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## GLOBAL GOALS SCHOOL ENGAGEMENT KIT

### Your school can pay a huge part in the world's biggest challenge!

The Millennium Development Goals (MDGs) have been one of the most successful anti-poverty pushes the globe has ever seen, and they've helped make a difference to the lives of millions.

However from 1 January 2016, the world will embark on a new challenge: to end extreme poverty, fight inequality and injustice and address climate change by 2030.

This isn't a big task – it's a huge task! The challenge is outlined in the **new Sustainable Development Goals** (Global Goals). With these ambitious goals and the commitment of everyone – from world leaders and people like you and your students – we can do it.

But we need your help now! To ensure the new goals are successful, we all have a role to play. By 2030, many of your students will be adults. What kind of a world do they want to inherit?

Now is the time to tell our leaders about the world we want, and how the Global Goals can help us to build a better world for everyone. Your students can be part of this through telling our leaders why these goals matter for children in Australia.

So grab this guide from Oxfam Australia and UNICEF Australia, textas, crayons, pens, pencils and write to your local Federal Member of Parliament (MP).

Join in with the global community to learn more and show your support for the Global Goals today – it's fun, easy and educational.

Together we can be among the generation that ends extreme poverty, injustice and inequality for good.



Photo: Bonnie Savage/OxfamAUS

## HOW TO USE THIS RESOURCE KIT

Primary school and high school students can take part in learning about the Global Goals and send a message to their MP.

### STEPS:

1. Use the resources and activities in this kit to **teach your students about the Global Goals**.
2. Ask your students to **pick the goal most important to them**, and learn more about it.
3. Ask your students to **write or draw a letter or message about their chosen goal** using the template on pages 8 and 9.
4. **Send the letter or message to your local Federal MP**.
5. Before you send the letter or message, **take a photo of your students with their messages, or scan copies** and send them to us at [education@unicef.org.au](mailto:education@unicef.org.au) and [schools@oxfam.org.au](mailto:schools@oxfam.org.au), so we can hear your students' important messages for the world!

### CURRICULUM LINKS:

Oxfam Australia and UNICEF Australia encourage the use of this resource across all year levels in both primary and secondary settings.

The following activities and message action can be used to enhance the following Australian Curriculum General Capabilities and Cross-Curriculum Priorities:

- [Literacy](#)
- [Critical and creative thinking](#)
- [Personal and social capability](#)
- [Ethical understanding](#)
- [Intercultural understanding](#)
- [Sustainability](#)

They can also be used to towards the achievement of the following Australian Curriculum subject outcomes across multiple year levels:

- [Geography](#)
- [Civics and Citizenship](#)



Photo: Max Bastard/OxfamAUS

## TOPICS IN THIS KIT

Oxfam Australia and UNICEF Australia have provided some additional extension activities on issues we work closely on. Feel free to use these with your students to engage them in deeper learning.

- **Introduction to the Global Goals** – page 6
- **A world where everyone has enough to eat** (Goal 2) – page 12
- **Eradicating preventable disease** (Goal 3) – page 15
- **All children receiving a quality education** (Goal 4) – page 19
- **Achieve gender equality** (Goal 5) – page 22
- **Clean water and sanitation for everyone** (Goal 6) – page 26
- **Taking urgent action to protect the planet** (Goal 13) – page 31
- **Ending all forms of violence against children** (Goal 16) – page 34

## FURTHER LINKS

- Website – Global Goals: <http://www.globalgoals.org/>
- Website – The United Nations’ Sustainable Development Knowledge Platform: <https://sustainabledevelopment.un.org/>
- Website – World’s Largest Lesson resources: <https://www.tes.com/worldslargestlesson/>
- Website – Teach UNICEF resources: <http://teachunicef.org/>
- Video – The World We Want (by Swiss student Clara Edmonds): <https://youtu.be/kR-YRC5D-QY>
- Poster – MDGs successes: [https://www.oxfam.org.au/wp-content/uploads/2015/09/designs\\_ausaid\\_globalgoals\\_mdgs.pdf](https://www.oxfam.org.au/wp-content/uploads/2015/09/designs_ausaid_globalgoals_mdgs.pdf)
- Posters – I support Global Goal #...: <https://www.oxfam.org.au/wp-content/uploads/2015/09/IsupportGGs.zip>
- Fact sheet – The 17 SDGs: <http://bit.ly/sdgfacts>
- Blog post – 17 reasons why the 17 new Global Goals are so important: <https://www.oxfam.org.au/2015/09/did-you-say-we-could-end-extreme-poverty-in-15-years/>
- Blog post – What the SDGs will do for four young global citizens : <http://www.unicef.org.au/blog/september-2015/what-the-sdgs-will-do-for-four-young-global-citizens>

# THE GLOBAL GOALS

For Sustainable Development



Image: [www.globalgoals.org](http://www.globalgoals.org)

## WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS?

In the past 15 years alone, we've helped halve extreme poverty and now we need to finish the job. The Sustainable Development Goals can get us there.

On Friday 25 September 2015, 193 world leaders endorsed the Sustainable Development Goals at the United Nations Sustainable Development Summit. Foreign Minister Julie Bishop endorsed the new goals on behalf of Australia.

The 17 goals aim to achieve three things: end poverty, fight inequality and injustice and tackle climate change for everyone by 2030. The new goals are also referred to as the "Global Goals for Sustainable Development" or the "Global Goals".

## HOW SUCCESSFUL WERE THE MILLENNIUM DEVELOPMENT GOALS?

As the world entered a new millennium, The Millennium Development Goals (MDGs) aimed to focus governments, organisations and communities on halving poverty by 2015. Taking stock in 2015, there is much we can all be proud of:

- The number of people living in extreme poverty (living on less than USD \$1.25 per day) has more than halved since 1990.
- The under-five mortality rate has decreased by more than half and the rate of mothers who survive childbirth has almost doubled in the same period.
- The percentage of children enrolled in primary school has reached 91%, up from 83% in 2000.
- The number of people who have access to piped drinking water has almost doubled in the 1990–2015 period, with progress accelerating after 2000.

Given all this, it's no surprise that the UN has said "the MDGs have saved the lives of millions and improved conditions for many more," and has called them "the most successful anti-poverty movement in history".



Photo: © UNICEF/LAO-2015-Noorani-0238/Noorani

### **WHY ARE THESE NEW GOALS IMPORTANT FOR THE FULFILMENT OF HUMAN RIGHTS?**

Fulfilling human rights is the outcome that cuts across all of the 17 new Global Goals. This includes issues as broad as overcoming poverty and hunger, as well as malnutrition, access to education, land rights, women's rights and ensuring the right to decent work and fair conditions.

The Global Goals aim to finish the unfinished business of the MDGs and recognise the world is facing immense challenges that were not covered by the previous goals – in particular rising inequalities, enormous disparities of opportunity, wealth and power, environmental degradation and the risks posed by climate change.

The MDGs have been considered a good “first start”, however the new Global Goals help change some of the systems that keep people in poverty. They place equity at the centre, and require strong investment in the most disadvantaged.

As a result, the new goals are very ambitious. Within the 17 core goals, there are also 169 targets. These targets are specific things that will be monitored so the world can measure the goals' success.

Some people are concerned that having so many goals and targets is too many, too complicated and confusing. However many believe these goals – developed in greater consultation with developing nations and ordinary people – are thorough, universal, reflect the complex reality of poverty, and will allow for even a greater chance of success.

### **WHY IS IT IMPORTANT FOR AUSTRALIA TO ADOPT AND IMPLEMENT THESE GOALS?**

The Global Goals are a new global agreement that every single country in the world has agreed to. If Australia wants to be part of a global community, we need to stand up and do our fair share.

However, these ambitious goals need the support of everyone around the world, from world leaders to people just like us. Now the goals have been endorsed, we need to make sure our leaders are doing everything they can to ensure their success.

Taking action by posting a message to your local MP shows young people in their communities care and want to be among the generation that ends extreme poverty, injustice and inequality for good.



