STEP-BY-STEP GUIDE
FOR TEACHERS & WCP CHILD RIGHTS AMBASSADORS

WORLD’S CHILDREN’S PRIZE PROGRAM 2020–2021!
The World’s Children’s Prize Program is the world’s largest annual education initiative, which empowers children to become changemakers who stand up for human fellowship, the rights of the child, democracy and the Global Goals for sustainable development. Since the year 2000, 45 million children have taken part in the annual program.

This guide can be used by teachers and WCP Child Rights Ambassadors. It describes and guides you through every step of the WCP Program. You play an important role in educating and empowering children in your community about:

- The equal value of every individual.
- The UN Convention on the Rights of the Child, including girls’ equal rights.
- The Universal Declaration of Human Rights.
- How democracy works.
- How to fight against injustice, poverty, racism and oppression.
- The UN Global Goals for Sustainable Development.

CHILD RIGHTS & THE GLOBAL GOALS

The Rights of the Child are closely connected to the Global Goals for Sustainable Development: 17 goals that all countries of the world have agreed to reach by the year 2030, in order to end poverty, fight inequality and stop climate change.

Begin by exploring how Child Rights and the Global Goals are connected to everyday life in your local community. You can then move on to how children fare in other parts of the world, and study the work of the candidates for the WCP Decade Child Rights Heroes. Once everyone has sufficient knowledge about rights and democracy, and about the nominees, it is time to organize a democratic election day in your school. Children can cast their vote in the Global Vote up to and including the year they turn 18.

RICH RESOURCES

The Globe is an educational magazine, filled with facts and rich stories about children’s lives in communities like yours, and around the world. You will learn about the Child Rights Heroes and the children they fight for, but also about WCP Child Rights Ambassadors who stand up for their rights and fight for change in their communities.

No Litter Generation (NLG), Round the Globe Run for a Better World and the Peace & Changemaker Generation (P&CG) focuses on many of the Global Goals. NLG is about littering and how to combat climate change, P&CG is about children’s rights, girls’ equal rights and wildlife rights and crime. The Round the Globe Run gives children a platform from which they can voice their opinions and ideas for change.

BECOMING CHANGEMAKERS

Through the WCP Program, children in your community are empowered as changemakers. They can make their voices heard and contribute to real change where you live, with the support of their elders. Together with millions of other young people around the world, they can contribute to building a more compassionate world in which everyone is treated equally, where children’s rights are respected and where people and the environment thrive.
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KEY DATES
The World’s Children’s Prize Program runs until 1 May 2021.

→ 31 December 2020: Last date to report Round the Globe Run for a Better World.

→ 26 March 2021: Round the Globe Run for a Better World 2021 is organized in schools all over the world.

→ 16 April, 2021: latest date for the result of your school’s vote to be reported.

→ 14 May: No Litter Day.

AGE LIMIT
The program is open to children from the year they turn 10, until the year they turn 18. The program contains harsh stories on sometimes sensitive subjects, and adult support is important throughout.

The special guide for WCP Child Rights Ambassadors should be used together with the information and activities in this Step-by-Step guide.
LEARN THROUGH STORIES

Children as well as adults can learn from and enjoy the stories in *The Globe*. These real-life stories are at the core of the program. Set aside ample time to read and reflect on the stories.

*The Globe* contains both short and long articles, about Child Rights Heroes, Child Rights Ambassadors and many other brave children from all over the world. Some texts are quick reads, while others are longer and/or more difficult.

When you work in a classroom or lead a group session, you can plan what is to be read quietly and what you’re going to read out loud together.

The longer stories, for example about the Child Rights Heroes, are often suitable for reading out loud together. You can then make pauses to explain and/or allow time for reflection and discussion.

*The Globe* also contains short interviews with children, picture stories and sometimes fun texts about games and traditions. Some of the texts can be read in pairs or small groups, where participants read to one another. If you are working with younger children, some texts may be too heavy and difficult. You can then retell the content in your own way, rather than stick to the text word for word.

**Hassan and Kim will guide you**

*Start your work* with the WCP program by being inspired by WCP Child Rights Ambassadors Kim and Hassan, 13. Follow them through the different steps, and gain tips and ideas on how the WCP program can be both fun and educational for both children and adults.

- P. 6–11 in *The Globe*
- A film about Kim and Hassan (30 min.) can be viewed and/or downloaded at worldschildrensprize.org/wcpstory

If you have a WCP focal point in your country, they can supply you with the video.

**Talking Chips – a method for cooperative learning**

In this guide we often suggest that participants have discussions in small groups. Use this method to make sure everyone gets to participate in a democratic way:

1. Work in groups of four, sitting in a circle.

2. Each participant is given a number of markers, such as pieces of paper or stones.

3. Pick a question to discuss. Explain that when a person wants to speak they must place one of their markers in the centre of the circle. No-one may speak apart from the person who has just placed their marker in the centre.

