Learning Activity 2

WHAT DOES A CHILD NEED?

**GOALS:** to stimulate thinking about the needs of children; to link human rights to human needs; to increase familiarity with the articles of the CRC.

**MATERIALS:** chart paper, markers, tape, Handout #2, Summary of the CRC or Handout #1, full text of the CRC

**Procedure:**

1. Organize participants in small groups. Ask each group to draw a large outline of a child (small children can draw the outline of one member of the group). This image will represent a new-born member of the community. The group should give the child a name and write it below the child's figure.

2. Ask the groups to decides on the mental, physical, spiritual, and character qualities they would like this child to have as an adult (e.g., good health, sense of humor) and list these qualities below the child's name. They might also draw symbols around the child to represent these ideal qualities (e.g. books to represent education).

3. Ask the group to write inside the figure the human and material resources the child will need to achieve these qualities (e.g., if the child is to be healthy, it will need food and health care).

4. Ask the group to use Handout #2, Summary of the CRC, or Handout #1, full text of the CRC, to identify the articles that guarantee a child each of these needs. They should write the number of the article(s) next to that item on their list of desirable qualities. Any needs that are not covered by the convention should be circled.

5. Ask each group to post its "child" on the wall and explains its choices. **Variation for older participants:** As a need is linked to a right, a member of the group should read the summary of that article.

6. The whole group discusses the features common to most posters.
   - What were the most common needs? Why?
   - Were some needs listed only once or twice? Should they also be considered important for all children?
   - Did some needs rely on several rights to be realized?

**FURTHER DISCUSSION:**
1. Were any needs not covered by the convention? How can these omissions be explained?
2. Which of these essential needs are provided or not provided for children in your country? By which persons or institutions? Why are some not provided? What action can be taken to meet these needs?

Source: Nancy Flowers, Human Rights Educators USA.