Photo: UNICEF/ETHA\_2014\_00245/0se

## INTRODUCTION TO THE GLOBAL GOALS

For students aged 7-16

### Resources:

- PowerPoint Presentation : <https://www.oxfam.org.au/wp-content/uploads/2015/11/UNICEF-and-Oxfam-Global-Goals-presentation-FINAL-v3.pdf>
- Handout 1: Top five challenges the world faces (see page 10)
- Handout 2: The Global Goals (see page 11)
- No point going halfway video: <https://vimeo.com/138848993>
- Introduction to the Global Goals three minute video: <https://vimeo.com/140567572>
- Introduction to the Global Goals six minute video: <https://vimeo.com/138852758>
- Oxfam Australia and UNICEF Australia letter template (see pages 8 and 9)
- Pens/pencils

### Activity 1: (5 minutes)

1. Finish this sentence: the world I want is one where...
2. Ask: students to give their suggestions.

### Activity 2: (10 minutes)

1. What do you think are the top five biggest challenges the world faces?
2. Students brainstorm their top five challenges in small groups.
3. Each group presents their top five challenges to the rest of the class. Ask each group why they chose these challenges.

### Recapping on the MDGs: (10 minutes)

1. Ask: who has heard of the Millennium Development Goals? What are these eight goals and what did they aim to achieve?
2. Explain: As the world entered a new millennium, the Millennium Development Goals (MDGs) aimed to focus governments, organisations and communities on halving poverty by 2015.
3. What did the MDGs do for children?

- a. Read Margareta's story
- b. You can see more about the impact of the MDGs here: [https://www.oxfam.org.au/wp-content/uploads/2015/09/DESIGNS\\_AusAid\\_GlobalGoals\\_MDGs.pdf](https://www.oxfam.org.au/wp-content/uploads/2015/09/DESIGNS_AusAid_GlobalGoals_MDGs.pdf)
4. Watch: this short video, *No point going halfway*, to recap on the achievements of the MDGs and what the Global Goals aim to achieve: <https://vimeo.com/138848993>
5. Explain: Given all this, it's no surprise that the UN has said "the MDGs have saved the lives of millions and improved conditions for many more," and has called them "the most successful anti-poverty movement in history".

### So what are these new Global Goals? (3-6 minutes)

1. Watch this short video which explains what the Global Goals are and what they aim to achieve
2. Introduction to the Global Goals:  
Three minute video: <https://vimeo.com/140567572>  
Six minute video: <https://vimeo.com/138852758>
3. What will these Global Goals do for children?
  - a. Read Merina's story.
  - b. You can read further stories about the impact of the Global Goals for children here: <http://www.unicef.org.au/blog/september-2015/what-the-sdgs-will-do-for-four-young-global-citizens>

### Activity 3: Optional in-depth focus on one of the Global Goals

If you want to focus on one of the Global Goals in depth, choose one of the seven goals explored in the rest of this kit. Otherwise, just proceed on to Activity 4.

### Activity 4: Act and encourage our leaders to create a world which is fair and sustainable (15 minutes)

1. Show the image of the 17 Global Goals on the PowerPoint.
2. Ask your students to pick the goal most important to them, and learn more about it.
3. Ask your students to write or draw about their chosen goal using the letter template provided or in their own words, then write a few sentences on what they think the world would look like if their chosen goal was achieved.
  - This template is intended as guide, please feel free to use it as an example and encourage your students to get creative with the ways they could get their message across. In order to create the greatest impact however, we would recommend something that could be physically posted rather than sending emails.
  - Remind students to use a tone which is respectful when addressing their MP.
  - To find out how to address your message politely, go to <http://bit.ly/tomypm>
  - You can find more tips about how to write to Members of Parliament [here](#)
4. The most important step is making sure your MP receives your students' messages. You can find out who this is, and how to contact them, at <http://bit.ly/whosmymp>.
5. Send the letters or messages to your MP. You could post them individually or in one big envelope; organise for you and some of your students to hand deliver it to their local electorate office; organise a meeting with your MP; or invite them to your school to give it to them in person.
6. Please double check them to make sure that the messages of the students are respectful and appropriate.
7. Before you send your messages, take a photo of your students with them, or scan copies of them and send them to [education@unicef.org.au](mailto:education@unicef.org.au) and [schools@oxfam.org.au](mailto:schools@oxfam.org.au) so we can hear your students' important messages for the world!

# EXAMPLE: LETTER OR MESSAGE TEMPLATE

<NAME AND SCHOOL ADDRESS HERE>

.....  
.....  
.....

<DATE HERE>

<MP's NAME AND POSTAL ADDRESS HERE>

.....  
.....  
.....

Dear <MP's NAME AND TITLE HERE>,

By the year 2030, I'll be ..... years old.

By then, I want to live in a world where Australia supports the Sustainable Development Goals and achieved...

<WRITE YOUR MESSAGE OR DRAW YOUR PICTURE HERE>

There are lots of big issues that affect children and young people like me around the world, now and into the future. We face poverty, discrimination, violence and a world with a changing climate.

Congratulations for helping Australia drive the Millennium Development Goals. They have been one of the most successful anti-poverty pushes the world has ever seen, and have helped make a difference to children's lives.

On 1 January 2016, the new Sustainable Development Goals (or Global Goals) start. Australia has an opportunity to get behind them, and achieve even better results.

The kind of world I want in 2030 is one where... <WRITE YOUR MESSAGE ON THE LINES BELOW>

.....  
.....  
.....

As one of our nation's leaders, will you help create this world with me?

Yours faithfully,

<YOUR NAME>

from <YOUR SCHOOL>



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Dear .....

**By the year 2030, I'll be ..... years old.**  
**By then, I want to live in a world where Australia supports the Sustainable Development Goals and achieved...**

There are lots of big issues that affect children and young people like me around the world, now and into the future. We face poverty, discrimination, violence and a world with a changing climate.

Congratulations for helping Australia drive the Millennium Development Goals. They have been one of the most successful anti-poverty pushes the world has ever seen, and have helped make a difference to children's lives.

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.....  
.....

**As one of our nation's leaders, will you help create this world with me?**

Yours faithfully,

.....

from .....

# HANDOUT 1: FIVE CHALLENGES THE WORLD FACES

**1.**

**2.**

**3.**

**4.**

**5.**

# THE GLOBAL GOALS

For Sustainable Development





Photo: Tom Greenwood/OxfamAUS

## A WORLD WHERE EVERYONE HAS ENOUGH TO EAT

### WHICH GOAL?

**Goal 2:** End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.

**Targets:** <http://www.globalgoals.org/global-goals/no-hunger/>



Children, like all people, have the right to nutritious food so that they can stay healthy (*Article 24, UN Convention on the Rights of the Child, 1989*).

Yet every day, one in nine people go to bed hungry. This is despite the fact that 80% of the people going hungry are involved in the production of food, for example, as fishers, herders, labourers and small-scale farmers. This inequitable situation is particularly true for women and girls.

You may think hunger is about too many people and too little food, but that is not the case. Our rich and bountiful planet produces enough food to feed every woman, man and child on earth.

Hunger is about power. Its roots lie in inequalities in access to resources. The results are illiteracy, poverty, war and the inability of families to grow or buy food. Hunger affects everyone, in countries rich and poor, in urban and rural areas. But some of us face greater challenges than others.

Every day, resources like land and water are becoming more scarce, making it harder for farmers to feed their families. Global shifts in weather are adding to the problem, making it harder for people to sow and harvest crops. In fact, climate change is one of the biggest threats to food security the world has ever seen.

Based on current predictions, the world's population will be nine billion by 2050, and the resources that are fundamental to food production — land, water, fuels, fertilisers and crops — will be stretched to their limits. The effects of climate change will exacerbate this.

One of the greatest challenges in the coming years, therefore, will be to improve poor and marginalised people's access to food and the means of producing it, and to improve their resilience to the effects of climate change on their food security.

### **DID YOU KNOW?**

- One in nine people go hungry every day. That's 795 million people or the equivalent of 34 Australias.
- One out of six children – roughly 100 million – in developing countries is underweight.
- One in three people rely on food produced by small-scale farmers to survive.
- If women farmers had the same access to resources as men, the number of hungry in the world could be reduced by up to 150 million.
- Australians waste 20% of the food we buy, roughly four million tonnes of food every year! That's 345kg per household.