4. You can only place a second marker in the centre once everyone has spoken.

5. Continue until everyone has used up all their markers or until time is up.
WCP PROGRAM
STEP BY STEP

You decide when you want to start working with the WCP program, as long as everyone has sufficient time and opportunity to learn and be empowered by the program during the program cycle. Below is a description of the program content, step by step.

STEP 1: THE RIGHTS OF THE CHILD IN YOUR COUNTRY
Study the rights of the child and whether these rights are respected where you live. Is there anything you’d like to change? What responsibilities are attached to the rights?

STEP 2: YOU ME EQUAL RIGHTS
Be inspired by girls and boys who are fighting for equal rights for girls. Learn about the issues and how you can create change in your local communities and in your country.

STEP 3: THE RIGHTS OF THE CHILD IN THE WORLD
Study facts and statistics about the situation for children in different countries. Experience other children’s reality through stories about children living in different places and under different circumstances.

STEP 4: GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT
Learn about the Global Goals, which must be reached by 2030 in order to end extreme poverty, injustice and climate change. Part of this step is the Peace & Changemaker Generation in Southern Africa.

STEP 5: CHILD RIGHTS HEROES & CHANGEMAKERS
Meet the child advocates who are nominated to become the World’s Children’s Prize Decade Child Rights Hero. Their fight for a better world is inspiring and engaging for children and adults alike.

STEP 6: DEMOCRACY & ELECTION CAMPAIGN
Study the history of democracy and democratic principles. Find out how to run an election campaign and compare democratic development in your own community and country, with other parts of the world.

STEP 7: THE GLOBAL VOTE
Schools organize their own election day with ballot boxes, election officials and observers, and vote for their favourite from among the Child Rights Heroes. The election result for each candidate is reported to the WCP by 16 April.

STEP 8: ROUND THE GLOBE RUN FOR A BETTER WORLD
On the final of The Round the Globe Run for a Better World, children in your community and around the world present their demands for change, form a human chain and walk or run 3 km.

STEP 9: NO LITTER DAY
Children show that they belong to the No Litter Generation by cleaning up their communities, and by sharing knowledge about the environment and the need to fight climate change.
**STEP 1: THE RIGHTS OF THE CHILD WHERE YOU LIVE**

It’s important to know one’s own rights to be able to respect the rights of others.

### Rights & responsibilities

Use the basic ideas of the United Nation’s Convention on the Rights of the Child as a starting point.

- No child should be discriminated against.
- The priority must always be what is in the child’s best interests.
- Every child has the right to life and development.
- Every child has the right to share their opinion and adults must listen.

Work in groups or pairs, and discuss how children are treated in your community. Are some treated worse than others? Are some being bullied at school? Use the following questions to get started!

- What are the best and worst things about being a child where you live?
- What are you most afraid of?
- What would you most like to change about your life right now?
- Is it particularly difficult for some groups of children where you live? If so, for which groups, and why?
- Do adults listen to you enough, for example, teachers, and parents?
- What is the most important thing to change for children where you live?

After working in pairs and groups, everyone presents their conclusions. If children’s rights are being violated, are there any suggestions for solutions to the problems?

With rights come responsibilities:

- Listen to and respect other people’s points of view.
- Stand up for your rights but also for the rights of others.
- Think about your actions and how they can impact others.
- Support people who need more care than ourselves.

Give everyone time to think about other responsibilities they might have. What happens if they don’t take responsibility?

**STEP 2: YOU ME EQUAL RIGHTS**

Meet girls and boys who fight together for girls’ equal rights.

1. Use the stories about children in Southern Africa (p. 28, 111–116, 123, 129–131 in The Globe) as your starting point. Learners read quietly, or out loud to one another in pairs/groups.

2. The learners write down:

   - Three similarities and three differences between the lives of girls and boys there compared with their own community.
   - At least three methods that children in Southern Africa are using to improve equal rights for girls.

3. Gather everyone together and get them to talk about what similarities and differences they discovered. Which methods do they think could improve girls’ equal rights where you live?

4. Ask the participants to think quietly about the question:

   - Why is it important for a country’s development, for example, for girls and boys, women and men to have equal rights?
STEP 3: THE RIGHTS OF THE CHILD IN THE WORLD

Once learners understand the role that rights play in their own lives, they can look further afield. Explore differences and similarities between groups, countries and cultures, and try to understand the needs and rights of others.

The Globe contains figures showing the situation for the world’s children in terms of health, housing, violence and the right to express themselves. Study the statistics and compare them with where you live and in your own country.

One child, several rights
The Globe is filled with children’s stories, including those of the WCP Child Jury and of Child Rights Ambassadors. Let the pupils/participants discover from the stories of vulnerable children, that it is not just one right, but often several, that are being violated when a child is mistreated.

1. Divide the participants into pairs or small groups who will work with a child’s story. Get them to read first, and then discuss: What rights have been violated for this child? Which articles in the UN Convention can be linked to ‘their’ child. They should also find out which vulnerable group the child belongs to (e.g. a minority group, refugee children or child workers etc.). Then they write down all the rights that have been violated for ‘their’ jury child.

