the group make a decision about its presentation when you get back together.
3. View more images documenting the exclusion of children in United States history, and write a journal entry responding to one of the images. You can view images at the following official government Web sites:
<http://www.loc.gov/exhibits/brown/brown-overview.html> and
<http://www.loc.gov/exhibits/brown/brown-aftermath.html> (racial segregation); or
http://www.archives.gov/exhibits/picturing_the_century/portfolios/port_hine.html# (child labor).

Lesson 2

The Root Causes of Exclusion

TOTAL TIME: 45 Minutes

Objectives

To deepen students' awareness of exclusion by focusing on a specific root cause in a group exercise leading to an oral presentation.

Session Plan

- * OPENING ACTIVITY: 10 minutes
- * GROUP WORK: ROOT CAUSES OF EXCLUSION: 25 minutes
- * ROOT CAUSES OF EXCLUSION—PRESENTATION AND EVALUATION (one group and evaluation): 10 minutes

Vocabulary

- * Armed Conflict
- * Discrimination
- * Disenfranchised
- * Exclusion
- * Fragile states
- * Hazardous
- * Inclusion
- * Indigenous
- * Millennium Development Goals ([See www.unicef.org/voy/explore/mdg/explore_2204.html](http://www.unicef.org/voy/explore/mdg/explore_2204.html))
- * Mitigate
- * Pandemic
- * Stigma
- * UNICEF

Materials Needed

- * Chalkboard/newsprint/whiteboard
- * World map(s), globe, etc.
- * Computer with PowerPoint software and display capability
- * Pencils/pens; markers, crayons
- * Poster board or chart paper for group visuals
- * Push-pins
- * Note cards for groups to use
- * Stick-on name tags
- * Easel
- * Group Presentation Evaluation handout, one for each student (if presentations begin today)

Set Up

Before class starts, write the following group tasks on the board:

1. Decide on group presentation format. (During instruction time, remind students that possibilities include skit, PowerPoint display, poster, quiz, panel discussion, mock press conference, game, children's book, or other ideas.)
2. Assign roles. (During instruction time, explain that possible rules include narrator, moderator, panelist, presenter, or characters in skit. Encourage students to consider name tags to identify speakers in their presentations.)
3. Prepare presentation notes for each speaker.
4. Create visual aids.
5. Practice your five-minute presentation.

Opening Activity

DIRECTIONS:

1. Have students gather in their groups.
2. Direct group members' attention to the board and review the steps each groups will need to accomplish in the next 30 minutes.
3. Explain that in their classroom presentation, each group will have five minutes to explain its root cause and answer its focus question.
4. Distribute Group Presentation Evaluation handouts to every student and review the criteria on which each group's presentation should be evaluated.

Group Work

Root Causes of Exclusion

DIRECTIONS:

Circulate among the groups to make sure all groups are completing their assigned tasks and determine which, if any, groups will be ready to give its presentation by the end of this lesson.

Make sure students understand that no matter what format they choose, they have only five minutes to share essential information with their audience. You may want to share these suggestions with each group depending on their choice of format:

Mock Press Conference: Two or three group members can be questioners; others can answer the questions. Carefully craft questions to elicit the most important facts the group has to present. Questioners should be prepared to ask a follow-up question to clarify an answer. The group may want to write additional questions on note cards and distribute them for members of the audience to ask.

Skit: It's difficult to confine a skit to five minutes, so remind students to keep their script simple and focused. Each group member should play just one role, but characters could represent groups related to a root cause instead of specific people (disabled children, girls, HIV patient). These composite characters could answer questions posed by other cast members to explain their situations.

Panel Discussion: Each "expert" on the panel can present a fact or set of facts. The moderator should help the audience understand important concepts by putting facts in context.

Root Causes of Exclusion—Presentation 1 (One Group)

DIRECTIONS:

- 1.** Members of one group will make their five-minute presentation. Assist the group as needed with their display of visuals and with timekeeping.
- 2.** Remind the audience to listen attentively and to complete their evaluation sheets, but to hold onto them until all four groups have made presentations. Give students three to four minutes to complete their evaluations after the first presentation.

DIRECTIONS:

Group members who have not yet presented should continue their preparations as homework. Members of any groups that have already made presentations can do one of the following homework activities:

- 1.** List questions you have about the other three groups' topics—poverty; the HIV/AIDS pandemic; armed conflict and fragile states; and discrimination. When you listen to the group presentations, see if your questions are answered.
- 2.** Think about the topic of your group's presentation. What else would you have wanted to learn about the topic? List your questions, then use the Internet or your classroom materials to write an answer to one of them.
- 3.** Write a personal essay reflecting on the challenges faced by children who are excluded due to one or more of the four root causes you're studying. Consider expanding your essay into a column or letter to the editor for your school or local newspaper.

Homework

Lesson 3

The Root Causes of Exclusion: What Are They? What Can Be Done About Them?

TOTAL TIME: 45 Minutes

Objectives

To provide students with the opportunity to present information about the root causes of exclusion and their ideas for tackling them. Students will also learn about the topic through other students' presentations.

Session Plan

- * OPENING ACTIVITY: 5 minutes
- * THE ROOT CAUSES OF EXCLUSION: GROUP PRESENTATIONS AND EVALUATIONS: 25 minutes
- * CLASS DISCUSSION: 10 minutes
- * HOMEWORK: 5 minutes

Vocabulary

- * Armed Conflict
- * Discrimination
- * Disenfranchised
- * Exclusion
- * Fragile states
- * Hazardous
- * Inclusion
- * Indigenous
- * Millennium Development Goals (See www.unicef.org/voy/explore/mdg/explore_2204.html)
- * Mitigate
- * Pandemic
- * Stigma
- * UNICEF

Materials Needed

- * Chalkboard/newsprint/whiteboard
- * World map(s), globe, etc.
- * Computer with PowerPoint software and display capability
- * Pencils/pens; markers, crayons
- * Poster board or chart paper for group visuals
- * Push-pins

Opening Activity

- * Note cards for groups to use
- * Stick-on name tags
- * Easel
- * Group Presentation Evaluation handout, one for each student

DIRECTIONS:

1. Have students meet briefly in their groups to prepare for presentation. Remind students that each group will have five minutes to present information on its topic and answer its focus question.
2. Establish the order in which groups will present.
3. Distribute Group Presentation Evaluation handouts to students who need them. (Most students will have the one they filled out in preceding class.) Review the criteria on which each group presentation should be evaluated.

Group Presentations

Tip!