## **ACTIVITIES TO LEARN ABOUT GLOBAL GOAL 2**

### **WORD CHECK!**

- Developing countries: countries which have high levels of poverty and are seeking to become more advanced economically. We don't use the term "third world countries", because we all live in the one, same world.
- Hunger
- Food security
- Nutrition
- Agriculture

### **ACTIVITY: HOLD A HUNGER BANQUET (45 MINUTES PLUS PLANNING TIME)**

Hunger Banquets are about something that we all love ... food! Well, food security to be exact.

Hunger Banquets are a fun, simple project your students can hold in one lunchtime at your school, to get a first-hand taste of the inequalities in the world's food system.

The experiential activity helps students gain an understanding of why global hunger still exists, what's causing it and what young Aussies can do to help make sure everyone has enough to eat.

Students receive a character ticket which divides them into groups representing high-, middle- and low-income regions of the globe. They then receive meals similar to what people in those regions might get – from fancy fare to very basic provisions. But no matter the meal, it's sure to be a lunch experience they will never forget.

Hunger Banquets are fun, eye-opening (and mouth-opening!) for students, and can be scaled to be as big or small as you like. Do it with your class, year level or even whole school.

[Register today](#) and Oxfam Australia will email you a "How To Guide" to help plan, organise and run the banquet, with tips and ideas, posters, stories from the field, teaching materials and other goodies. Hunger banquets are easy to run, inspire discussion and reflection in creative ways, and balance the challenges posed with solutions and actions.

**Blog post:** Lyndhurst Secondary College in Victoria held Hunger Banquets with their Year 9s last year. Read about their event here: <http://oxf.am/ZqJU>

By 2030, the Global Goals aim to end hunger and ensure access by all people, in particular poor people and

those in vulnerable situations, including children, have access to safe, nutritious and sufficient food all year round.

## OXFAM IN ACTION

Oxfam identifies combating climate change as the world's number one priority if we are to end global hunger (see *Taking urgent action to protect the planet* on page 29). But there are also a range of other important factors Oxfam works on including:

- working to support small-scale farmers, fishers and agricultural workers through training, sharing skills and knowledge and supporting them to have fair access to land and water
- supporting Fair trade and ethical trading
- campaigning to end land-grabbing by powerful agribusiness companies or governments, which often force poor and vulnerable communities off their land, leaving them homeless and hungry
- lobbying the top food and beverage companies to make sure their supply chains are as ethical as possible.

You can learn more about this work [here](#).

## FURTHER LINKS:

- **Video – Food security, climate change and the Philippines:** [https://youtu.be/fN-ZnY61\\_C8](https://youtu.be/fN-ZnY61_C8)
- **Banking on Shaky Ground** (Economics and Business Year 9 and 10): <http://www.oxfam.org.au/bosq>
- **Behind the Brands:** [http:// https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/classroom-resources/behind-the-brands/](http://https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/classroom-resources/behind-the-brands/)
- **Fair trade resources:** <https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/resources-for-teachers/term-two-features-resource-fairtrade/>
- **Food 4 Thought** (Year 7-10 English and Year 9 Geography): <http://www.food4thought.org.au>

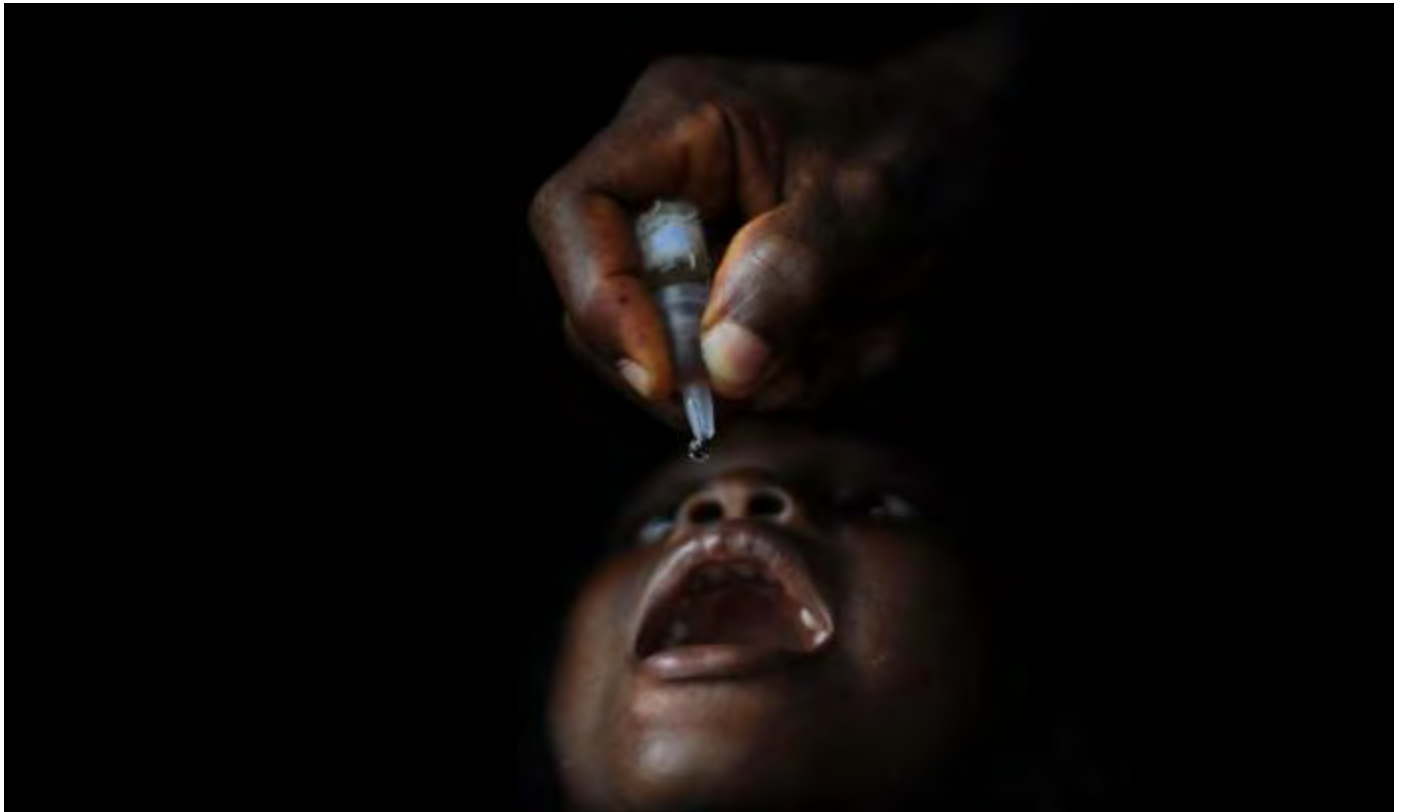


Photo: © UNICEF/NYHQ2009-2608/Gangale

## ERADICATING PREVENTABLE DISEASE

### WHICH GOAL?

**Goal 3:** Ensure healthy lives and promote well being for all at all ages

**Targets:** <http://www.globalgoals.org/global-goals/good-health/>



All children have a right to survive and thrive and have good quality health care (*Article 24, UN Convention on the Rights of the Child, 1989*).

Immunisation is one of the most effective ways to keep children alive and healthy, through protecting them against disease. Up to 3 million children's lives are saved every year thanks to immunisation.

Today, four out of five children around the world are vaccinated against deadly diseases, compared to only 20 per cent just over 30 years ago.

The number of children worldwide dying from preventable causes before their fifth birthday has halved over the last 15 years – from 12 million in 1990 down to 5.9 million in 2015.

Despite all this progress, we're still not there yet. Nearly one in five infants are still not vaccinated against preventable disease. This leaves them exposed to a much higher risk of death and disability.

The Global Goals (particularly goal 3) set a target for countries to work together to reduce the number of children dying from preventable diseases to under 25 deaths for every 1000 live births, by 2030.

By picking up the pace, especially in countries that are lagging, the world stands to save the lives of 38 million more children under the age of 5 by 2030.

## DID YOU KNOW?

- Immunisation saves up to 3 million children each year.
- Vaccines are protecting more children than ever before. But in 2012, nearly one in five infants (22.6 million children) missed out on the basic vaccines they need to stay healthy.
- More than 70% of the world's unimmunized children live in only 10 countries, mainly in Africa and Asia. Large populations and fragile immunisation structures make these children hard to reach.
- Almost one third of deaths among children under 5 are prevented by vaccine.