2. The groups report back to one another by dividing up into new groups.

3. Conclude the exercise with a moment of reflection together: were there certain rights that were violated for several, perhaps even all, of the jury children? Do some rights feel particularly important?

RESOURCES

- About the UNCRC, p. 12–13 in The Globe
- Stories about children, especially girls, whose rights are violated in the Peace and Changemaker Generation section, p. 108–132 of The Globe
- Facts in the section ‘How are the world’s children?’ on p. 14–15 in The Globe
- The Child Jury on p. 16–20 in The Globe and online, where you will also find film clips
The Global Goals for Sustainable Development are a constant theme running through the WCP program, and are closely related to the Rights of the Child. If the goals are achieved, children’s lives are improved. If the goals are not fulfilled, it means that children are mistreated.

**STEP 4: THE GLOBAL GOALS**

Begin by stating some basic facts about the Global Goals (facts and stories in *The Globe* p. 90–92 and on the WCP web).

The connection between *The WCP Program* the Global Goals is especially clear in the following:

**Universal Child Rights** cannot be realized unless the goals are achieved.

**The Child Rights Heroes’** efforts contribute to respect for the Rights of the Child and to the achievement of the goals.

**No Litter Generation** brings up the causes and consequences of climate change (Goal 13), littering and pollution, such as dirty water (Goal 6), polluted cities (Goal 11) and plastic filling the oceans (Goal 14).

**Peace & Changemaker Generation, PC&G** (p. 108–132 in *The Globe*) brings you to Southern Africa, where 100,000 children, a whole generation, are educated and empowered through the WCP Program with PC&G. You’ll learn about everything from wildlife crime (Goal 15) to girls’ equal rights (Goal 5), poverty (Goal 1) and climate change (Goal 13). Find short videos about the children on worldschildrensprize.org/pcgvideo.

The annual final of *Round the Globe Run for a Better World* gives children the opportunity to share new knowledge acquired over the course of the WCP Program. They also make demands about what needs to be done to improve respect for Child Rights, and to achieve the Global Goals in time. Be inspired by the stories in *The Globe* on p. 92–95 and online.

**Explore links between Child Rights and the Global Goals**

Let pupils find connections between the articles of the UN Child Rights Convention, and the Global Goals.

- Hand out different articles from the Convention to the pupils, such as articles 2, 6, 19, 23, 24, 28, 29 and 38 (p. 12–13 in *The Globe*).
- Each pupil or pair/group will connect ‘their’ article to one or several global goals. The children can use p. 90–91 in *The Globe*, or info online as a starting point, and various connections are outlined here.
STEP 5:
CHILD RIGHTS HEROES AND CHANGEMAKERS

Be inspired by the brave Child Rights Heroes, who have the chance to become the World’s Children’s Prize Decade Child Rights Hero.

The eight nominated Child Rights Heroes have previously been awarded the World’s Children’s Prize 2011–2019. Children will learn all about the candidates, their organizations and the children they fight for, before voting for their favourite in the Global Vote.

EXPLORE THE CHALLENGES
The Child Rights Heroes deal with many issues, including children who:
• are enslaved and forced to work in dangerous conditions;
• are forced into marriage;
• forced into commercial sexual exploitation;
• aren’t allowed to go to school;
• grow up in war and/or conflict;
• are forced to become soldiers;
• are mistreated because they are differently abled, and
• are refugees.

ACTION BRINGS HOPE
Through the life stories of the Child Rights Heroes, learners will gain deeper knowledge about global issues and solutions that contribute to achieving the Global Goals, and promote respect for the Rights of the Child. The stories describe the Child Rights Heroes’ organizations, and how they work to find solutions to difficult problems facing children. Learning about these strategies for change can spark ideas for how learners can make a difference in their own lives and communities.

LEARNING ACTIVITIES
Find information about the candidates, and exercises on p. 12–15. These can be used to understand the reasons for and effects of problems, and possible solutions.

Also explore if any of the challenges facing the Child Rights Heroes exist in your own community and country, and if any solutions are suitable locally.

RESOURCES
* Stories about the candidates and the children they fight for on the website and on p. 28–89 in The Globe
* Video about the candidates at youtube.com/worldchildrensprize
1. Murhabazi Namegabe, DR Congo

_Murhabazi fights for_ child soldiers, girls who’ve been abused and other vulnerable children who have grown up in one of the worst wars in human history. He and his organization BVES run centres where children get food, clothing, safety, health and medical care, therapy, schooling, security and love. For this he’s been imprisoned, assaulted and received death threats.

Murhabazi contributes towards the Global Goals by children having: Better health and well-being (Goal 3), Quality education (Goal 4), Protection from sexual violence (Goal 5), Protection against being used as soldiers (Goal 8), Growing up in peaceful and inclusive societies (Goal 16).