Teachers' Tip

Presentations are on a tight schedule of five minutes each. Make sure transitions between presentations go smoothly.

DIRECTIONS:

1. Each group will make its five-minute presentation. Assist the groups as needed with their display of visuals and with timekeeping.
2. Remind the audience to listen attentively and to complete their evaluation sheets. Give students three to four minutes to complete their evaluations after each presentation.
3. After the final presentation, collect the Group Presentation Evaluations from students.

Class Discussion

DIRECTIONS:

Guide students through a class discussion about what they've learned from the group presentations: Were they surprised to find out the extent of exclusion around the world, or the countries where exclusion takes place? What other possible causes of exclusion can they think of? What about other possible effects? Is there exclusion in their own community? What forms does it take? How can the U.S. government or individual Americans, young or old, help address the root causes of exclusion? What should be the global priorities as countries work to eliminate exclusion?

Homework

1. Write answers to these questions and bring to class to share.
 - A. What would you say to someone who said, "Learning about children who are excluded is too painful; I don't want to think about it"?

- B.** Do you agree with this statement: “One way that young people can participate in tackling exclusion is through volunteering.” How could you (or do you) volunteer locally to address exclusion?
- C.** One suggestion for tackling the root causes of exclusion is through the media. How can young people encourage the media to pay attention to excluded children?
- D.** What are some of the ways children with disabilities are included in our school and community?

Responses might include:

- A.** Learning new information can sometimes be painful but learning can also lead to action. Doing something about a problem makes you feel better.
 - B.** Responses will vary.
 - C.** Hold a press conference, write letters and articles, hold rallies. (Students can read about young people taking action on UNICEF’s Voices of Youth Web site: www.unicef.org/voy/explore/sowc06/explore_2481.html)
 - D.** Answers may vary, but should include physical accessibility for the disabled as well as attitudes promoting inclusion.]
- 2.** Write your responses to the term “excluded children” in your journal, as you did at the start of this unit. How are the two entries different? What have you learned?
 - 3.** Brainstorm ideas for promoting the inclusion of children in your school and community. Share your ideas with other students and develop a campaign to raise awareness about exclusion and to promote actions that result in inclusion.

Responses to Group Focus Questions and Primary Source Questions might include:

GROUP 1: Poverty

Suggested Responses: Focus Questions

* How does poverty contribute to the exclusion of children around the world?

Children in the poorest countries are excluded from education because they have to work to help their families. In rural areas and urban slums poverty means children are excluded from health care, clean water, housing and sanitation.

* What actions can be taken to help tackle poverty?

To tackle poverty, governments need better strategies for their national development, industrialized countries need to offer help for development as well as trade and debt cancellation, and donors need to give better technical assistance. The media can direct attention to the problem.

SUGGESTED RESPONSES TO PART 1: INVESTIGATE PRIMARY SOURCES

The Root Cause	Tackling Poverty
<p>1. How does poverty lead to exclusion from education? Poor children often work to help support their families instead of going to school.</p>	<p>6. How can the media help excluded children? The media can focus the attention of the world on the problem and inspire governments and people to take action.</p>
<p>2. How does poverty in urban slums compare to poverty in rural areas? In both urban slums and rural areas poor children are excluded from essential services and state protection.</p>	<p>7. What are some of the ways children can make their voices heard? Children can express opinions in writing or in art, by making speeches, or by holding events supporting an issue.</p>
<p>3. Using statistics included in the graph, explain its main idea. Compared to developing and industrialized countries, the least developed countries have much lower enrollment ratios for both boys and girls, in both primary and secondary school.</p>	<p>8. Give an example of an action UNICEF is taking to tackle this root cause. In Nicaragua UNICEF works with the government to improve the education system. The Child-Friendly and Healthy Schools Initiative, works with people in communities to supply good teaching, health services, meals, water and sanitation.</p>
<p>4. How much lower is net secondary school enrollment in the least developed countries, compared to industrialized countries? For girls, 66 percent lower; for boys, 61 percent lower.</p>	<p>9. List two questions about children and poverty you would like to find out more about. Responses will vary. Students may want to find out what excluded children have to say about their lives, and what they can do to help.</p>
<p>5. What do children miss when they are not able to go to high school? High school provides training for jobs that could help people escape poverty.</p>	

GROUP 2: Armed Conflict and “Fragile” States

Suggested Responses: Focus Questions

* How do conflict and “fragile” states contribute to the exclusion of children around the world?
Armed conflict excludes children from safety, state protection, education, and health services. Armed conflict destroys children’s families, food and water supplies, and sometimes involves children as soldiers. As refugees fleeing armed conflict children can be separated from their families and excluded from services. In fragile states, governments do not or cannot provide basic services to adults and children.

* What actions can be taken to help tackle armed conflict and fragile states?
Tackling armed conflict requires an emergency response from the international community — essential goods and services; reuniting families, restarting schools, preventing the spread of HIV/AIDS, and protecting children from violence. Tackling exclusion of children in fragile states requires the international community to encourage governments to protect women and children.

SUGGESTED RESPONSES TO PART 1: INVESTIGATE PRIMARY SOURCES

The Root Cause	Tackling Armed Conflict and “Fragile” States
<p>1. How does armed conflict lead to the exclusion of children? Armed conflict excludes children from services such as health care and education. It excludes children and families from their homes and safety.</p>	<p>6. How can the media help excluded children? See Suggested Responses GROUP 1.</p>
<p>2. How do fragile states exclude children? Governments with high levels of corruption, political instability, and weak rule of law cannot provide basic services or protection to children.</p>	<p>7. What are some of the ways children can make their voices heard? See Suggested Responses GROUP 1.</p>
<p>3. How could the destruction of infrastructure cause exclusion? When roads and bridges are not safe, people cannot safely go to school or work; when there is no electricity, essential services could fail.</p>	<p>8. Give an example of an action UNICEF is taking to tackle this root cause. In Sri Lanka UNICEF and its partners help children who are separated from their parents due to armed conflict. In addition, UNICEF and its partners provide areas of safety for children, along with recreation and other supplies.</p>
<p>4. About how much lower is gross national income per capita in fragile states, compared to industrialized countries? About \$32,000</p>	<p>9. List two questions about children and armed conflict/fragile states you would like to find out more about. See Suggested Responses GROUP 1.</p>
<p>5. What does that title, “Fragile states are among the poorest” mean to children living in those states? It means the children are more likely to be excluded from services and protection.</p>	

GROUP 3: HIV/ AIDS Pandemic

Suggested Responses: Focus Questions

* How does the HIV/AIDS pandemic contribute to the exclusion of children around the world?