## ACTIVITIES TO LEARN ABOUT GLOBAL GOAL 3

### WORD CHECK!

- Immunisation
- Vaccine
- Disease
- Preventable

### RESOURCES:

- *A Tale of Two Mothers* Video: <https://www.youtube.com/watch?v=h8NEi1W9nnI>
- Handout 3: Community Health Worker Scenarios
- *No Child Too Far* Video: <https://www.facebook.com/UNICEFAustralia/videos/vb.195538532456/10153575647912457/?type=2&theater>

### ACTIVITY 1: (10 MINUTES)

1. Watch the *Tale of Two Mothers* Video. You may want to ask students Question 1 below before you watch, to help focus their attention. You can then watch a second time before going on to answer the rest of the questions.
2. Video: <https://www.youtube.com/watch?v=h8NEi1W9nnI>
3. Discussion questions:
  - a. Where are these mothers going?
  - b. What happens when the mothers arrive at the health clinic?
  - c. How are these two mothers' lives different? How are they similar?
  - d. Why do you think one mother was not able to get her child immunised?

### Explain:

- In Australia, almost all children are immunised against preventable diseases – these include diseases like measles. Measles is a highly contagious viral illness spread through mucus or saliva droplets, which causes a skin rash and fever. In serious cases, it can be fatal.
- However, being immunised against measles protects us and others in our community against this disease.
- Did you know that UNICEF can vaccinate a child against measles for just 35 cents?

### ACTIVITY 2: (20 MINUTES)

1. Divide students into small groups.
2. Give each group a scenario card. Explain that they are a group of community health workers. It is their job to get every child in their village vaccinated against polio. But each group has some challenges. The



group has to work together to come up with some ideas about how they can overcome these challenges to get every child vaccinated.

3. Groups have 15 minutes to work out their plan, before reporting back to the class.
4. Watch the *No Child Too Far* Video:  
<https://www.facebook.com/UNICEFAustralia/videos/vb.195538532456/10153575647912457/?type=2&theater>
5. Questions:
  - a. What is polio? How can it be prevented?
  - b. How much does it cost to manufacture a polio vaccination (oral and injected)?
  - c. What steps have to be taken to get polio vaccines to children in remote communities?
  - d. What challenges do the community health workers have to face to vaccinate children in their communities?
  - e. What do they do to overcome these challenges?
  - f. How are their plans similar or different to the ones you came up with?
6. Explain that the MDGs helped to halve under 5 deaths – the Global Goals can people work together to get this number down to zero.

## UNICEF IN ACTION

UNICEF leads global efforts to immunise the hardest to reach children. UNICEF's immunisation programs focus on:

- expanding immunisation coverage and vaccinating the hard to reach
- purchasing vaccines for more than a third of the world's children
- improving the cold chain to keep vaccines at a constant cool temperature
- engaging communities to explain the importance of child vaccinations
- supporting the eradication of polio
- working towards a world without measles, rubella and neonatal tetanus.

You can learn more about this work [here](#).

## OXFAM IN ACTION

Oxfam Australia is part of the Close the Gap Coalition – a group of Indigenous and non-Indigenous health and community organisations that is calling on Australian governments to take real, measurable action to achieve Indigenous health equality by 2030. Together along with nearly a quarter of a million Australians, we take action to "Close the Gap" in life expectancy and health outcomes between Aboriginal and Torres Strait Islander peoples and non-indigenous Australians. National Close the Gap Day is held annually in March, and hundreds of schools across the nation mark the day by holding events.

Oxfam also runs projects across Australia to help make a positive difference to the lives of Aboriginal and Torres Strait Islander Peoples by:

- Improving health and well being
- Working with Aboriginal and Torres Strait Islander youth to help them realise their potential
- Supporting Aboriginal and Torres Strait Islanders to achieve self-determination for their people
- Supporting women's participation and engagement in political processes and decision making.

You can learn more about this work [here](#).

## FURTHER LINKS

- Close the Gap resources: <http://www.oxfam.org.au/ctgschools>
- UNICEF resources: <https://teachunicef.org/teaching-materials/topic/health>

## HANDOUT 3: COMMUNITY HEALTH WORKER SCENARIOS

### Scenario 1:

You and your team have to get 200 polio vaccines to a village six hours away. There are approximately 170 children in the village who have not been immunised against polio.

Challenge 1: The climate is really hot. The vaccines need to be kept at a constant cool temperature of 2-8 degrees Celsius. How are you going to keep the vaccines cool?

Challenge 2: The place you have to deliver the vaccines is really remote. There are only tiny paths – you can't take a car. There are also some big rivers you have to cross. How are you going to transport the vaccines?

### Scenario 2:

You and your team arrive at a remote village where no children are immunised against polio. Your job is to prepare the people for the arrival of vaccines so that their children can be immunised against polio. The people here are suspicious about the vaccines. They are not convinced that these will be good for their children. Most people in this village cannot read. You and your team will be in the village for one week.

Challenge: You and your team need to convince the people in the village that vaccines will prevent polio. How are you going to do this? Who are you going to talk to? How can you get the different groups of people in the community to understand what the vaccines will do?

### Scenario 3:

You and your team have the job of preventing the spread of polio from one country into a neighbouring country. To go from one country into another, people have to cross through a border check point. 1000 people and around 500 children go through this check point every day. Your job is to make sure that all children passing through this check point are immunised.

Challenge: How are you going to organise this? How are you going to keep track of which children have been immunised? Some children might be going back and forth between countries regularly.



Photo: © UNICEF/NYHQ2015-0295/Matas

## ALL CHILDREN RECEIVING A QUALITY EDUCATION

### WHICH GOAL?

**Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

**Targets:** <http://www.globalgoals.org/global-goals/quality-education/>



Every child has the right to a quality education, so that they can reach their full potential (*Articles 28 & 29, UN Convention on the Rights of the Child, 1989*).

The Convention on the Rights of the Child states that all children have the right to a quality education that develops each child's personality and talents to the full. Primary education should be free, and wealthier countries should help poorer countries achieve this.

Today, 124 million children are still not in school. There are many reasons for this. These include conflict, gender discrimination, educational quality, poor support for children with disabilities, poor school environments (including violence in schools) and an epidemic of drop-outs, especially from the lower secondary level.

At particular risk of being excluded are: children affected by conflict, girls, poor children, children in rural areas and children from minority groups.

The good news is that the MDGs have helped to focus the world on tackling the barriers that keep children out of school, and this has led to a 91% increase in the number of children attending primary school in developing countries. The bad news is that in countries affected by conflict, the number of children not in school is increasing.

The Global Goals aim to set new targets for helping all children attend school and have a quality education. In particular, Goal 4 aims to have all children in school with the things they need to have a quality education that equips them with the skills and knowledge they need to be their best and contribute to society.

### DID YOU KNOW?

- There are 124 million children around the world who are not able to go to school.
- This includes 59 million primary school aged children and 65 million young adolescents.

## ACTIVITIES TO LEARN ABOUT GLOBAL GOAL 4

### WORD CHECK!

- Developing countries: countries which have high levels of poverty and are seeking to become more advanced economically. We don't use the term "third world countries", because we all live in the one, same world.
- Discrimination
- Minority
- Barriers: when we are talking about human rights, we never talk about people having their rights taken away from them. People have all their rights all the time, but sometimes there are things that stop them from *accessing* or *experiencing* their rights. We call these things barriers.

### RESOURCES:

- *You Know Me* video: <https://www.youtube.com/watch?v=ZcelZk1tKxs>
- Paper
- Pens
- Printed copies of the simplified version of the Convention on the Rights of the Child (UNICEF Australia) <http://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>

### ACTIVITY: (30 MINUTES)

1. Watch the *You Know Me* stop-motion video from UNICEF Middle East and North Africa, made with children who explain their real-life experiences and barriers to accessing education.
  - a. Or you can print and share individual stories from this PDF story book: [http://www.oosci-mena.org/uploads/1/wysiwyg/You\\_Know\\_Me\\_online.pdf](http://www.oosci-mena.org/uploads/1/wysiwyg/You_Know_Me_online.pdf)
2. Ask: What are the barriers to children going to school?
3. Split students into groups and get them to brainstorm the different things that prevented the children in the video from going to school.
4. Give each group of students a simplified version of the Convention on the Rights of the Child. Each group has to identify which rights are linked to the barriers that are preventing children going to school.
5. Class discussion: what rights are impacted in these children's lives? What is the ripple effect of one right not being fulfilled?