2. Anna Mollel, Tanzania

_Anna fights for_ differently abled Maasai children and other children living in poverty in rural areas. Anna and her organization Huduma ya Walemavu gives the children a chance for a decent life, through medical and health care, surgery, physiotherapy, therapy and access to wheelchairs and other mobility aids, and the opportunity to go to school and to feel safe and loved.

Anna contributes towards the Global Goals by children having: Less poverty (Goal 1), Quality education (Goal 4), Protection against discrimination, and the same rights as others regardless of being differently abled (Goals 10 and 11).

3. James Kofi Annan, Ghana

_James combats child_ slavery in the fishing industry on Lake Volta. As a child, he himself was used as a child slave for seven years with a fisherman. James considers poverty to be the main reason why parents give up their children. Freed slave children are helped by James and his organization Challenging Heights’ safe house, before they are well enough to be reunited with their families.

Poor mothers get vocational training and micro credits so that their children do not end up in slavery.

James contributes towards the Global Goals by children having: Less poverty (Goal 1), Better health and well-being (Goal 3), Quality education (Goal 4), Protection against hazardous work, forced labour and slavery (Goals 8, 16).

4. Malala Yousafzai, Pakistan

_Malala fights for_ girls’ right to education and a life in freedom, in Pakistan and around the world. At 15, she was shot in the head by the Taliban, who wanted to silence her. Instead this made her voice even stronger. Today, she and her organization, Malala Fund, support local activists in Syria, Nigeria, Pakistan and other countries where girls suffer injustice and violence. Malala demands that the world’s leaders keep their promises to vulnerable girls, and she makes sure the girls themselves get to tell their stories and demand their rights.

Malala contributes towards the Global Goals by children having: Quality education (Goal 4), Gender equality and equal rights (Goals 5, 10), Peaceful and sustainable societies (Goal 11).
5. Phymean Noun, Cambodia

**Phymean fights for** children living on rubbish tips, and those children’s right to an education. She and her organization People’s Improvement Organization (PIO), make sure that vulnerable children, including children affected by HIV/AIDS, get to go to school and have their basic needs met, getting education, food, clean water and health care. They are encouraged to dream and to develop their interests. Orphaned and abandoned children grow up at her children’s home.

Phymean contributes towards the Global Goals by children having: Less poverty (Goal 1), No hunger (Goal 2), Better health and well-being (Goal 3), Quality education (Goal 4), Peaceful and sustainable societies (Goal 11).

6. Manuel Rodrigues, Guinea Bissau

**Manuel, who sadly** passed away in 2020, empowered blind children and other differently abled children. His organization AGRICE continues to give children the chance to live life with dignity, with access to health care and medical treatment, food and a home, schooling, love and a secure environment. They rescue children who have been abandoned or hidden, and also educate their families so it doesn’t happen again.

This all contributes towards the Global Goals by children having: Less poverty (Goal 1), Better health and well-being (Goal 3), Quality education (Goal 4), Protection against discrimination, and the same rights as others regardless of being differently abled (Goals 10 and 11).

7. Rachel Lloyd, USA

**Rachel fights for** children, especially girls and trans youth, who are abused in commercial sexual exploitation of children (CSEC). Rachel and her organization GEMS support girls though safe housing, access to education and finding work, counselling, legal support and love. Survivors are trained as leaders who in turn help others. Adults, such as social workers and police, are trained in CSEC and girls’ rights.

Rachel contributes towards the Global Goals by children having: Better health and well-being (Goal 3), Quality education (Goal 4), Gender equality (Goal 5), Protection against violence, and human trafficking (Goal 8).

8. Ashok Dyalchand, India

**Ashok campaigns against** child marriage and fights for girls’ rights in India. In order to protect and empower poor girls, Ashok and his organization IHMP run clubs where girls gain knowledge, self-confidence and can support each other in convincing parents not to force them into marriage, and allowing them to finish school. In boys’ club, boys and young men learn about child marriage and girls’ equal rights.

Ashok contributes towards the Global Goals by children having: Less poverty, no hunger (Goals 1, 2), Gender equality, and an end to harmful traditions. (Goal 5), Quality education (Goal 4), Equal rights and protection against discrimination (Goal 10).
Work in small groups or together to find causes, effects and solutions linked to various challenges and problems facing the Child Rights Heroes. Each pair or group work with one problem at a time.

1. Draw a tree and write the problem/challenge on the trunk, for example, homeless children, children who are forced to work, become soldiers or enter child marriage.

2. Write down possible causes on the tree’s roots, such as poverty, prejudices, tradition, or discrimination of certain minority groups. Other possible causes can be climate change, war and conflict.

3. Write down effects and consequences of the problem on pieces of paper and place on the branches. For example health problems and/or abuse.

4. Take a step back and see if any of the causes and effects should be switched round?

5. Try to come up with ideas for solutions. Draw fruit and write the solutions on them before ‘hanging’ the fruit on the branches.

This activity helps the pupils visualise their thinking and see the connections between causes, effects and solutions to an issue.

PROBLEM TREE
Learners work both individually, and together to find the best solution.