The deaths of parents and whole communities in the HIV/AIDS pandemic excludes children from protection and education and endangers their health. Children have to take on adult roles such as earning money and taking care of siblings, which prevent them from going to school. Children whose families have been affected by the pandemic also face discrimination.

* What actions can be taken to help tackle the HIV/AIDS pandemic?

The international community needs to protect children and adolescents from exclusion due to losses caused by HIV/AIDS pandemic halt and reverse the spread of the pandemic by 2015.

SUGGESTED RESPONSES TO PART 1: INVESTIGATE PRIMARY SOURCES

The Root Cause	Tackling the HIV/ AIDS Pandemic
<p>1. In areas hit hardest by the HIV/AIDS pandemic, how do the illness and deaths of parents and health care workers lead to the exclusion of children? The deaths of adults due to the HIV/AIDS pandemic mean that children are excluded from protection and services.</p>	<p>6. How can the media help excluded children? See Suggested Responses GROUP 1.</p>
<p>2. Explain the statement, “The HIV/AIDS pandemic is destroying children’s lives.” Children in affected families are forced to take on adult roles. They are denied protection and essential services, including education.</p>	<p>7. What are some of the ways children can make their voices heard? See Suggested Responses GROUP 1.</p>
<p>3. What adult roles might children have to take on after being orphaned by AIDS? How does this lead to their exclusion? They might have to work to support their families or care for younger children. Taking on adult roles means they are excluded from school.</p>	<p>8. Give an example of an action UNICEF is taking to tackle this root cause. UNICEF helps children affected by the pandemic in many countries. A UNICEF-supported organization in Zambia called Chikankata Health Services, raises money to pay for education and medical care expenses for hundreds of children who have lost their parents to AIDS.</p>
<p>4. Use the graph to determine in which parts of the world the largest and smallest percentage of children live with HIV. Largest percentage: Eastern and Southern Africa; Smallest percentage: industrialized countries and CEE/CIS</p>	<p>9. List two questions about children and the HIV/AIDS pandemic you would like to find out more about. See Suggested Responses GROUP 1.</p>
<p>5. In what parts of the world are there a higher percentage of women than men living with HIV? How does that affect children? Eastern and Southern Africa, and West and Central Africa. Women can’t care for their children; older children have to care for younger siblings.</p>	

GROUP 4: Discrimination

Suggested Responses: Focus Questions

* How does discrimination contribute to the exclusion of children around the world?

Discrimination on the basis of their gender, ethnicity, or disability affects children all over the world. Discrimination excludes children from school and essential services. In some parts of the world, disabled children have no way to get to school. In other places they are placed in institutions because of a lack of services in their families and communities. Children excluded from education do not gain the knowledge and skills that will help them as adults.

* What actions can be taken to help tackle discrimination?

All people in society have to be involved in tackling the root causes of discrimination. Legislation prohibiting discrimination and initiatives eliminating exclusion faced by girls, ethnic groups and the disabled are needed. Most of all people have to have the courage to openly discuss the reasons for discrimination and work to do away with it.

SUGGESTED RESPONSES TO PART 1: INVESTIGATE PRIMARY SOURCES

The Root Cause	Tackling Discrimination
<p>1. How many people in the world belong to ethnic groups that experience prejudice? about 900 million people</p>	<p>6. How can the media help excluded children? See Suggested Responses GROUP 1.</p>
<p>2. What are some kinds of discrimination people of different ethnicities face? exclusion from schools and health care; confinement to institutions (disabled); being forced to speak another language</p>	<p>7. What are some of the ways children can make their voices heard? See Suggested Responses GROUP 1.</p>
<p>3. Why do you think children with disabilities are often excluded in the developing world? lack of services such as transportation means that disabled children cannot get to school or health care providers</p>	<p>8. Give an example of an action UNICEF is taking to tackle this root cause. UNICEF Romania (with other organizations) launched the “Leave No Child Out” campaign to combat discrimination against Roma children excluded from schools because of their ethnicity.</p>
<p>4. Based on the graph, in what part of the world is there the greatest difference between boys’ and girls’ attendance at primary school? West and Central Africa, Middle East and North Africa</p>	<p>9. List two questions about children and discrimination you would like to find out more about. See Suggested Responses GROUP 1.</p>
<p>5. How might exclusion from primary education affect girls later in life? Without an education, girls cannot move out of poverty by getting well-paying jobs or entering many professions.</p>	



Root Causes of Exclusion

HANDOUTS FOR GRADE 6-8

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Group Handout #1 . . .	Page 26
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Exclusion in the U.S.—Historic Photographs

Child Labor: 1910



“Rose Bido, Philadelphia, 10 years old. Working 3 summers, minds baby and carries berries, two pecks at a time [at] Whites Bog, Brown Mills, N.J. This is the fourth week of school and the people [she works for] expect to remain here two weeks more.”

By Lewis Hine, September 28, 1910

National Archives and Records Administration, Records of the Children's Bureau (102-LH-1123) [VENDOR # 334]
http://www.archives.gov/exhibits/picturing_the_century/portfolios/port_hine.html

Japanese American Relocation: 1942



“Members of the Mochida family awaiting evacuation bus. Identification tags were used to aid in keeping a family unit intact during all phases of evacuation. [Mr.] Mochida operated a nursery and five greenhouses on a two-acre site in Eden Township.”

By Dorothea Lange, Hayward, California, May 8, 1942

National Archives and Records Administration, Records of the War Relocation Authority (210-GC-153) [VENDOR # 84]
http://www.archives.gov/exhibits/picturing_the_century/portfolios/port_lange.html#

1. What was Rose Bido excluded from?

2. What were Japanese Americans excluded from?

TOPIC: Root Causes of Exclusion: Poverty

FOCUS QUESTION: How does poverty contribute to the exclusion of children around the world? What actions can be taken to help tackle poverty?

DEFINITION

Poverty: Being poor; living on less than \$1 a day is one measure of extreme poverty used by UNICEF and other United Nations agencies

PART 1: INVESTIGATE PRIMARY SOURCES

Organize Your Group

- * Assign roles within your group. Decide who will answer each of the questions below.
- * Copy each question on to a separate note card and distribute.
- * Write answers to the questions on separate sheets of paper. The answers will help you respond to your group's Focus Questions.