### Explain:

- Human rights are interrelated. They all connect. If one right is violated, this has a ripple effect on many, if not all of your other rights. We can't separate rights out.
- The Global Goals identify some big challenges that many people in the world experience, and aim to focus everyone (governments, organisations, corporations and people everywhere) on working together

to remove some of these big barriers that are preventing people from living a life where their rights are fulfilled.

## UNICEF IN ACTION

UNICEF is working in several priority areas to ensure all children, especially those who are marginalised, are able to have a quality education. Specifically, UNICEF is focusing on:

- early childhood development and school readiness
- equal access to education and universal primary education
- enhancing quality in primary and secondary education
- supporting education in emergencies, and
- girls education and gender equality.

You can learn more about this work [here](#).

## FURTHER LINKS

- **UNESCO:** Find out how many children are still out of school by country, using this interactive visualised data: <http://www.uis.unesco.org/LAYOUTS/UNESCO/oosci-data-tool/index-en.html#en/cover>
- **UNICEF resources:** <https://teachunicef.org/teaching-materials/topic/education>



Photo: Tania Cass/OxfamAUS

## ACHIEVE GENDER EQUALITY

### WHICH GOAL?

**Goal 5:** Achieve gender equality and empower all women and girls

**Targets:** <http://www.globalgoals.org/global-goals/gender-equality/>



Every child has the right to live a life free from discrimination (*Article 2, UN Convention on the Rights of the Child, 1989*).

You're more likely to be poor if you're a girl or a woman. And if you're a woman, you're also likely to be doing most of the work.

Discrimination and injustice are major causes of poverty worldwide and, around the world, women and girls bear the brunt of it in all aspects of their lives.

Gender equality is a fundamental human right. However, despite advances towards it, there is still significant and widespread injustices that perpetuates poverty and prevents women and girls from claiming and exercising their rights. Discrimination and violence against women and girls, and an imbalance of power between men and women, are both a cause and a result of this injustice.

Gender equality means that women and girls are participating in the economic, political, social and cultural aspects of their lives; holding positions of leadership; accessing information, services and resources; and participating in decisions that affect their lives.

Gender justice creates better lives for women and girls because they have greater control over their lives and their rights are protected. In addition, their families and communities also benefit because it reduces poverty and leads to economic independence, sustained peace and increased protection of the environment.

Boys and men are critical to achieving gender equality. They are partners and allies in helping to change gender stereotypes; change attitudes, beliefs and behaviours; and advance the rights of women and girls.

### DID YOU KNOW?

- An estimated 65 million girls do not go to school.
- Globally, women earn 24 % less than men.
- 14 million girls under the age of 18 are forced to marry every year
- If paid and unpaid work are combined, women in almost all countries work longer hours than men each day.
- A woman in Sierra Leone is more than 180 times more likely to die in childbirth than a woman in Australia.
- Worldwide, 30% of all women who have ever been in a relationship have experienced violence by their intimate partner.

## ACTIVITIES TO LEARN ABOUT GLOBAL GOAL 5

### WORD CHECK!

- Gender: when we talk about gender, we're not talking about a person's sex but the social relationships between men and women. These roles are social constructs that are learned and influenced by social class, ethnicity, age, sexuality, ability, disability and culture. Gender is not a binary (boy/girl), but can be seen as a spectrum.
- Equality
- Equity
- Empower
- Discrimination
- Participation

### RESOURCES:

- Handout 4: Role-play cards

### ACTIVITY: CAN JAYA STAY AT SCHOOL? (45 MINUTES)

Adapted from activities by [Oxfam GB](#). For ages 7–14.

Jaya and her family live in the Punjab in Pakistan. This role-play game, about a girl who might have to drop out of school, asks students to pretend to be members of Jaya's family and create a short drama performance based on their roles.

With the class working in groups of four students, give each group one set of the role-play cards, one card per student (see page 23). The pupils can elaborate on their roles if they wish.

1. Each group should decide what happens next. Some groups could find a way in for Jaya to stay at school, whereas others could develop a storyline in which she has to leave.
2. Ask the groups to perform their dramas to each other. Freeze-frame each drama just before and just after the decision about Jaya going to school is made and what happens next, and ask how each of the characters feel.
3. At the end, place one of the characters in a "hot seat". Other members of the class can then ask this person questions about the motives for their actions.

4. After each group's performance, discuss with the class how Jaya managed to stay at school or why she did not manage to stay at school. For dramas where Jaya had to leave, what would have needed to happen for her to stay at school?

### Questions:

1. Answer the following questions with your class:
  - a. What special challenges did Jaya face in going to school?
  - b. What benefits would Jaya and her family gain if she finished school?
  - c. Are these challenges and benefits the same for all girls around the world?
  - d. Would it be fair or unfair if Jaya was made to stop going to school? Why?

### Explain:

- If Jaya had the chance to finish her primary education, and even go to secondary school, she, her family and her community will benefit greatly.
- Her earning power will increase, as will her influence in the workplace.
- Her children will be more likely to be healthy; and she will be likely to live longer and to survive childbirth.
- Put simply, gender equality is fundamental to overcoming poverty.
- Global Goal 5 aims to end all forms of discrimination against all girls and women everywhere.

### OXFAM IN ACTION

Oxfam is striving to make sure more women and girls across the world become more economically independent, participate in decision-making, hold positions of leadership and live free of violence. Specifically, Oxfam's programs work to:

- improve women's leadership skills, increase their participation in decision-making and support them to access to positions of power and influence
- reduce the violence and the threat of violence against women and girls
- create opportunities for women to earn a living without being exploited
- support the development and implementation of laws and policies that protect and advance women's rights, and
- strengthen women's groups, organisations, networks and movements.

You can learn more about this work [here](#).

### FURTHER LINKS

- **UNICEF resources:** <https://teachunicef.org/teaching-materials/topic/gender-equality>
- **Oxfam blog posts on gender equality:** <https://www.oxfam.org.au/tag/women>



## HANDOUT 4: ROLE-PLAY CARDS

From [Oxfam GB](#).

### FATHER

You are Jaya's father, Kesro.

You have three children: two boys and a girl, Jaya. You work hard as a day labourer in a factory to earn enough money for them all to go to school, but lately you have found it more difficult to get work and you can no longer afford the school fees for all your children.

You think education is less important for women because they usually only go to work in the fields or stay at home as housewives. Obviously Jaya must drop out of school. The boys will continue their education so that they can get jobs and be able to contribute to the household. Jaya will get married and be looked after by her husband, so education is less important for her.

### MOTHER

You are Jaya's mother, Razia.

You have three children: two boys and a girl, Jaya. You had no education yourself and are pleased that Jaya has been to school for a few years. You hope that this will mean that she is able to get work when she grows up.

However, your main concern is that she should get married. This is the most important thing.

You also worry that if Jaya continues with her education she may not have so much time to help with the household chores.

### JAYA

You are Jaya, a 12-year-old girl.

You have been at school for five years. You work very hard and have been top of your class several times.

You enjoy school and have made lots of friends there. You really want to be a teacher when you are older.

You think that it's unfair that you might have to drop out of school while your two brothers can continue their education.

Also you have to spend more time on household chores than they do and yet must still fit in doing your homework.

### AUNT

You are Jaya's aunt, Fatima.

You are married and have two children. You were lucky enough to have completed your education and you have worked in an office since your last child went to school six years ago.

This has meant that you could afford to send all your children to school. You understand that it is really important for both girls and boys to be educated.

Girls with an education can help to provide financially for the household. Nowadays, they can even become civil servants or MPs. They can also contribute to their own children's education at home themselves.



Photo: Rodney Dekker/OxfamNZ

## CLEAN WATER AND SANITATION FOR EVERYONE

### WHICH GOAL?

**Goal 6:** Ensure availability and sustainable management of water and sanitation for all

**Targets:** <http://www.globalgoals.org/global-goals/clean-water-sanitation/>



Running taps, working toilets, clean, safe drinking water and soap – in Australia, they're things people can take for granted.