1. Work in groups of four. Each group receives a large sheet of paper on which they draw a window with five panes (see picture). Everyone must have space to write on the paper.

2. Hand out individual questions to the groups, and a text to read/film clip to watch about the Child Rights Heroes and/or the children they fight for. Pick a suitable story in The Globe, that sparks questions. It can be, for example:

- A child is being forced to do dangerous work, often under slave like conditions. Discuss: Who are the children who are being enslaved, and abused? What can be done to stop modern-day slavery?

- A child is homeless, being forced to do whatever it takes to survive.

3. Allow time for everyone to read and reflect on the text.

4. After reading and reflecting, everyone writes at least three suggested problem solutions in ‘their’ window pane.

5. The participants each explain their suggestions to the others, and their reasoning behind it.

6. Finally, the groups select the suggestions that they think work best and write them in the middle. The groups present their ideas to one another.

**Chains of cause and effect**

Consider and discuss the causes of one of the problems the Child Rights Heroes are trying to solve. For example, children who are not able or allowed to go to school.

1. Briefly explain that millions of children in the world are not in school, although they should be.

2. Write ‘children who are not in school’ on the board or on a large sheet of paper.

3. Ask for reasons why some children are not in school, and denied the education that they have a right to. Participants might suggest ‘they are poor’, ‘they are lazy’, ‘they need to work’ or ‘war’. Write down all suggestions.

4. When there are enough suggestions on the board, you can collectively begin drawing lines and arrows between them, and create a chain of cause and effect. Maybe some things should be removed, while others are missing, such as some of the most important causes of children not being in school: That they are girls and/or they have a disability (are differently abled, for example blind or unable to walk).

5. Conclude with collective reflection. Give some positive examples from The Globe, where children have been given support to get an education.
1. Divide the participants into groups of four. They can choose between the scenarios or come up with their own.

2. Once they have chosen a scenario, the groups will work on preparation. They can use the *Window with views* method (page 16), where all the members of the group write their own suggestions first and then compare and choose the best ones.

3. Allow time for them to practice. Do they want to have props or perhaps dress up? Provide support, put forward suggestions and give encouragement if a group gets stuck.

4. Let the groups act out their scenarios in front of one another, or perhaps for an invited audience.

For children, and in particular for the Child Rights Ambassadors, role play provides an opportunity to practise both expressing themselves and communicating verbally and in writing and getting a message across to those around them.

**SCENARIO 1: AN IMPORTANT MOMENT**

The group chooses an important moment in the life of one of the Child Rights Heroes and acts it out. They play different roles, with one being the Child Rights Hero while the others play key individuals at that particular time. Using the Child Rights Hero’s story, they can write a scene or just improvise based on the situation they have chosen.

**SCENARIO 2: A CHILD’S STORY**

The group focuses on one of the children who has received support from one of the Child Rights Heroes and acts out a situation in their life. They play different roles, perhaps a parent or a teacher or the Child Rights Hero, in addition to the child. Using the child’s story, they can write a scene or just improvise based on the situation they have chosen.

**SCENARIO 3: PRESS CONFERENCE/INTERVIEW**

Two members of the group play journalists, one is a Child Rights Hero and one is one of the children they have supported. During a simulated press conference or interview, the journalists pose questions to the Child Rights Hero and child. The group can agree on the questions and answers, or they can work in pairs and have the questions and answers be a surprise.

**ROLE PLAY**

Use role play as a way of illustrating different stories and experiences. Before the exercise, participants need to have read about the Child Rights Heroes and the children they are fighting for.
What does it mean?

During this exercise, let the pupils or participants in a training session support and help one another understand the text.

1. Hand out a factual text or one of the texts explaining why the Child Rights Heroes have been nominated.
2. The participants work in pairs and take it in turns. One person in the pair reads a sentence or paragraph. The other asks: 'What does it mean?' The pupil who read the text then explains it in their own words. The partner only offers help if the reader asks for it.
3. The participants swap roles. They continue in the same way until everything has been read.
4. Follow-up: Let the participants talk to a new partner about what they've learned from the text, or follow up in some other way that you think is effective.

Recount and listen

All participants are given the opportunity to think about and express their ideas about a text, supported by a friend, and they then recount the text verbally in a new group.

1. Recount the content of one of the stories in The Globe in your own words. Explain that the text describes one or more problems that have a solution. Also discuss the fact that some texts may relate something about a country’s history or culture, what the children like, their dreams and interests. The fact that all the stories have a core and a message. Ask the participants to consider what they think is in the text you have just read.

2. Divide the participants into pairs who can choose, or be assigned, a text from The Globe.

3. The pair first reads the text quietly or out loud to each other. Then they talk to their partner about what the most important points are, and the message of the story.

4. The participants take turns to practise retelling their text in their own words to their friend.

5. The pairs split up and form new groups with four in each. They relate their stories to one another.

6. Gather the whole group together and get everyone to share their conclusions with one another.
The World’s Children’s Prize Program includes a Global Vote. At every school the pupils organize their own democratic election day. In the run up to the day, they learn about how democracy works and how to run a fair election campaign.

