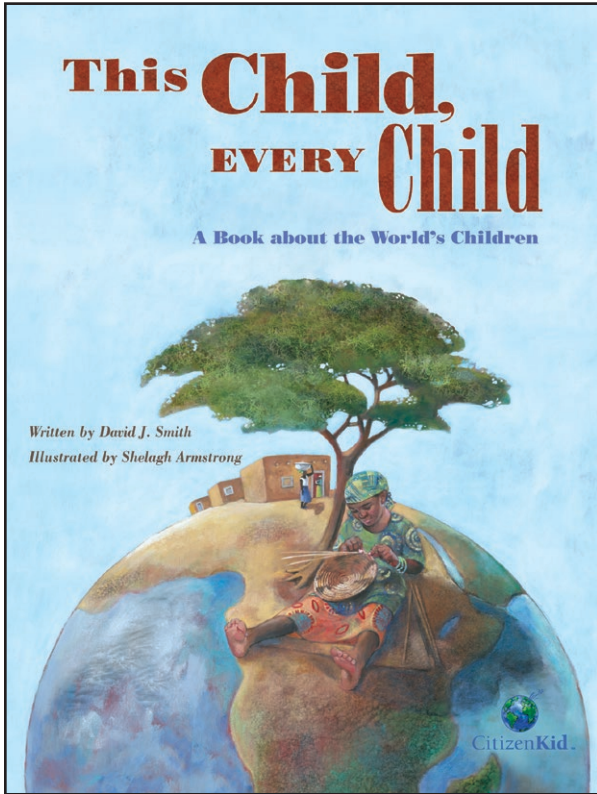


How to Use This Book in Your Classroom or Library for ages 8–12



ISBN 978-1-55453-466-1

This Child, Every Child: A Book about the World's Children

Written by David J. Smith

Illustrated by Shelagh Armstrong

Children make up one-third of the world's population. But who are these 2.2 billion children and what are their lives like? Author David J. Smith's search for answers takes readers around the world to meet children of all ages, nationalities and religions. Readers will discover that there are big differences in the way children live. Activities, discussion suggestions and the child-friendly version of the United Nations Convention on the Rights of the Child make *This Child, Every Child* a valuable resource for global education.

David J. Smith, a teacher with more than 25 years of experience in the classroom, is the creator of the award-winning curriculum "Mapping the World by Heart" and the author of two other Kids Can Press books — *If the World Were a Village: A Book about the World's People* and *If America Were a Village: A Book about the People of the United States*. He is now a full-time educational consultant.

Shelagh Armstrong has been illustrating since 1987. Her work can be found on product packaging around the world, on coins and stamps in Canada and in many books and magazines. She has also illustrated *If the World Were a Village* and *If America Were a Village*.

Activities and Discussions

1. The Top Ten Rights

This Child, Every Child links information about children in various parts of the world to the rights they are guaranteed under the United Nations Convention on the Rights of the Child, which appears on pages 32–33 of the book. You can use the Convention as a starting point to discuss children's rights in your classroom.

Divide students into teams of four or five. Ask them to come up with the three rights from the Convention that they think are most important. While coming up with their list, they should keep in mind not just their own needs, but also the needs of the children described in the book.

Combine these lists of three into a list of the Top 10 Rights. There will be some overlap from the various teams. If you don't end up with ten, send the teams back to discuss what rights should be added. Some questions to ask as students work on this project:

Why do you think this right is important?

Do you think this right is observed in all countries? If not, why?

Which of the rights is most important to you as an individual?

Why do you think it is important to have a Convention on the Rights of the Child?

This Child, Every Child: A Book about the World's Children © 2011.

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This guide is available as a free download from www.kidscanpress.com.