All children have the right to clean water and a clean environment so that they can stay healthy (*Article 24, UN Convention on the Rights of the Child*).

Yet around the world, millions of poor people get sick or die each day because they must go without these necessities of life.

Unclean water, poor sanitation and unsafe hygiene practices have claimed more lives over the past century than any other cause – and this is continuing in many developing countries – making this one of the world's most urgent health issues.

Access to safe water for drinking and cooking, and adequate sanitation, is a leading global public health challenge and a major contributor to disease. But there are practical solutions that can turn this situation around.

### DID YOU KNOW?

- Across the globe, more than 6,000 people die every day from diseases caused by dirty water – two-thirds of these are children.

- One in eight people – 884 million people – in the world do not have access to clean, safe drinking water
- 2.6 billion people live without basic sanitation facilities.
- About 90% of diarrhoeal diseases are caused by poor access to WASH facilities and infrastructure.

## ACTIVITIES TO LEARN ABOUT GLOBAL GOAL 6

### WORD CHECK!

- Sanitation
- Hygiene
- WASH (water, sanitation and hygiene)
- Diarrhoea

### ACTIVITY 1: IF YOU'RE HAPPY AND YOU KNOW IT WASH YOUR HANDS (45 MINUTES)

1. Watch the following video *If you're happy and you know it, wash your hands*:  
[http://youtu.be/1gndHs\\_Z3Fk](http://youtu.be/1gndHs_Z3Fk)
2. Create a storyboard or comic strip on why we need to wash our hands and how to do it.
3. Plan your story remembering:
  - The steps you need to take to wash your hands thoroughly, and
  - What types of activities we need to wash our hand before and after.

Then using butcher's paper or A3 paper, draw your storyboard or comic strip. Post them up around the room.

### ACTIVITY 2: BUILD A TIPPY TAP (45 MINUTES)

#### Resources:

- 4 x forked sticks, around two metres long
- 4 x straight sticks, around one metre long
- 2 x hand-held shovels
- 2 x plastic jerry can or similar plastic bottle (cordial, washing liquid etc.)
- 2 x three metres of string
- 1 x empty plastic onion bag
- 2 x soaps
- 2 x candle
- 2 x nails
- 2 instruction sheets: one in English, one in Zulu: [https://www.oxfam.org.au/wp-content/uploads/2014/11/unit-4-safe-water-and-sanitation\\_tippy-tap-instructions.pdf](https://www.oxfam.org.au/wp-content/uploads/2014/11/unit-4-safe-water-and-sanitation_tippy-tap-instructions.pdf)

#### Steps:

1. Divide class into two groups. Have each group well away from each other so they can't overhear or see the other group.
2. One group is provided with a sheet of instructions and necessary equipment to build a tippy tap in English. The other group is given the same equipment but instructions in Zulu.
3. Allow them 30 minutes to build their tippy taps. (An example of a Tippy Tap can also be seen on page 9.)

#### Questions:

After the time is up, ask the students the following questions:

- Did you finishing building your tippy-tap?
  - If you did, what helped you do it?
  - If you didn't, what barriers did you experience?
- What is the main skill you used to try to complete the construction?
- Why is it important to be able to read and understand symbols?
- How might being literate and having a good education help a person to improve their personal hygiene?

Then show them <https://www.oxfam.org.au/2014/05/how-a-tippy-tap-can-save-a-life/> to deomstrate how easy it should have been!

### ACTIVITY 3: HYGIENE KIT (45 MINUTES)

1. Discuss in groups what you consider to be "essential" to maintain your personal hygiene in a day or over one week. Shower gel? Hairspray? Deodorant? What else?
  - a. Create a list of essential personal hygiene items you use daily.
  - b. Then create second list, ranking these items in order of importance to you

2. Explain:

In humanitarian emergencies, Oxfam provides hygiene kits to affected community members. The details of what may be in a kit for a family of six, and what they look like can be found on page 27.

Oxfam usually provide the kits to a whole family, so the amount of items may change depending on a family size. Oxfam bases it on the average family size in the country where it is responding (usually based on census data). The items in the kit will also change depending on the country context. For example, Oxfam will always provide items for women's menstruation hygiene but the type of item will depend on what is the local custom.

You might like to create an example hygiene kit for your class by purchasing the basic items from your supermarket or hardware store.

3. Students check their list against the list of items in the hygiene kit Oxfam provides for emergency aid. Tick items that appear on both lists.
  - a. Identify items that Oxfam does not have on their list but you do. Put a mark beside these.
4. Why do you feel items you listed as essential may be different to the ones Oxfam thinks are essential for emergency aid?
5. Why might Oxfam give hygiene kits to people in emergency humanitarian situations?
6. Do you think it's important that people receive free hygiene kits in emergency situations? Why or why not?
7. Imagine you are in an emergency situation, like an earthquake, bushfire or cyclone. How might a hygiene kit help you and your family be safe, healthy and have dignity?

[These student handouts](#) are appropriate for secondary students and can help with this activity.

By 2030, Global Goal 6 aims to achieve universal and equitable access to safe and affordable drinking water for all.

## HANDOUT 5: OXFAM HYGIENE KIT – FAMILY OF 6



<b>CONTENTS</b>	<b>QUANTITY</b>
Towel – bath	1
Towel - face	1
Oxfam Bucket – storing (40 litres)	1
Bucket – carrying (14 litres)	1
Collapsible jerry can	1
Water scoop/mug (0.5 litre)	1
Bathing Soap (bar) – 125 grams	24
Laundry soap – 100 grams	12
Sanitary products	1 set
Tooth brush – 1 per person	6
Tooth paste – 200 grams per family	1
Nail clipper	1
Comb	2
Mosquito net	2
<b>OPTIONAL ITEMS</b>	<b>QUANTITY</b>
Aquatab (water purification tablet)	1 month supply
Oral rehydration salts	1 month supply
Sarong	2

Picture: Gideon Lamar, 27, with his wife Aileen, 26 and son John, 5, receive an Oxfam hygiene kit after Tropical Cyclone Pam damaged their home in Port Vila, Vanuatu. Photo: Amy Christian/OxfamAUS.

## OXFAM IN ACTION

Oxfam's water engineers and public health specialists are known internationally for the speed and efficiency with which they can help provide large-scale water supplies, essential sanitation facilities and hygiene improvements, even in the most difficult circumstances. Specially, Oxfam assists:

- when disaster strikes – from simple solutions during emergencies like distributing buckets, jerry cans, soap and water purification tablets, building and rehabilitating water supply systems, providing tanks, delivering clean water and constructing toilets;
- with long-term development solutions – such as drilling boreholes, sink wells, installing tanks, pumps and tap stands, constructing entire gravity-fed water supply systems and small-scale irrigation schemes, building toilets, setting up household water treatment solutions; and
- with education to promote safe hygiene practices in communities, homes and schools – educating people about the importance of washing hands, using soap, collecting water in clean containers, storing water safely and purifying water for drinking and cooking.

You can learn more about this work [here](#).

## FURTHER LINKS

- **Learning about emergencies:** <https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/classroom-resources/learning-about-emergencies/>
- **UNICEF resources:** <https://teachunicef.org/teaching-materials/topic/water-and-environment>



Photo: Michael Myers/OxfamAUS

## TAKING URGENT ACTION TO PROTECT THE PLANET

### WHICH GOAL?

**Goal 13:** Take urgent action to combat climate change and its impacts

**Targets:** <http://www.globalgoals.org/global-goals/protect-the-planet/>



Since the industrial revolution, developed countries have been releasing enormous quantities of greenhouse gas pollution. Mostly this has been through the burning of fossil fuels and clearing of forests. These gases are building up in our atmosphere, trapping the sun's rays and heating the earth. It's called the "greenhouse effect".

It's not just the average temperature that is rising. With more heat and energy in the atmosphere and oceans, our weather is becoming more extreme and unpredictable.

Tackling climate change is central to ending poverty. Extreme weather events, like Typhoon Haiyan in the Philippines and Tropical Cyclone Pam in Vanuatu, are a forceful reminder that although people in developing countries have contributed the least to climate change, they are the most vulnerable to its devastating impacts and are already being hit hard.