Explain the basic principles of democracy, and that the children will later conduct a democratic election according to the same principles that are applied to their home country’s political elections, with no cheating or corruption!

Give examples of how adult elections can sometimes be manipulated: powerful people may try to influence how regular people vote, by offering money or threatening them with violence. Some countries hold elections that claim to be democratic, but where only one candidate or one party can actually win.

*Follow the timeline*


2. Split learners up into pairs/groups to make a timeline of democratic development in their country.

3. Gather the class to make a timeline together, with each pair/group giving suggestions from their own timeline.

4. Ask learners to comment: was anything surprising? Have they learned anything new? What do they hope will be the next point on the timeline for their own community, and for the world?

*Run an election campaign*

Get pupils to run their own election campaign. They can work individually and in groups and make flyers, election posters and maybe material on social media. They can write, draw and paint, give speeches, discuss and reflect on key issues.

**LINK TO ADULT ELECTIONS**

Tell the pupils that the outcome of political elections is sometimes affected by corruption and abuse of power. Get the pupils to study good and bad examples from the world of adult elections. Discuss how they themselves can conduct a fair election campaign, in which all candidates have the same amount of coverage and where everyone has enough information to make an informed choice. For example, all pupils must know enough about the Child Rights Heroes ahead of the World’s Children’s Prize Global Vote day to make an informed choice.

*Prepare for Global Vote day*

**PREPARING**

Get the pupils to work in pairs/small groups on different tasks to prepare for election day. Some can make the ballot boxes or the voting booths, while others decorate the voting station, cut out ballot papers, draw up election registers, etc. If you want to invite parents, local leaders and/or local media to your election day, that can be the job of another group. There’s plenty of inspiration in *The Globe* and on the WCP website!
**STEP 7: THE GLOBAL VOTE**

It’s important that every child knows enough about all the Child Rights Heroes to be able to make an informed choice in the Global Vote. No-one should interfere with the child’s choice of candidate. Your Global Vote Day can take place on any day up to 16 April 2021.

**APPOINT KEY PEOPLE!**
- **Presiding Officers.** Tick off voters on the voting register and give out ballot papers.
- **Election Supervisors.** Oversee the voting and vote count, and check that all who have voted get a paint or ink mark.
- **Vote Counters.** Count the votes and send in the result.

**INVITE THE COMMUNITY**
... invite family members and local leaders to your Global Vote Day.
... invite local media (with plenty of advance warning). This gives the children a chance to make their voices heard on the topic of rights and democracy.

**You need:**

**BALLOT PAPERS AND REGISTER**
Photocopy the ballot papers on p.32, or make your own. The voting register includes all children who have a right to vote (until the year they turn 18). On voting day, every student’s name is ticked off as they cast their vote.

**RESOURCES**
- Be inspired by other children organizing their Global Votes on p. 9 and 24–28 in *The Globe* and online
- Video on youtube.com/worldschildrensprize
- Download ballot papers: worldschildrensprize.org/ballots

**GLOBAL VOTE DAY**
Children join the voting queue. One by one, they go up to the presiding officers, who give out ballot papers and tick off each name on the voting register. The children step into the voting booth alone. They mark their choice on the ballot paper, and fold it so that nobody can see how they voted. They then go to place it in the ballot box.

**BALLOT BOXES**
Ballot boxes can be made of cardboard, tin cans, jars, woven palm leaves or anything that can hold ballot papers.

**PREVENT CHEATING**
Each child’s finger/nail is marked with paint once they have cast their vote. Prepare paint that is hard to wash off, such as juice from cactus, inking ink, or a marker pen.

**COUNT THE VOTES**
Once everyone has voted, the vote counters begin their work. Finally, the result of your Global Vote Day can be announced.

**NOT A COMPETITION!**
The Global Vote is not a competition. All candidates have made fantastic contributions and are honoured at the WCP ceremony.

**REPORT THE RESULTS**
Report the results for each of the candidates by 16 April 2021. If you have a WCP Coordinator in your country, report to them (p. 23). Otherwise, use the ballot box at: worldschildrensprize.org or send an email to info@worldschildrensprize.org

**THE BIG ANNOUNCEMENT**
In April 2021, all the votes from around the world are added together. Then, children around the world reveal the big news about the WCP Decade Child Rights Hero, and demand respect for the Rights of the Child at World’s Children’s Press Conferences. Contact your Country coordinator or the WCP if you would like to organize a press conference.
STEP 8:
ROUND THE GLOBE RUN
FOR A BETTER WORLD

On the conclusion of the *Round the Globe Run for a Better World*, manifestations are organized by children all over the world.

After working through the steps of the WCP Program, it’s time to share your new-found knowledge and demonstrate your commitment via the *Round the Globe Run for a Better World*.

**WHAT HAPPENS IN THE FINAL?**
Children in schools all around the world who have taken part in the WCP Program will show their support for the rights of the child and the Global Goals. Set aside two lessons in which children will:
- Present their demands for change in the form of posters, banners and speeches, perhaps also on social media!
- Form the longest human chain they can.
- Run or walk three kilometers.