2. My School / Your School

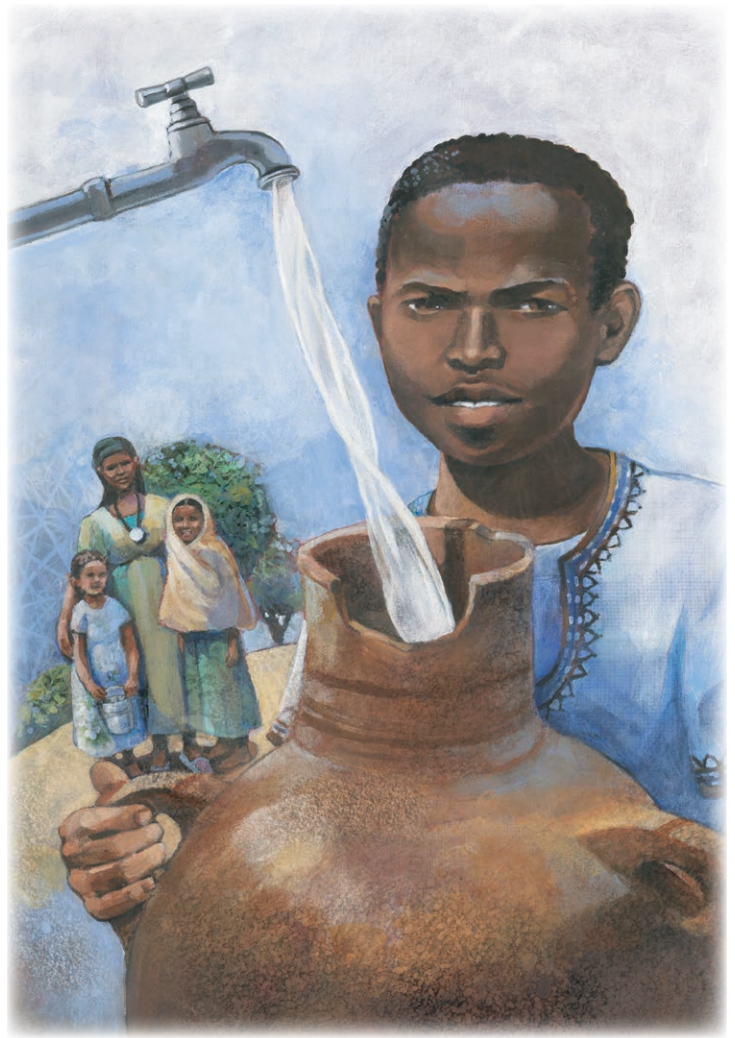
As *This Child, Every Child* points out, not all children have access to education. There are disparities among countries and between genders, with more boys being schooled than girls in some parts of the world.

Ask your students to pick a country and research schools in that country, using books and the Internet, then present their findings to the class. (To choose their country, they can consult the United Nations website at www.un.org/en/members.) Their presentation should answer the following questions:

- What are the school buildings like? (There may be a range within a country.)
- What percentage of the children in the country go to school?
- Do girls have access to schools to the same degree as boys and if not, why?
- What do students wear to school?
- What do they study?

Is the school system free in their chosen country, or do parents have to pay to send their children? (Note: in some countries, education is free but uniforms and books are not.) Do students think having to pay for schooling or related costs might affect enrollment? If so, how and why?

How does their own school compare and contrast with a school in their researched country?



3. Walk in Their Shoes

Clean water and adequate sanitation are things many children take for granted, yet for some children, these basic needs are hard to come by. A United Nations Development Program report estimates that, on average, people without water in their homes walk about 1 km (0.6 mi.) each way to fetch water. To experience this reality, have students bring a bucket from home. Fill the pails with water and have the children walk the 1 km (0.6 mi) distance. When they return, ask the following questions:

- What was it like to walk that far with a pail of water?
- How long did it take?
- How many pails of water do they think they would use for their daily needs? (The average daily water use per person in North America is 55 buckets of a 10 L/2.6 U.S. gal. capacity.)
- How would they feel about making 55 trips a day to carry water? Would this change their water use during a day? If so, how?