The flipside is that rich countries like Australia have contributed the most to climate change. And we have generated enormous wealth through the burning of fossil fuels that is causing this change. It's because of this that we have a responsibility to take strong action on climate change.

Australia and our people need to do more to reduce our pollution levels, especially carbon emissions, and help poorer countries adapt to climate change and build the clean economies of the future.

## DID YOU KNOW?

- Man-made greenhouse gas emissions are driving climate change and continue to rise. They are now at their highest levels in history.
- Global emissions of carbon dioxide have increased by almost 50% since 1990.
- Climate change affects us all, but it is hitting developing countries the hardest and wiping out hard-won development gains.
- The average Australian produces nearly 30 times as much pollution as the average person in Bangladesh or Mozambique.
- Nine of the ten hottest years on record have all occurred since the beginning of the 21st century.
- By 2050, it is estimated climate change could make an additional 24 million children hungry. That's 20 times the number of children aged under five in Australia.

## ACTIVITIES TO LEARN ABOUT GLOBAL GOAL 13

### WORD CHECK!

- Developing countries: countries which have high levels of poverty and are seeking to become more advanced economically. We don't use the term "third world countries", because we all live in the one, same world
- Carbon
- Emissions
- Fossil fuels
- Greenhouse gas

### ACTIVITY 1: THE FACES OF CLIMATE CHANGE (45 MINUTES)

1. Divide the class into eight groups. Go to [this YouTube playlist \(http://bit.ly/1PhNxt\)](http://bit.ly/1PhNxt) and ask each group to watch one of the short film clips about people experiencing climate change around the world. These "faces" come from a range of places – Ethiopia, Australia, Tuvalu, Bangladesh, Vietnam and the Carteret Islands in Papua New Guinea.
2. After watching the videos, students should work together to create a short presentation on their videos, answering the following questions:
  - a. Where is your country located on a world map?
  - b. What are some of the climate change impacts people in this country facing?
  - c. How are these people adapting to and managing these changes?
  - d. Each video clip finishes with a challenging question. What is your question? Take the challenge as a group and come up with some suggested answers.
3. After each group has presented, students then each write a short response answering the following question: How is climate change impacting on people around the world?

By 2030, Global Goal 6 will have strengthened people's resilience to climate related hazards and natural disasters in all countries across the world.



## ACTIVITY 2: HOW CAN WE TAKE ACTION? (45 MINUTES)

There are many things young people can do, either as an individual, a class, a school or as a family member, to take action on climate change to help others in Australia and overseas.

How can you make a difference? Who can you contact to make your ideas heard and promoted? Should you use social media? What power can letters have, and who would you send them to? Are songs and videos the best way?

Work in small groups to come up with a climate action campaign at one of the following scales:

1. International campaigns: What can we do to influence our national leaders to create a global impact? (Hint: Our letter/message activity is a great start!)
2. National campaigns: What can we do to influence people's choices and actions across Australia?
3. Local action: What can we do to influence people's choices and actions in our schools or local communities?

Share your ideas with your class, and then put them into action!

## OXFAM IN ACTION

Oxfam is committed to taking urgent action to tackle climate change, as it is central to ending poverty. We do this through:

- undertaking research that examines the impacts of climate change on vulnerable communities
- campaigning in Australia and across the world to encourage our global leaders to take stronger action to combat climate change
- advocating for increased funds that will help communities to adapt to the changes that have already taken place
- partnering with communities already being affected by climate change to support their calls for stronger action and their determined efforts to deal with the impacts of climate change, and
- in times of emergency, we provide humanitarian assistance.

You can find out more about this work [here](#).

## FURTHER LINKS

- Video – *Food security, climate change and the Philippines*: [https://youtu.be/fN-ZnY61\\_C8](https://youtu.be/fN-ZnY61_C8)
- Oxfam Great Britain Climate Challenge resources: <http://www.oxfam.org.uk/education/resources/climate-challenge-7-11>
- UNICEF resources: <https://teachunicef.org/teaching-materials/topic/water-and-environment>



Photo: © UNICEF/NYHQ2014-1365/El Baba

## ENDING ALL FORMS OF VIOLENCE AGAINST CHILDREN

### WHICH GOAL?

**Goal 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

**Targets:** <http://www.globalgoals.org/global-goals/peace-and-justice/>



Every five minutes a child dies as a result of violence. Violence against children is everywhere. But people turn a blind eye. It's hidden behind closed doors. It's invisible.

All children have the right to live free from violence (*Articles 19, 36, 38, 39*). Violence which harms their physical and mental growth. Violence which holds back every society.

Violence, exploitation and abuse are often practiced by someone known to the child, including parents, other family members, caretakers, teachers, employers, law enforcement authorities, state and non-state actors and other children. Only a small proportion of acts of violence, exploitation and abuse are reported and investigated, and few perpetrators are held accountable.

Violence, exploitation and abuse occur in the homes, families, schools, care and justice systems, workplaces and communities across all contexts, including as a result of conflict and natural disasters. Many children are exposed to various forms of violence, exploitation and abuse, including sexual abuse and exploitation, armed violence, trafficking, child labour, gender-based violence, bullying (see UNICEF, *Too often in silence*, 2010), cyber-bullying, gang violence, female genital mutilation/cutting, child marriage, physically and emotionally violent child discipline, and other harmful practices.

No matter a child's gender, race, family, age, ability or where they live in the world, every child has the right to

be safe from all forms of violence. Governments, adults, parents, communities and other children are all responsible for protecting children against violence.

The Sustainable Development Goals present a historic opportunity to change the outcome that so many children endure – but only if we focus on the most disadvantaged and vulnerable children and put their safety, education and health at the heart of the agenda.

The inclusion of *Goal 16: Promote just, peaceful and inclusive societies* shows that there is a will to end violence in all its forms. Goal 16's targets will include ending abuse, exploitation, trafficking and all forms of violence and torture against children, as well as significantly reducing all forms of violence and related death rates everywhere.

### **DID YOU KNOW?**

- Every five minutes a child dies as a result of violence. We cannot wait any longer to act.
- Around 120 million girls under the age of 20 worldwide (about 1 in 10) have experience forced intercourse or other forced sexual acts.
- In 2012, 95,000 children and adolescents aged 0 to 19 were killed – almost one in five of all homicide victims that year.
- Almost one quarter of girls aged 15 to 19 worldwide – almost 70 million – report being victims of violence since age 15.
- Around 6 in 10 children aged 2 to 14 worldwide – almost a billion – are regularly punished physically by their caregivers.

## **ACTIVITIES TO LEARN ABOUT GLOBAL GOAL 16**

### **WORD CHECK!**

- Abuse
- Exploitation
- Trafficking

### **ADVICE FOR TEACHERS**

Violence is an issue which affects children everywhere – including children in your class. Often, violence is hidden in plain sight and children may be experiencing or have experienced violence, but not disclosed their experience. It's important to talk about this subject so that children can know their rights and also know what to do if they or someone they know is experiencing violence.

However, when talking about this issue in a class setting, it's really important to make a safe space for conversation so that no child is harmed, distressed or has a personal experience exposed in front of people who they may not want to share this with.

Teachers should also be aware that stories of violence in the news can cause children to feel distressed.

You can use these further resources to help guide how (or even if) you approach these topics with your students:

- Oxfam's guide to Teaching Controversial Issues : <http://www.oxfam.org.uk/education/teacher-support/tools-and-guides/controversial-issues>
- UNICEF Australia's guide on how to talk to children about the Syria crisis. <http://www.unicef.org.au/blog/september-2015/how-to-talk-to-your-kids-about-the-refugee-crisis>

## PRE-SESSION ACTIVITY: HEART CONTRACT (10 MINUTES)

### Resources:

- Butchers paper/whiteboard
- Pens

UNICEF often uses a tool called a *heart contract*, to enable the participants in a session to agree on what they are going to do to make a safe space. We strongly recommend that teachers firstly check with school counsellors or support workers to see if there are any sensitive issues which they need to be aware of and decide whether this is an appropriate subject to discuss in a classroom setting. Teachers also need to be aware that there may be children in their class who have experienced or are currently experiencing forms of violence, abuse and neglect and who have not disclosed this to a trusted adult.