Preparations, with pupils improving their knowledge, writing speeches and making material relating to the Global Goals etc., takes place alongside the other steps of the WCP Program. Find inspiration in *The Globe*, p. 10–11, 92–95 and online.

**INVITE THE COMMUNITY**
The children can invite parents, local organizations, politicians and the media to experience the historic moment when they embrace the globe. Along with millions of other children they present the changes they want to see for child rights and the Global Goals. Finally the children form a human chain and then run or walk three kilometers together for a better local community, country and world.

> **Please report the number** of children to your local WCP contact (p. 23). *Only* if there is no contact for your country, report via info@worldschildreensprize.org or worldschildreensprize.org/report-round-the-globe-run
STEP 9: NO LITTER GENERATION

Children who take part in the No Litter Generation talk about important issues and take action against everything from climate change to littering and consumerism. These activities can spark ideas for solutions required for a more sustainable local community, country and world.

Climate action

What is the science behind the rising temperatures and why is climate change happening? Begin by learning more about climate change on p. 102–105 in The Globe, and online.

Find solutions
Working individually, and in pairs or groups on identifying suggested solutions.

1. Begin individually: each student has a few minutes to write down their thoughts, at least three points.
2. Get the students to sit in pairs: each pair discuss and compare their thoughts.
3. Pair + pair: two pairs share their thoughts with one another. The group jointly selects which three points they want to present to the class.
4. Each group presents their thoughts and ideas to the whole class.
5. Finish by discussing what you can do collectively at school to draw attention to Climate Change.

Discussion questions

- What is climate change? Have you seen any effects of it where you live?
- Have you noticed any changes in weather patterns where you live? Does it rain less or more now, than in years past?
- Is it warmer or colder throughout the year? What do older people say, was it different when they grew up?
- How clean is the air where you live?
- Is there enough water in lakes and/or streams/rivers where you live (compared to before)?
- Have you noticed any negative effects on animals and/or fish that could be traced to pollution?
- How can you and other people where you live contribute to combatting climate change? What solutions can you see?
- What is the responsibility of each individual and what is down to municipalities, government and parliament, other countries, companies or the UN? Are there other parties that play a role?

Resources for step 9

* Stories and facts about the science behind climate change and how it can impact the rights of children, p. 102–105 in The Globe and on worldschildrensprize.org/climatechange
* Stories and facts about climate change, littering and waste on p. 96–101 in The Globe
* Video, facts, 360-images and stories from around the world on worldschildrensprize.org/nolittergeneration
* Facts about the Global Goals on worldschildrensprize.org/globalgoals
Each individual’s personal impact on the planet is called an ecological footprint. Doing positive things for the environment, is called an ecological handprint.

In this exercise, we focus on the positive, thinking about how we can contribute to a better environment. Prepare for the activity by writing down on large pieces of paper different ways of contributing to a better environment and counteracting climate change. One statement for each piece of paper. (The activity can also be done together on the board, with participants having the chance to come up with suggestions under the different statements.)

Examples of actions (add/replace with actions that are relevant to your surroundings):
- I will reuse and recycle as often as I can.
- I will mend things that get broken.
- I won’t throw litter and waste in rivers/ponds or the sea.
- I will look after plants and animals in my area.
- I won’t throw chemicals or other hazardous waste in nature, and make sure it is taken care of in a safe way.
- I won’t throw litter on the ground.

1. Put the pieces of paper on different tables and divide the class/group into smaller groups so there are three or four participants at each table.

2. Everyone will need their own pen. Allow one or two minutes at each table.

3. The task is to try and answer the question “How will I do that?” The participants write their suggestions on the paper (e.g. I will look after plants and animals in my area. How will you do that? I will save washing up water to water plants with. Or I won’t throw litter on the ground that animals may try to eat. How will you do that? I will reuse the litter or put it in a wastepaper bin/take it to the rubbish tip.)

4. When the two minutes are up, each group moves on to the next table until everyone has written on all the pieces of paper.

5. Bring all participants together and go through the suggestions.

**Timeline**

Y Does litter that ends up on the ground disappear by itself, or does it hang around for 1 year or maybe 100 years? Use a mixed collection of litter including everything from glass to plastic, packaging, metal, newspapers and fruit peel.

1. Lay out a rope as a timeline, or draw a chalk line. Mark out several points of time along the line, showing years or centuries.

2. Work together, ideally in pairs or groups, and place the litter along the timeline according to how long they believe it takes for each item to decompose so that it is no longer visible.

3. Go along the timeline and discuss it. Have they got it right? Work through various points: for instance, how is it that certain items disappear quicker than others. Also talk about, for example, the fact that plastic can cause harm even when it is no longer visible. Mention that the time it takes for litter to break down is not always that important. The litter is still there long enough to cause harm to the environment and animals.