QUESTIONS ON YOUR GROUP'S PRIMARY SOURCE MATERIALS

The Root Cause	Tackling Poverty
1. How does poverty lead to exclusion from education?	6. How can the media help excluded children?
2. How does poverty in urban slums compare to poverty in rural areas?	7. What are some of the ways children can make their voices heard?
3. Using statistics included in the graph, explain its main idea.	8. Give an example of an action UNICEF is taking to tackle this root cause.
4. How much lower is net secondary school enrollment in the least developed countries, compared to industrialized countries?	9. List two questions about children and poverty you would like to find out more about.
5. What do children miss when they are not able to go to high school?	

PART 2: MAKE A CLASS PRESENTATION

- * All group members will take part in a presentation to the class.
- * To prepare your presentation, the group should:
 - plan a panel discussion, mock press conference, skit, or other type of presentation
 - create visual aids (poster, game, children's book, PowerPoint display).
- * Present your group's responses to the Focus Questions to the whole class. Whatever format you choose, your presentations should:
 - introduce your topic and your Focus Questions.
 - include examples of how poverty causes children to be excluded.
 - present information from your graph.
 - suggest ideas for tackling the root cause: poverty.
 - feature two questions about this topic that your group would like to investigate further.

Root Causes of Exclusion: Poverty

“The Poorest Children”

More than 1 billion children suffer from one or more extreme forms of deprivation in adequate nutrition, safe drinking water, sanitation facilities, health-care services, shelter, education, and information.

Source: UNICEF, *SOWC 2006*, p. 12.

Poverty and Inequality

The poorest countries tend to have more young people living in them than richer ones, and in both poor and rich countries, the poorest families tend to have more children. This means that large numbers of children around the world are living in poverty...

Whether they live in rich or poor countries, children from poorer families are more likely to be working and missing out on an education that could help them find better opportunities and escape from poverty in the future. Their lack of access to education, information, life skills and a decent standard of living also makes them more vulnerable to abuse and exploitation, both as children and when they grow to be adults.

Source: UNICEF, *Voices of Youth*, http://www.unicef.org/voy/explore/sowc06/explore_2469.html

Children living in rural areas and among the urban poor often face a high risk of exclusion

Rural areas tend to be poorer and more difficult to reach with health-care services and education than urban areas...In many of the world's cities, the most impoverished citizens live in slums, tenements and shanty towns, areas which are geographically separate from the most affluent. More than 900 million people live in slums; most lack access to safe drinking water, improved sanitation facilities, sufficient living space and decent quality housing.... The exclusion of children living in these communities – which are often severely lacking in essential services and state protection – can sometimes approach levels experienced in rural areas.

Source: UNICEF, *SOWC 2006*, p. 19.

Tackling the Root Causes of Exclusion—Poverty

To reduce poverty. . . governments will need better national development strategies, rich countries will have to offer them better development assistance, full debt cancellation and fair trade, and donors will need to give them better technical assistance....

Governments are not the only ones responsible for the situation of excluded and vulnerable children. All sectors of society have a part to play.

...[G]roups of all kinds, including religious groups, can...bring the situation of excluded children to the attention of governments and the global community. They can also raise awareness within communities about the problems with discrimination, and can ... promote open discussion and behavior change.

The media can also raise awareness about the situation of excluded children. Journalists, writers and broadcasters are the eyes, ears and voices of society and have a big influence on how children are portrayed. They can also help put children's rights on the agenda....

And children themselves have a big role to play, too! Children are active citizens with rights who should be able to participate in their communities and societies. Policy makers should make sure that the views of all children, and those of excluded and invisible children in particular, are heard and taken into account.

Source: UNICEF, Voices of Youth, www.unicef.org/voy/explore/sowc06/explore_2481.html

UNICEF TAKES ACTION—Nicaragua

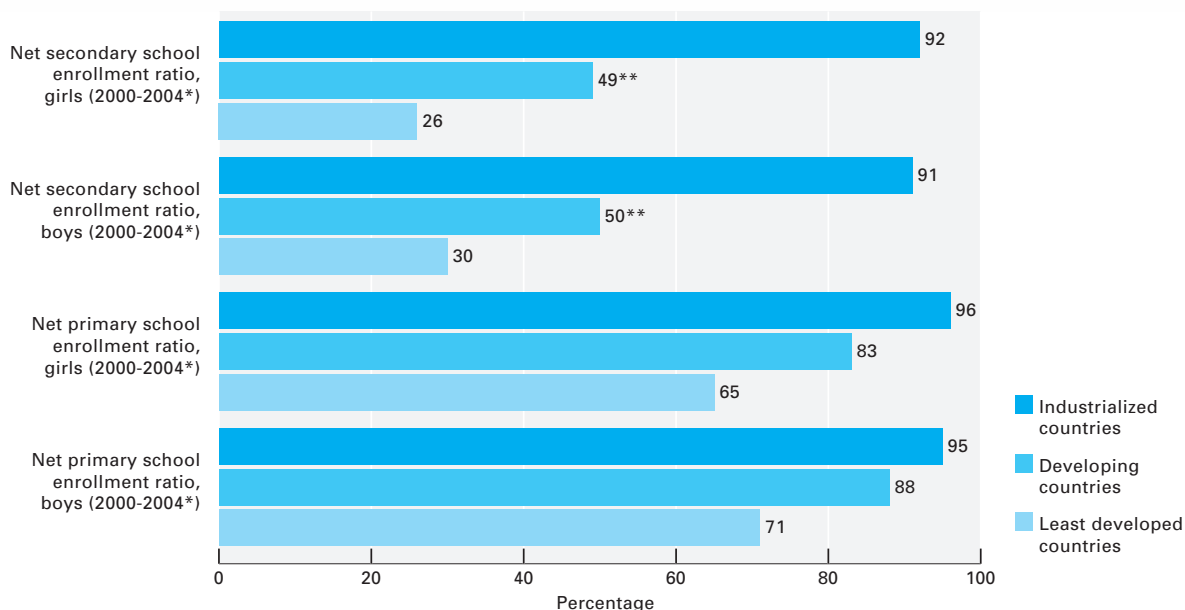
As the largest country in Central America, Nicaragua... is also the third poorest in the Americas—46 per cent of the population are poor and 15 per cent are extremely poor.... In 2002, only 29 percent of students completed primary school. Girls often drop out of school to take care of younger siblings or help with household chores.