### Steps:

1. Explain that today the group is going to be learning about the subject of violence against children.
2. Explain that every child has the right to be safe from all forms of violence, abuse and neglect. This is written down in the Convention on the Rights of the Child.
3. Explain that for the group's discussion, it's important for the group to be a safe space for everyone.
4. Explain that the group is going to agree on what things we are going to do to make this a safe space for everyone.
5. Draw a big heart on the board/butchers paper.
6. Invite one student volunteer to come up and scribe.
7. Ask the group what we are going to do to make a safe space. Students provide their suggestions and one student scribes the answers .
8. Prompt questions:
  - a. What things do you need to feel safe and like you can share your views?
  - b. If someone suggests something like: "respect each other" ask a further question: "how do you know when you're being respected?". Or if someone suggests "listen" ask "how do you know when you're being listened to?"
  - c. Keep asking – does anyone have anything else to add? Anything different? Anything similar?
  - d. Keep expanding on responses.
9. When it seems like everyone who wants to has provided their views, recap on what's written in the contract and clarify that everyone feels comfortable with this.
10. During the rest of the session the teacher can refer back to this heart contract as a behaviour management tool, and things can be added.

## ACTIVITY 1: GLOBAL YOUTH LETTER TO THE WORLD'S LEADERS (20 MINUTES)

For students aged 14 and over

### Resources:

- *Letter to the World's Leaders* video: <https://www.youtube.com/watch?v=Svh9qsxiAoo>  
*Letter to the World's Leaders*: <https://medium.com/photography-and-social-change/dear-world-leaders-fbdf85abd56a>
- Handout 6: Tommy's Story

### Steps:

1. Heart contract

2. Explain that today you are going to explore the impact of violence on children and young people around the world.
3. Ask:
  - a. Do you feel safe in your community?
  - b. What would make you feel more safe?
4. Watch the *Letter to the World's Leaders* video, featuring UNICEF Goodwill Ambassador David Beckham.
5. Explain that 18 child survivors of violence from across the world have written a letter to world leaders calling on them to end the widespread abuse that affects millions of children. From violent conflict in South Sudan, sexual abuse in Iceland, and child trafficking in Pakistan, the powerful letter highlights an epidemic of violence that is facing children in every corner of the world.
6. Individually, students spend 10 minutes reading the letter to world leaders. A letter to the world's leaders <https://medium.com/photography-and-social-change/dear-world-leaders-fbdf85abd56a>
7. And/or students read Handout 6: Tommy's Story
8. Group discussion:
  - a. What issues raised in these letters do you think are similar to issues in your own communities?
  - b. What forms of violence are described?
  - c. What is the impact of violence on these young people?
  - d. Who is responsible for protecting children against all forms of violence?
  - e. What action do these young people ask world leaders to take?
9. If you could talk to our country's leaders about ending all forms of violence against children, what would you say? Students could include this in their letter or message to their local MP. If there is time, students can write their own letter.
10. Explain how the Global Goals aim to address and be part of ending all forms of violence against children.

## ACTIVITY 2: CHILDREN IN GAZA TALK ABOUT THEIR LIVES IN A CONFLICT ZONE (25 MINUTES)

For students aged 8 and over

### Resources:

- Stories from Gaza photo story:  
<http://www.unicef.org.au/Upload/UNICEF/Media/Documents/PhotoStories/Stories-from-Gaza-Photo-Story-2015.pdf>

### Steps:

1. Heart contract.
2. Read the stories from Gaza as a class.
3. Discuss the questions at the end of the story.
4. Draw a Venn diagram on the board. As a class, brainstorm the similarities and differences students noticed between their own lives and the lives of the children in the story.
5. Explain: no matter where children live in the world, they all have the same rights. This includes the right to be protected from things that can harm them – like conflict.
6. Explain what UNICEF is doing to support children affected by conflict.
7. Brainstorm – what can your class do to support people who are refugees overseas or in your local communities?

## UNICEF IN ACTION

UNICEF works with partners around the world to ensure children's rights are protected and upheld in all

situations by building protective environments. Protective environments help prevent and respond to violence, abuse and exploitation of children through:

- strengthening government commitment and capacity to fulfil children’s right to protection;
- promoting the establishment and enforcement of adequate laws;
- addressing harmful attitudes, customs and practices;
- encouraging open discussion of child protection issues that includes media and civil society;
- developing children’s life skills, knowledge and participation;
- building capacity of families and communities; providing essential services for prevention, recovery and reintegration, including basic health, education and protection; and
- establishing and implementing effective monitoring and reporting.

Every year, UNICEF responds to hundreds of emergencies around the world, in partnership with other organisations and governments.

In 2014, UNICEF’s response to children in emergencies included:

- Treating 1.8 million children for severe acute malnutrition
- Vaccinating 16 million children against measles
- Providing 13 million people with access to safe water for drinking, bathing and cooking
- Providing 1.8 million children with psycho-social support
- Supporting 2 million children to access formal and informal education.

#### **FURTHER LINKS**

- **Understanding Community Violence, World’s Largest Lesson & UNICEF:** <http://tg1wllcdn.bonsaitiger.com/localised/en/11%20Understanding%20Community%20Violence.pdf>
- **UNICEF resources:** <https://teachunicef.org/teaching-materials/topic/peace-education>
- **UNICEF New Zealand resources on refugees:** <https://www.unicef.org.nz/learn/school-room/conflict-and-refugees>



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## HANDOUT 6: TOMMY'S STORY

Tommy, 16 years-old stands in Dublin.

In his community, Tommy has been subject to violence and intimidation from the police and his peers. Tommy has participated in UNICEF Ireland's Picture Your Rights project, where he photographed areas within his community where he doesn't feel safe.

Tommy has identified the lack of recreational space and facilities as one of the main reasons for violent encounters in his community. He cites the prevalence of violence amongst adolescent boys but admits he feels safe at home and at school where he is surrounded by people whom he knows and cares for.

Here's his story in his own words:

"Violence is the norm here and I'm always trying to avoid it because it can come from anyone – police, adults or even people my own age.

"If the police didn't just threaten you and get you into trouble, I'd feel safe.

"The police will come over with their batons and verbally threaten you and hit you. They hold you by the throat, bash your head against the window, threaten you with children's court, leave you in a cell for a few hours, all just for standing at a certain place."

"I feel unsafe when I see a police car drive by, see a group of lads with their hoods up, seeing one fella on his own. Even just two people on their own is bad. When you see loads of lads in other groups, it's scary.

"I've been chased through my own neighbourhood, kicked and put in a car by a total stranger for thinking that I did something, that I didn't do. He brought me up to the police, just left me there and nothing happened. The police did nothing about what happened to me, they just listened to him. They only cared about what they thought I did.

"I feel safe at home and in school. At home I know nothing is going to happen to me and it's the same at school. I feel safe in my estate where I know everyone and they know me, they know my face. No one makes me really feel safe outside my area. Probably only your best mates but that's about it. You can't trust anyone else.

"Give us more stuff to do in our areas. People go around robbing people's bikes and phones cos [sic] they've nothing else to do. That's what people do – they hop on people and take their phones. You think groups are going to rob you.

"If I felt safe all the time, I could be myself a bit more and not always look behind me. I could talk about things I want to. You're too afraid people take things the wrong way and react badly.

"I think people are learning violence from family and friends, or if they go through something in life, it turns them into that. You'd never see someone who robs houses from a posh family. So much has to do with what you're surrounded by, the place you're from and what you see."

**Every five minutes a child dies as a result of violence and millions are left unsafe in their homes, schools and communities. The stories of these children are rarely told. Through the EndViolence Youth Letter initiative voices of 18 child survivors of violence from across the world are now being heard. From violent conflict in South Sudan, sexual abuse in Spain, and child trafficking in Pakistan, these powerful testimonies highlight an epidemic of violence that is facing children in every corner of the world.**

**From these testimonies, UNICEF created a joint letter, addressed to world leaders, calling on them to end the widespread abuse and turn written promises into change for children.**

Read the full letter here: <http://www.unicef.org.au/blog/september-2015/youth-letter-to-end-violence>

**Through the ENDViolence Youth Letter Tommy's voice is being heard.**