

RIGHTS *from the* HEART



EDUCATOR'S GUIDE

A collection of animation films
inspired by the United Nations Convention
on the Rights of the Child

Part

1

Recommended for ages 5 to 8



FILMS

1, 2, 3, Coco

Director: Pierre M. Trudeau
3 min 37 s

Papa

Director: Michèle Paupé
4 min 13 s

T.V. Tango

Director: Martine Chartrand
3 min 44 s

The Orange

Director: Diane Chartrand
4 min 49 s

Door to Door

Director: Zabelle Côté
4 min 9 s

A Family for Maria

Director: Lina Gagnon
5 min 20 s

To See the World

Director: Francine Desbiens
9 min 25 s

Total screening time: 35 min 17 s

Produced by the French Program Animation Studio of the National Film Board of Canada and the Canadian International Development Agency in collaboration with Health and Welfare Canada, Multiculturalism and Citizenship Canada, Société Radio-Canada, and the German company Premiere Medien GmbH & Co. KG.

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EDUCATOR'S GUIDE

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RIGHTS FROM THE HEART: THE SERIES

In 1990, a historic international event took place: The United Nations Convention on the Rights of the Child came into effect. To bring attention to the importance of the Convention, and to make it better known to those it addresses—namely, children and teenagers—the National Film Board of Canada (NFB) began work on a series of films. ***Rights from the Heart*** was conceived by the NFB's French Program Animation Studio, with the support of the Canadian International Development Agency (CIDA). The series is made up of three parts, aimed respectively at children aged 5 to 8, those aged 9 to 12, and adolescents aged 13 to 18.

A plea on behalf of the world's children, ***Rights from the Heart*** was developed by educators and animation filmmakers working together in a unique creative setting, who together identified several themes from the preamble and different articles of the Convention.

Because the films contain no dialogue, they can be used in classrooms or homes all over the world. The words that appear at the end of each film state the specific right the film addresses.

These messages are written in the six official languages of the United Nations: English, French, Chinese, Spanish, Arabic, and Russian.

Part 1 of the series, which consists of seven films running a total of 36 minutes, is aimed at children aged 5 to 8. The first six films in it each run approximately 4 minutes, and the last film, which brings together the different ideas, runs 9 minutes.

THE PURPOSE OF THIS GUIDE

This Educator's Guide suggests how the films can be presented in an educational context appropriate to preschool and early elementary students. The purpose of the films and the corresponding activities is not to teach the Convention articles themselves, but to make children aware that they have rights, that these rights are recognized by international law, and that the adults caring for them must ensure that this law is respected.

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

The United Nations Convention on the Rights of the Child was adopted by the UN General Assembly on November 20, 1989. A special committee made up of representatives of some 30 non-governmental organizations involved in human rights drew up the Convention.

The United Nations Convention on the Rights of the Child is made up of 54 articles detailing the individual rights of all persons under the age of 18. Basically, it states that children have the right to develop their abilities to the fullest without suffering from hunger, poverty, negligence, exploitation, or other forms of injustice. The Convention came into effect on September 2, 1990, after 10 years of study and negotiation. When a country signs a UN convention, it becomes law within its territory. A 10-member committee of the United Nations subsequently verifies that the law is being enforced. Canada ratified this Convention in December 1991; it was the 103rd nation to do so.

The Convention aims to create a balance between the rights of children and those of the parents or adults responsible for their survival, development, and safety. This is achieved by according children the right to participate in decisions concerning them and their future.

The Convention also attempts to solve several pressing problems—some being addressed for the first time by an international convention, including the problems of refugee children (Article 22), protection against sexual exploitation and other forms of exploitation (Articles 34 and 36), drugs (Article 33), children in conflict with the law (Article 40), international adoption (Article 21), children caught in armed conflicts (Articles 38 and 39), children with disabilities (Article 23), and Indigenous children or those belonging to visible minorities (Article 30).

Education is addressed in two important articles (27 and 28), which received the support of the World Conference on Education for All held in Thailand in March 1990. According to the Convention, elementary education must be compulsory and free for all. Education must encourage the development of the personality of children and of their talents and abilities, while at the same time respecting their identity, language, and cultural values. The Convention emphasizes that girls and boys must be provided the same opportunities. The strength of the Convention is its flexibility: It can be adapted to the reality of each signatory nation. The authors did not try to steer away from difficult issues. They found a way both to harmonize different values, cultures, religions, and other factors, and to respond to the needs of children everywhere in the world.

EDUCATIONAL OBJECTIVES

The majority of education programs in Canada specify not only that students should acquire ideas and skills, but that they should also develop values and attitudes. Preschool children are taught to respect and be open to the realities of family and community life. In each province there are elementary-level programs designed to encourage children to develop respect for themselves, as well as for others, and to be more tolerant of different cultures.

It is the social studies program that, in most provinces, attempts to convey concepts such as human dignity and human rights, and to increase awareness of different social backgrounds, races, cultures, and communities. The programs throughout Canada for children aged 5 to 8 are based on a progression from the individual to the family to the community. In some provinces the programs focus on personal and social development.

The teachers' unions in most provinces developed and produced study programs around Global Education. These programs promote multiculturalism among children by encouraging tolerance for others as well as respect for the different cultural communities that make up any scholastic community.