UNICEF is working with the government of Nicaragua to improve the education system. One example is the Child-Friendly and Healthy Schools Initiative. The initiative builds on strong student, parent, teacher and community involvement. Good teaching, health services, meals, water and sanitation for the students are essential components of the program. In 2003, the initiative was implemented in 99 schools nationwide and 200 more have been certified as Child-Friendly and Healthy Schools.

Source: http://www.unicef.org/infobycountry/nicaragua_24060.html

Look at the graph below. You can see that children living in the least developed countries are most likely to be excluded from education.

Children living in the poorest countries are most at risk of missing out on primary and secondary school



*Data refer to the most recent year available during the period specified.
 **Excludes China
 Source: Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS).

Source: *State of the World's Children 2006*, p. 14, Figure 2.2

TOPIC: Root Causes of Exclusion: Armed Conflict and “Fragile” States

FOCUS QUESTIONS: How do conflict and “fragile” states contribute to the exclusion of children around the world? What actions can be taken to help tackle armed conflict and “fragile” states?”

DEFINITIONS

Armed Conflict: War, or other violence among groups, either within a country or between countries.

Fragile States: Governments with high levels of corruption, political instability, and weak rule of law.

Gross National Income per capita: Gross national income divided by a country’s population.

PART 1: INVESTIGATE PRIMARY SOURCES

- * Assign roles within your group. Decide who will answer each of the questions below.
- * Copy each question on to a separate note card and distribute.
- * Write answers to the questions on separate sheets of paper. The answers will help you respond to your group’s Focus Questions.

Questions on Your Group’s Primary Source Materials

The Root Cause	Tackling Armed Conflict and “Fragile” States
1. How does armed conflict lead to the exclusion of children?	6. How can the media help excluded children?.
2. How do fragile states exclude children?	7. What are some of the ways children can make their voices heard?
3. How could the destruction of infrastructure cause exclusion?	8. Give an example of an action UNICEF is taking to tackle this root cause.
4. About how much lower is gross national income per capita in fragile states, compared to industrialized countries?	9. List two questions about children and armed conflict/fragile states you would like to find out more about.
5. What does that title, “Fragile states are among the poorest” mean to children living in those states?	

PART 2: MAKE A CLASS PRESENTATION

- * All group members will take part in a presentation to the class.
- * To prepare your presentation, the group should:
 - plan a panel discussion, mock press conference, skit, or other type of presentation.
 - create visual aids (poster, game, children’s book, PowerPoint display).
- * Present your group’s responses to the Focus Questions to the whole class. Whatever format you choose, your presentations should:
 - introduce your topic and your Focus Questions.
 - include examples of how armed conflict/ “fragile” states cause children to be excluded.
 - present information from your graph.
 - suggest ideas for tackling the root cause: armed conflict/ “fragile” states.
 - feature two questions about this topic that your group would like to investigate further.

Root Causes of Exclusion: Armed Conflict and “Fragile” States

Armed conflict and “Fragile” States make the risk of exclusion even greater for children

[During armed conflict]... even children who are able to stay with their families, in their own homes, [may face a greater risk of exclusion] because of the destruction of physical infrastructure, [roads, bridges, power lines] strains on healthcare and education systems, workers and supplies, and increasing dangers caused by landmines, for example....

[D]estruction can result in a breakdown in the government’s ability to provide for the country’s citizens, even after the conflict is over.

Conflict and “Fragile” States

Armed conflict causes children to miss out on their childhood. Children recruited as soldiers are denied education and protection, and cannot access essential healthcare services. Those who are displaced by conflict and become refugees or are separated from their families face similar problems. Conflict also makes it more likely that children will be exposed to abuse [and] violence....

Armed conflict is not the only form of state failure. Even states that are not in conflict sometimes have weak institutions and high levels of corruption, political instability and weak rule of law. These states are called “fragile states” and cannot provide basic services, even to children.

Source: UNICEF, Voices of Youth, http://www.unicef.org/voy/explore/sowc06/explore_2470.html

Tackling the Root Causes of Exclusion—Armed Conflict and “Fragile” States

When [armed] conflict happens, the emergency response from the international community should include more than essential goods and services; efforts should be made to reunite separated families, start schools again right away, prevent the spread of HIV/AIDS and protect children from further violence...

Governments are not the only ones responsible for the situation of excluded and vulnerable children. All sectors of society have a part to play.

...[G]roups of all kinds, including religious groups, can...bring the situation of excluded children to the attention of governments and the global community. They can also raise awareness within communities about the problems with discrimination, and can ... promote open discussion and behavior change.

The media can also raise awareness about the situation of excluded children. Journalists, writers and broadcasters are the eyes, ears and voices of society and have a big influence on how children are portrayed. They can also help put children’s rights on the agenda....

And children themselves have a big role to play, too! Children are active citizens with rights who should be able to participate in their communities and societies. Policy makers should make sure that the views of all children, and those of excluded and invisible children in particular, are heard and taken into account.

Source: UNICEF, *Voices of Youth*, www.unicef.org/voy/explore/sowc06/explore_2481.html

UNICEF TAKES ACTION—SRI LANKA

[Armed conflict in Sri Lanka has caused many people to leave their homes.] Among the displaced population, nearly half are children.... To protect children from harm and exploitation, UNICEF and its partners in Sri Lanka are working to register all children who are separated from their parents. In addition, “child-friendly spaces” are being created to provide younger children with a safe environment to play and meet new friends.

