

Sprockets

Toronto International FILM
Festival for children
April 14-18, 2008

A great deal of thanks and appreciation goes out to our teacher committees who volunteer their time to assist in the development of Sprockets lesson plans.

TITLE: *The Wrong Trainers*
COUNTRY OF ORIGIN: *United Kingdom*
RELEASE YEAR: *2006*
ORIGINAL LANGUAGE: *English*
DIRECTOR: *Kezme Margrie*
RUNTIME: *25 Minutes*
DIRECTOR'S FILMOGRAPHY: THE WRONG TRAINERS (2006)

TITLE: *The Street of Death*
COUNTRY OF ORIGIN: *Denmark*
RELEASE YEAR: *2005*
ORIGINAL LANGUAGE: Danish (with English subtitles)
DIRECTOR: *Frode Jojer*
RUNTIME: *28 Minutes*
DIRECTOR'S FILMOGRAPHY: THE STREET OF DEATH (2005)

TITLE: *I Want to Be A Pilot*
COUNTRY OF ORIGIN: Kenya
RELEASE YEAR: 2006
ORIGINAL LANGUAGE: English
DIRECTOR: Diego Quemada-Diez
RUNTIME: *12 minutes*
DIRECTOR'S FILMOGRAPHY:

I WANT TO BE A PILOT (2006)
A TABLE IS A TABLE (2001)

CURRICULUM LINKS: Senior Social Science:

- Challenge and Change in Society
- Individuals and Families in a Diverse Society
- World Issues
- Law

Sprockets

Toronto International FILM
Festival for children
April 14-18, 2008

FOCUSING QUESTIONS: What is child poverty? What is the connection between child poverty and children's rights? Does the Western "land of opportunity" offer the same opportunities to all? Is it possible to break the cycle of poverty?

SYNOPSIS:

Recommended for Grades 9 to 12

Nearly half the world's population lives on just a few dollars a day. And poverty isn't just affecting developing nations: extreme under-privilege is also the reality for one in ten children in developed countries. Hard-hitting yet incredibly moving, the films in this programme provide authentic insight into the lives of poverty-stricken youth in Nicaragua, Kenya and the United Kingdom. Living worlds apart, the young subjects of each documentary offer shockingly frank glimpses into their individual realities. An in-depth panel discussion following the screening will compare and contrast the experiences of impoverished youth in both poor and rich countries as a way to explore this important global issue and raise awareness.

The Wrong Trainers

This innovative and impeccably animated documentary provides six youth with a forum to share their personal stories about life below the poverty line in the UK. Despite their circumstances, the youths display a resilient outlook on life that is inspiring – as is their capacity to challenge the government's false promises.

The Street of Death

Life in a slum in Managua – from witnessing drug abuse to scavenging in garbage dumps – is all Valeria has ever known. This eye-opening film documents the eleven-year-old's destitute daily life and how, despite her personal strife, she maintains a sense of hope and a willingness to help others.

Sprockets

Toronto International FILM
Festival for children
April 14-18, 2008

I Want to Be a Pilot

Based on testimonies from fifty orphaned youth living in Kibera, Kenya, the largest slum in East Africa, this poetic film tells the story of a boy who dreams of becoming a pilot to overcome his impoverished childhood.

TEACHER ENDORSEMENT: "The conditions of child poverty, as shown in *The Wrong Trainers* and *The Street of Death*, are described from the voices of the children who experience it. The authenticity of these voices brings to light the sad reality that child poverty is prevalent in all nations, including our own. These films will open students' eyes to the fact that child poverty is both a global and domestic issue."

PRE-SCREENING PREPARATION:

Materials:

Copies of the *UN Convention on the Rights of the Child in Child Friendly Language* retrievable from http://www.rcmp-grc.gc.ca/pdfs/NCD-poster_e.pdf

Every Child Matters - The Five Outcomes and the United Nations Convention on the Rights of the Child retrievable from <http://www.everychildmatters.gov.uk/uncrc/>

1. Draw a two-column chart on the board with the heading "Need" in one column and "Want" in the second column.
2. Have students brainstorm the items (material and abstract) that they would put in each column. Discuss the difference between what they need and what they want.
3. Ask the students which needs would fall under the category of their *basic rights* as minors. Categorize each right as it pertains to one of the following outcomes (written on the board):
 - a) Being Healthy;

Sprockets

Toronto International FILM
Festival for children
April 14-18, 2008

- b) Staying Safe;
- c) Enjoying and Achieving;
- d) Making a Positive Contribution;
- e) Economic Well-being

(Every Child Matters)