4. Discuss what we can do to save the Earth’s resources and reduce the quantity of litter by reusing more, recycling and making smarter choices when we shop, etc.

**Approximate Breakdown Times:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Breakdown Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plastic bags</td>
<td>50–100 years</td>
</tr>
<tr>
<td>Chewing gum</td>
<td>20–25 years</td>
</tr>
<tr>
<td>Cigarette butts</td>
<td>1–100 years</td>
</tr>
<tr>
<td>Aluminium cans</td>
<td>200–500 years</td>
</tr>
<tr>
<td>Newspapers</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Plastic bottles</td>
<td>450–1,000 years</td>
</tr>
<tr>
<td>Balloons</td>
<td>5–100 years</td>
</tr>
<tr>
<td>Organic material, e.g. apple core</td>
<td>1 month</td>
</tr>
</tbody>
</table>


**TALK LITTER**

Begin by reading texts about litter and waste in *The Globe*.

Explain that littering is only one of many types of pollution. Carbon dioxide is invisible but dirties the air and affects the Earth’s climate. When chemicals and waste are dumped in lakes and rivers, it destroys our drinking water.

**Find solutions**

Working individually, and in pairs or groups on identifying suggested solutions.

1. Begin individually: each student has a few minutes to write down their thoughts, at least three points.

2. Get the students to sit in pairs: each pair discuss and compare their thoughts.

3. Pair + pair: two pairs share their thoughts with one another. The group jointly selects which three points they want to present to the class.

4. Each group presents their thoughts and ideas to the whole class.

5. Finish by discussing what you can do collectively at school to draw attention to the problems and the solutions for littering.

**Discussion questions**

- What is litter? What are common types of litter where you live?
- What happens if chemicals and waste are dumped in lakes and rivers?
- What can littering lead to? How does it affect life where you live?
- Are there good systems where you live for handling waste?
- How could littering be reduced where you live? What solutions can you think of?
- Have you seen animals who are affected by littering or pollution?
- How do you think littering can be reduced?

**No Litter Day**

On 14 May or any day that week, children in your school and around the world organize their own No Litter Day. They show that they are part of a *No Litter Generation*, and collect litter in their communities. At the same time they share information about the right of all children to live in a clean and healthy environment, and the need to stop climate change.

**PREPARE**

Read facts and stories about children, litter and its environmental impact around the world in *The Globe* and online.

**ANNUAL NO LITTER DAY**

To support a culture of no littering and environmental awareness in your school and community, take a decision to always organize an annual No Litter Day in the future.
Every year, the WCP Program, is used in classrooms, in many different subjects from maths to social sciences, music and art. The Globe’s real-life stories make the lessons feel more meaningful.

**LANGUAGE**

The WCP program provides lots of opportunities for reading, writing, speaking and listening and developing critical thinking. The pupils can create essays and plays, fictional stories, presentations and posters, building on the stories in *The Globe*.

**SOCIAL SCIENCES**

The heart of the WCP Program is child rights and democracy, issues that are important in all subjects but especially in social sciences and civic education. In the stories about Child Rights Heroes and Ambassadors you will find information about their countries. Some teachers choose to study their countries and regions in more depth. Also look at positive aspects of cultures you are studying, to give a balanced and respectful view of each country and its people.

**ARTS**

The program gives lots of opportunities for creating art: posters, presentations and media of all sorts.

**MATHEMATICS**

Understand the world through numbers and statistics, for example in the fact sheet about children in your country and p. 14–15 in *The Globe*. These indicate how your country and the whole world are living up to the UN Convention on the Rights of the Child and what is being done to achieve the Global Goals for Sustainable Development.

**SCIENCE**

Explore how science has an impact on us both positively and negatively, and what solutions are available for the world’s most pressing challenges, for example, access to food and clean water, climate change, energy sources, housing and health. The No Litter Generation section includes stories and facts linked to the environment and climate change.

**SPORT AND HEALTH**

In *The Globe* and online there are stories and facts about games, sport and health from every part of the world. Global health challenges are highlighted, for example, the impact on the health of young girls caused by them not having the same right to play, leisure time and health care as boys. The Round the Globe Run for a Better World is an opportunity for your pupils to get physically active.

**CORPORAL PUNISHMENT**

Every year, children in *The Globe* tell stories of being beaten at school and at home. Despite the fact that corporal punishment is a violation of children’s rights, only 58 countries in the world have banned all forms of physical punishment for children. Article 19 of the UN Convention on the Rights of the Child says that all children have the right to protection from all forms of violence, neglect, mistreatment and abuse. Despite this, every year 40 million children are beaten so badly that they need medical care. Ask your pupils to discuss corporal punishment, taking the children’s stories in *The Globe* and their own experiences as a starting point. Talk about how things are in your country. Is there a law against beating children? Ask the pupils to think about how they will treat children once they are adults.
Please submit your voting results for all candidates to the WCP Coordinator in your country. If there is no local coordinator, report your votes to the ballot box on: worldschildrensprize.org or to: info@worldschildrensprize.org

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