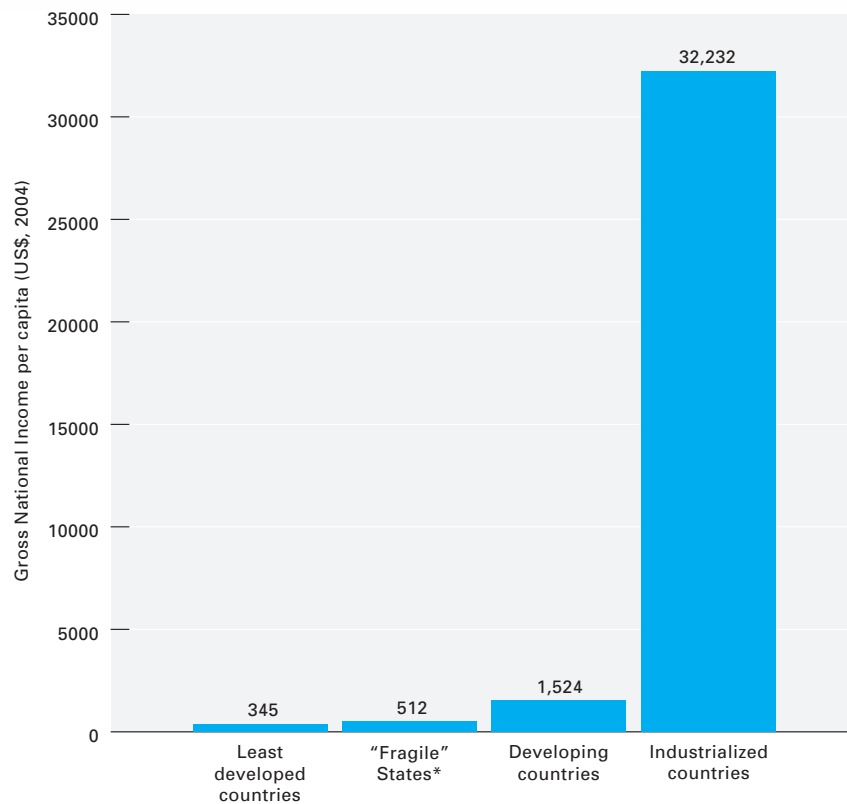
At the same time, UNICEF recreation kits and other supplies have been sent in to conflict areas, enabling children to play with toys and participate in positive activities such as drawing and sports.

UNICEF is also looking at ways to bring children back to school—the best way to help them cope with emotional stress.

Source: http://www.unicef.org/infobycountry/sri_lanka_35909.html

Look at the graph below. You can see that fragile states tend to be very poor.

“Fragile” States* are among the poorest



*Countries with weak policy/institutional frameworks. A list can be found in the References section, p.91

Source: World Bank, *2004 Country Policy and Institutional Assessment (CPIA), Overall Rating, Fourth and Fifth Quintiles*; and *World Development Indicators 2005*.

Source: *State of the World's Children 2006*, p. 15, Figure 2.4

TOPIC: Root Causes of Exclusion: HIV/ AIDS Pandemic

FOCUS QUESTIONS: How does the HIV/AIDS pandemic contribute to the exclusion of children around the world? What actions can be taken to help tackle the HIV/AIDS pandemic?

DEFINITIONS

HIV (Human Immunodeficiency Virus): A virus causing AIDS

AIDS (Acquired Immune Deficiency Syndrome): A loss of resistance to infection

Pandemic: A disease that spreads all over the whole world

PART 1: INVESTIGATE PRIMARY SOURCES

- * Assign roles within your group. Decide who will answer each of the questions below.
- * Copy each question on to a separate note card and distribute
- * Write answers to the questions on separate sheets of paper. The answers will help you respond to your group's Focus Question.

QUESTIONS ON PRIMARY SOURCE MATERIALS

The Root Cause	Tackling the HIV/ AIDS Pandemic
1. In areas hit hardest by the HIV/AIDS pandemic, how do the illness and deaths of parents and health care workers lead to the exclusion of children?	6. How can the media help excluded children?
2. Explain the statement, "The HIV/AIDS pandemic is destroying children's lives."	7. What are some of the ways children can make their voices heard?
3. What adult roles might children have to take on after being orphaned by AIDS? How does this lead to their exclusion?	8. Give an example of an action UNICEF is taking to tackle this root cause.
4. Use the graph to determine in which parts of the world the largest and smallest percentage of children live with HIV.	9. List two questions about children and the HIV/AIDS pandemic you would like to find more about.
5. In what parts of the world are there a higher percentage of women than men living with HIV? How does that affect children?	

PART 2: MAKE A PRESENTATION TO THE CLASS

- * All group members will take part in a presentation to the class.
- * To prepare your presentation, the group should:
 - plan a panel discussion, mock press conference, skit, or other type of presentation.
 - create visual aids (poster, game, children's book, PowerPoint display).
- * Present your group's responses to the Focus Questions to the whole class. Whatever format you choose, your presentations should:
 - introduce your topic and your Focus Questions, and define "pandemic".
 - include examples of how the HIV/AIDS pandemic causes children to be excluded from education and health care.
 - present information from your graph and a map of the world to show where the largest percentage of children live with HIV.
 - suggest ideas for tackling the root cause: the HIV/AIDS pandemic.
 - feature two questions about this topic that your group would like to investigate further.

Root Causes of Exclusion: HIV and AIDS Pandemic

The HIV/AIDS Pandemic

The [HIV/AIDS] pandemic is wiping out families, the first line of protection for children. Some 15 million children have already lost one or more parents to the disease, and millions more have been made vulnerable as the virus destroys families, communities, provinces and, in the worst-affected countries, whole nations. ...[Children] face an extremely high risk of exclusion from access to essential services, care and protection, as parents, teachers, health workers and other adults fall sick and eventually die....

The deaths of parents and other caregivers put a lot of pressure on children, who often have to take on adult roles too early in life and can miss out on an education as well as other services. These children can also face stigma and discrimination in their communities, and are more exposed to violence [and] abuse.

HIV/AIDS also threatens the very survival of children and young people. Young people between the ages of 15 and 24 now make up nearly one third of people living with HIV/AIDS around the world.

Source: UNICEF, Voices of Youth, http://www.unicef.org/voy/explore/sowc06/explore_2471.html

Tackling the Root Causes of Exclusion—HIV/AIDS Pandemic

The international community has been doing a lot to help stop the spread of HIV/AIDS and make treatment available, but more attention should be given to the impact of the pandemic on children and adolescents, especially girls...

Governments are not the only ones responsible for the situation of excluded and vulnerable children. All sectors of society have a part to play.

...[G]roups of all kinds, including religious groups, can...bring the situation of excluded children to the attention of governments and the global community. They can also raise awareness within communities about the problems with discrimination, and can ... promote open discussion and behavior change.

The media can also raise awareness about the situation of excluded children. Journalists, writers and broadcasters are the eyes, ears and voices of society and have a big influence on how children are portrayed. They can also help put children's rights on the agenda....

And children themselves have a big role to play, too! Children are active citizens with rights who should be able to participate in their communities and societies. Policy makers should make sure that the views of all children, and those of excluded and invisible children in particular, are heard and taken into account.

Source: UNICEF, Voices of Youth, www.unicef.org/voy/explore/sowc06/explore_2481.html

UNICEF TAKES ACTION—AROUND THE WORLD

Around the world UNICEF offers protection and support for orphans and families affected by HIV/AIDS.

In Southeast Asia...UNICEF has teamed up with Buddhist monks across the Mekong region to break the stigma surrounding HIV/AIDS and to improve care for children orphaned by the disease.