4. Distribute copies of *UN Convention on the Rights of the Child in Child Friendly Language*. Are there any rights they find surprising (e.g. Right to play)? Why?
5. Divide the class into five groups. Explain that each article of the UNCRC addresses one or more of the five outcomes listed above. Assign each group one of the five outcomes. Ask each group to list and present the UNCRC articles that are relevant to their assigned outcome.
(A breakdown can be found on the leaflet *Every Child Matters - The Five Outcomes and the United Nations Convention on the Rights of the Child*)
6. After their presentations discuss the issue of child poverty and how it may play a role in hindering children's rights.
7. Explain to students that they will be seeing three films on child poverty. All films will be narrated by children living in poverty and while they may not realize it, all the children will be talking about how, on some level, they are being denied their rights as children.

DURING SCREENING QUESTION/ACTIVITY: Students should watch the films taking mental notes on how the five outcomes are thwarted under the conditions of child poverty.

POST-SCREENING ACTIVITY:

Discuss the following questions (in groups or as a class)

Sprockets

Toronto International FILM
Festival for children
April 14-18, 2008

1. What are the similarities and differences between child poverty in Nicaragua and the United Kingdom? Compare/contrast the rights under the UNCRC that are being denied to them.
2. Unlike Valeria, the children in *The Wrong Trainers* have access to education. How might their right to education and their success (and motivation) at school be compromised by the fact that they may:
 - a) be undernourished?
 - b) live in an overcrowded home?
 - c) have health issues (physical/psychological illness, physically/mentally challenged etc)?
 - d) not have access to supplies and resources (eg. calculators, home computers)?
 - e) have few friends and get picked on for not having the same lifestyles as their peers (different clothes/toys, no money for candy etc.)?
3. In *The Wrong Trainers*, many of the families were among the *working poor*. The situation is no different in our own nation. According to Statistics Canada, "over forty per cent of low-income children live in families where at least one parent works full-time all year, and the family still lives in poverty" (Campaign 2000).
 - a) What are the roadblocks in braking the cycle of poverty in our society? (Possible answers: cost of rent, cost of healthy food, cost of # transportation, etc.)
 - b) What provisions do we have in our social safety net to help those living in poverty? (Possible answers: minimum wage, food banks, free health care, low income housing, etc.)
 - c) Why does the problem still exist in spite of these provisions?
 - d) What more needs to be done? Who is responsible for improving these conditions?
 - e) What can we, as individuals, do? (Possible solutions: Write letters to MP's and MPP's, donate to the food bank, volunteer, raise awareness, increase our sensitivity towards schoolmates who are less fortunate etc)

Sprockets

Toronto International FILM
Festival for children
April 14-18, 2008

4. Develop a class action plan – Have students create and carry out a plan where they can put the ideas from 3e), into action. Students can research the additional resources below for further ideas.

Extension Activity:

Pretend you are running for public office in a low-income riding. Why should voters choose you? Write a platform on how you would deal with the issue of child poverty. Along with your domestic policy on child poverty, include a proposal towards a foreign policy on the subject.

CONCLUSION/WRAP UP: Students should walk away from the experience with a greater sensitivity and awareness of the issues surrounding child poverty. They should also leave with a greater appreciation of what they do have and learn not to take certain luxuries (e.g. candy, Ipods etc) for granted.

ADDITIONAL RESOURCES:

Campaign 2000: End Child and Family Poverty in Canada

<http://www.campaign2000.ca/index.html>

Campaign Against Child Poverty:

<http://www.childpoverty.com/>

Child Poverty Action Group (UK)

<http://www.cpag.org.uk/>

Free The Children: Child Poverty:

<http://www.freethechildren.com/getinvolved/geteducated/childpoverty.htm#0021>

Sprockets

Toronto International FILM
Festival for children
April 14-18, 2008

National Anti-Poverty Organization (Canada):

<http://www.napo-onap.ca/>

National Center for Children in Poverty (NCCP- USA)

<http://www.nccp.org/>

UNICEF and ICDC report: Child Poverty in Rich Countries

<http://www.unicef-icdc.org/publications/pdf/repcard1e.pdf>

References:

1. Campaign 2000: End Child and Family Poverty in Canada.
<http://www.campaign2000.ca/index.html>
2. UNICEF. "Every Child Matters: The Five Outcomes and the United Nations Convention on the Rights of the Child" Every Child Matters.
http://www.everychildmatters.gov.uk/_files/F1B3FBF728B196018E9616C71D0BF592.pdf
3. UNICEF. "United Nations Convention on the Rights of the Child in Child Friendly Language" http://www.rcmp-grc.gc.ca/pdfs/NCD-poster_e.pdf