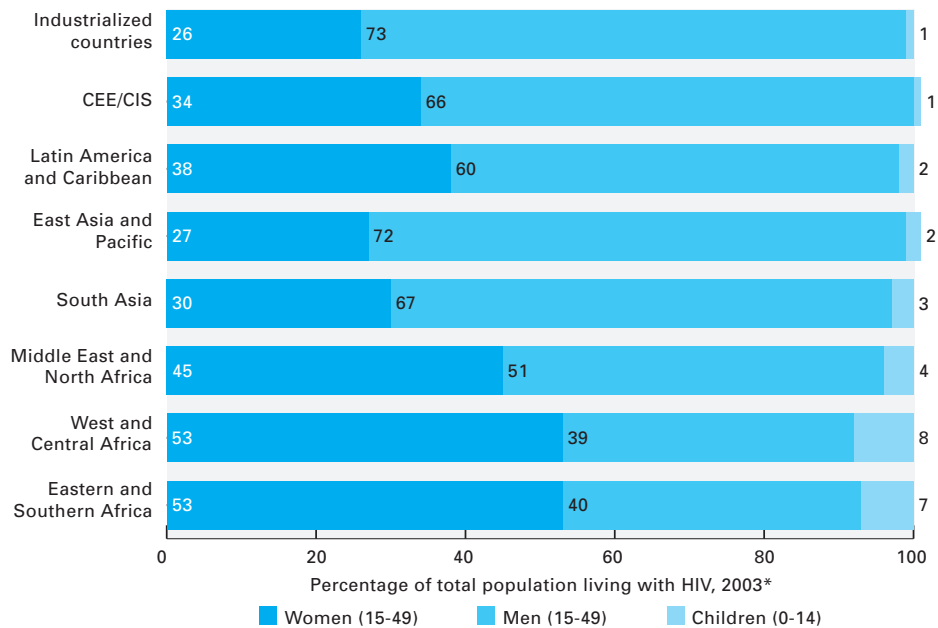
UNICEF supports a church-based organization in Zambia called Chikankata Health Services, which assists hundreds of children who have lost their parents to AIDS by raising money to pay their school fees and for medical care. Hundreds of similar organizations around the world receive UNICEF support....

In Uganda, for example, UNICEF supports the Uganda Women's Effort to Save Orphans (UWESO), which helps communities start income-generating projects such as beekeeping or sustainable farming. It also provides micro-credit to help women start small businesses.... Finally, UNICEF helps ensure that communities maintain regular contact with orphaned children heading households to make sure that they have adequate nutrition, are in school and are safe from exploitation and abuse.

Source: http://www.unicef.org/aids/index_orphans.html

Look at the graph below. You can see that children in all regions of the world live with HIV.

Children account for an increasing proportion of people living with HIV



*Figures may not add up to 100% due to rounding.

Source: UNICEF calculations based on data from Joint United Nations Programme on HIV/AIDS, Report on the Global HIV/AIDS Epidemic, 2004

Note: CEE/CIS = Central and Eastern Europe/ Commonwealth of Independent States

Source: State of the World's Children 2006, p. 16, Figure 2.5

TOPIC: Root Causes of Exclusion: Discrimination

FOCUS QUESTIONS: How does discrimination contribute to the exclusion of children around the world? What actions can be taken to help tackle discrimination?

DEFINITIONS

Discrimination: Policies of exclusion based on gender, ethnicity, disabilities, etc.

Ethnicity: A set of characteristics—cultural, social, religious and linguistic—that forms a distinctive identity shared by a community of people

Indigenous: People born in a particular region whose roots go back generations in the same place

Disability: Being unable to do something (such as walk) due to illness, birth defect, or accident

PART 1: INVESTIGATE PRIMARY SOURCES

- * Assign roles within your group. Decide who will answer each of the questions below.
- * Copy each question on to a separate note card and distribute.
- * Write answers to the questions on separate sheets of paper. The answers will help you respond to your group's Focus Question.

QUESTIONS ON PRIMARY SOURCE MATERIALS

The Root Cause	Tackling Discrimination
1. How many people in the world belong to ethnic groups that experience prejudice?	6. How can the media help excluded children?
2. What are some kinds of discrimination people of different ethnicities face?	7. What are some of the ways children can make their voices heard?
3. Why do you think children with disabilities are often excluded in the developing world?	8. Give an example of an action UNICEF is taking to tackle this root cause.
4. Based on the graph, in what part of the world is there the greatest difference between boys' and girls' attendance at primary school?	9. List two questions about children and discrimination you would like to find out more about.
5. How might exclusion from primary education affect girls later in life?	

PART 2: MAKE A PRESENTATION TO THE CLASS

- * All group members will take part in a presentation to the class.
- * To prepare your presentation, the group should:
 - plan a panel discussion, mock press conference, skit, or other type of presentation.
 - create visual aids (poster, game, children's book, PowerPoint display).
- * Present your group's responses to the Focus Questions to the whole class. Whatever format you choose, your presentations should:
 - introduce your topic and your Focus Questions.
 - include examples of how discrimination causes children to be excluded from education and health care.
 - present information from your graph and a map of the world to show where the largest percentage of girls are excluded from primary school.
 - suggest ideas for tackling the root cause: discrimination
 - feature two questions about this topic that your group would like to investigate further.

Root Causes of Exclusion: Discrimination

Discrimination comes in many different forms but almost always ends in exclusion. . . Inequalities in children's health, rate of survival and school attendance are often based on gender, ethnicity or disability.

Gender

Gender inequality in education means that for every 100 boys out of primary school, there are 117 girls who also miss out on primary education. And gender gaps in secondary education are even worse. Girls are more likely to miss out on the opportunity to gain the knowledge, skills, attitudes and values that will help them gain an equal place in society.

Ethnicity

Ethnicity is a set of characteristics—cultural, social, religious and linguistic—that forms a distinctive identity shared by a community of people. There are some 5,000 different ethnic groups in the world, and more than 200 countries have significant minority ethnic or religious groups.

Sadly, ethnic groups often face discrimination. Almost 900 million people belong to groups that experienced prejudice as a result of their ethnicity, with 359 million facing restrictions on their religion.

Around the world, some 334 million people face discrimination because of their language. In over 30 sub-Saharan African countries, for example, the official language is different from the one most commonly used, and only 13 per cent of children in these countries are taught in their mother tongue. You can imagine how difficult school becomes for these children!

Indigenous children, whose communities often insist on their right to a separate culture and language, can suffer discrimination as well. They are less likely to be registered at birth and are more likely to face health problems, abuse, violence, exploitation and a lack of education....

Disability

Most children with disabilities in the developing world have no access to healthcare or support services, and many cannot get a formal education. Disabled children are often withdrawn from community life; even if they are not actively shunned or maltreated, they are often left without adequate care. Where special services do exist for children with disabilities, they are usually segregated in institutions.

Many disabilities in developing countries are caused by a lack of proper nutrition or healthcare in early childhood or [before birth]. But regardless of the cause, children with disabilities need special attention to ensure that they have every opportunity in life.

Source: UNICEF, Voices of Youth, http://www.unicef.org/voy/explore/sowc06/explore_2472.html

Governments and Societies Must Openly Address Discrimination

Many elements of discrimination are rooted in long-held societal attitudes, which often governments, civil society and the media are reluctant to confront. Yet confront them they must, if they are to fulfill their commitments to children. Targeted initiatives to address the exclusion faced by women and girls, ethnic and indigenous groups and the disabled are needed, along with legislation to prohibit discrimination, and greater research on these groups' needs and well-being.... For these initiatives to bring about lasting change, they must be accompanied by a courageous, open discussion—involving the media and civil society—on societal attitudes that foster or tolerate discrimination. The future of children at risk of exclusion as a result of discrimination depends on such courageous action.

Source: SOWC 2006, p. 31.

Governments are not the only ones responsible for the situation of excluded and vulnerable children. All sectors of society have a part to play.

...[G]roups of all kinds, including religious groups, can...bring the situation of excluded children to the attention of governments and the global community. They can also raise awareness within communities about the problems with discrimination, and can ... promote open discussion and behavior change.

The media can also raise awareness about the situation of excluded children. Journalists, writers and broadcasters are the eyes, ears and voices of society and have a big influence on how children are portrayed. They can also help put children's rights on the agenda....

And children themselves have a big role to play, too! Children are active citizens with rights who should be able to participate in their communities and societies. Policy makers should make sure that the views of all children, and those of excluded and invisible children in particular, are heard and taken into account.

Source: UNICEF, Voices of Youth, www.unicef.org/voy/explore/sowc06/explore_2481.html

UNICEF TAKES ACTION—ROMANIA

The Roma population constitutes Europe's largest and most vulnerable minority, estimated at between 7 and 9 million people. With no historical homeland, roughly 70 per cent of Roma live in Central and Eastern Europe (CEE), and in former Soviet Union countries.... Exclusion in all its dimensions—social, political, economic or geographic—has affected Roma for centuries and has taken the form of overt ethnic discrimination.

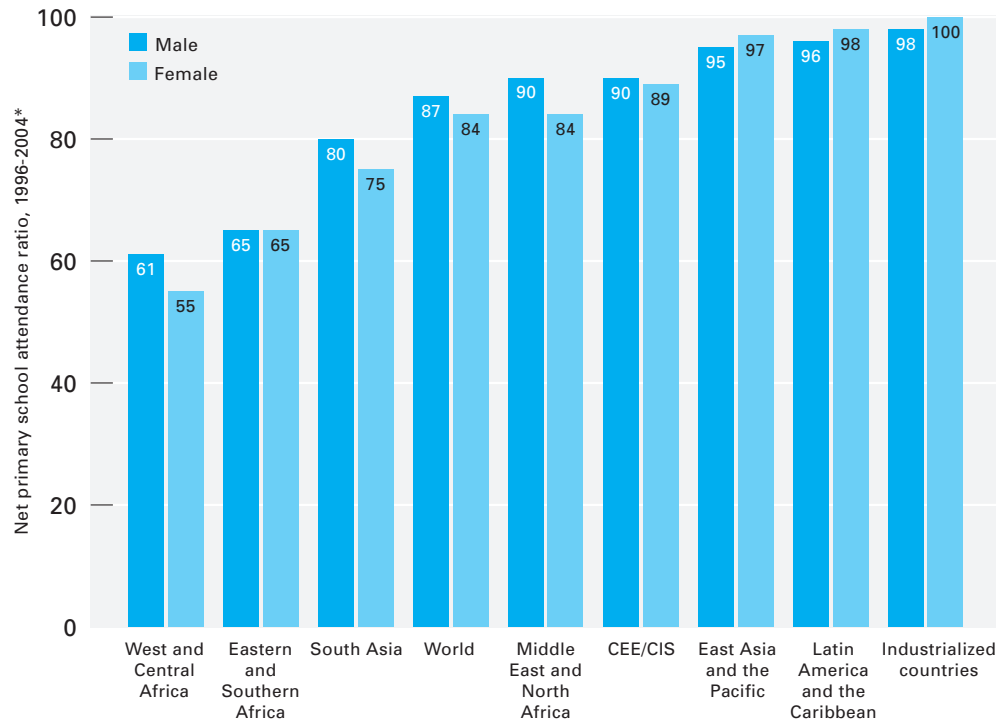
...Many Roma children attend separate schools or are segregated when attending mainstream schools. Roma children attending Roma-only schools find themselves in overcrowded classes as a result of geographic and socioeconomic segregation....

In 2004, UNICEF Romania, in partnership with [organizations active in child protection issues in Romania], launched the "Leave No Child Out" campaign dedicated to combating discrimination against Roma children and enhancing their access to education. So far, the campaign has reached about 65 per cent of the country's Roma population.

Source: SOWC 2006, pp.24–25.

Look at the graph below. You can see that girls in many regions of the world are more likely to be excluded from education than boys.

In several regions, girls are more likely to miss out on primary school than boys



*Data refer to the most recent year available during the period specified.

Source: United Nations Children's Fund, *Levels, Trends and Determinants of Primary School Participation and Gender Parity*, Working Paper, 2005.

Note: CEE/CIS = Central and Eastern Europe/ Commonwealth of Independent States

Source: *State of the World's Children 2006*, p. 19, Figure 2.6

Group Presentation Evaluation

Directions: Rate each group's presentation by assigning it a number from 1-5 in each category (1= poor, 5= excellent)

Poverty	Answered focus questions		Comments
	All group members participated		
	Effective presentation		

Armed Conflict/ "Fragile" States	Answered focus questions		Comments
	All group members participated		
	Effective presentation		

HIV/AIDS Pandemic	Answered focus questions		Comments
	All group members participated		
	Effective presentation		

Discrimination	Answered focus questions		Comments
	All group members participated		
	Effective presentation		