SUGGESTED APPROACH

This guide proposes a three-step approach to working with students: preparing them for the screening; verifying and enhancing their understanding of the films; and expanding on the notion of children's rights.

- The preliminary step (5.2), preparing the students for the screening, has two objectives: to help the students develop a point of view on the topic and thus to prepare them for the messages in the films; and to help them over any obstacles in comprehension that might occur because of their age, background, lifestyle, or ethnic origin.
- The second step (5.3), enhancing their understanding of the films, should provide students a basis within their own experience and context from which to make the connection between the situations in the films and those of their families, their classmates, their neighbours and so on. It is important to make sure that the students haven't missed any points because of the filmmaking techniques.
- The activities in the third step (5.4), expanding on the notion of children's rights, are designed to help the students move beyond the situations presented in the films to an awareness of the broader context, such as the problems encountered by children elsewhere in the world, and how they might be affected by the United Nations Convention on the Rights of the Child. During this step, the notion of rights is discussed in conjunction with that of responsibility. But remember that you are working with young children: It is important to emphasize to them that they are not powerless, and that they have a part to play in resolving these issues. Conclude this step by having the group choose a simple project to do together that is related to the problems addressed in the films.

Several activities are proposed for each step. Teachers should choose those which contribute most to the educational programs they are following, and which are most appropriate for their students. The three types of activities are conceived so that children aged 5 to 8 can move from a general understanding of the content of a film to an awareness of their legal rights.

Teachers who present the entire series over a short period of time, for instance during a children's rights week, can choose from among the suggested activities and thus vary the presentations.

LESSON PLANNING

For each of the six films, this Educator's Guide provides:

- a) the theme on which the film is based;
- b) the article(s) of the Convention illustrated by the film;
- c) the synopsis and its meaning—the basis for discussing children's rights;
- d) the key moments in the story, broken down into the traditional plot elements: setup, conflict, and resolution;
- e) potential obstacles to comprehension, such as ideas that may be too abstract or filmmaking techniques that are too complex for the group;
- f) the opening sentence, which hints at what is to come.

Prior to introducing the films to the children, the teacher should:

- screen the films;
- read the synopses, which help focus on the meaning of the films as well as their objectives;
- select the film or films to be presented, taking into consideration the students' interests, the educational program or activity;
- identify any obstacles to comprehension of the films that your students may encounter;
- select three activities, one from each step: preparing the students, enhancing understanding of the films, expanding on the notion of children's rights;
- gather the appropriate materials (cards on which the opening sentences are written, paper and crayons for drawing) and write on the blackboard the right the film illustrates.

PREPARING THE STUDENTS FOR THE SCREENING

This step helps prepare the way for an understanding of the films.

Helping Students Grasp the Message

Here are some suggestions to help prepare the students for the screening:

- Tell them how the film starts and something of what happens, so they will be eager to see the rest.

- Read them the synopses of the film and ask them to describe how they imagine the central character (appearance, clothes, race, and so on).
- Tell them how the film starts or ends, and ask them to invent the corresponding start or finish.
- Read them the introductory sentence and ask them to invent a story appropriate to it.

Avoiding Problems of Comprehension

After seeing the film, the students may not fully understand certain complex ideas. Here are some suggestions to help them.

- Ask questions about the parts of the film that may pose difficulties, for example: Who can tell us what a country is? Do you know what race you belong to?
- If the students clearly did not understand the film, explain the story using elements from their own experience and simple illustrations. Because children this age may have difficulty understanding abstract notions such as the concept of country, international cooperation, culture, and so on, explain them using a map of the world, a globe, or other concrete examples.

ENHANCING UNDERSTANDING OF THE FILMS

One simple method of ensuring that the 5- to 8-year-olds understand the film is to screen it twice.

First Screening

During the first screening, the teacher should watch how the students react and note the parts they find most interesting or confusing. After the screening the teacher can ask different students to say what they think the story is about, gently pulling the students back on track if any important story elements have been overlooked or misunderstood (referring back to the synopsis, if necessary).

Children of this age already have an implicit understanding of most filmmaking techniques—the result of hundreds of hours of watching TV. Help them put this knowledge to work! Draw their attention to aspects of the film and ask them what they might mean. For example:

- ask the children which aspect of the film (the sound and picture) they recall, and what they understood by the use of sound effects and the transformations of objects, animals, people, etc.
- if the children fail to mention anything that may have presented an obstacle, bring it up yourself.

Second Screening

The children are now ready to watch the film again, paying closer attention to the points reviewed by the teacher. After the second screening, ask them to:

- describe the key moments in the story. In the case of 5- and 6-year-olds, ask them to describe the beginning, middle, and end of the film;
- draw pictures illustrating the key scene or scenes in the film. Perhaps small groups of students can draw different scenes. Ask the 7- and 8-year-olds to copy the phrase written on the blackboard at the bottom of their drawings. The storyline can then be reconstructed by arranging the drawings in order;
- act out the parts of the film they liked best, or the key moments. Ask students to choose a moment they'd like to act out, but not to say it aloud, and have the others guess which moment each of them presents;
- think up a different ending;
- think up a sentence describing the message of the film, or the solution it proposes. They might want to begin their sentence with the phrase, "The story shows how...";
- tell what they would have done, and why, if they had been in the place of the leading character.

EXPANDING ON THE NOTION OF CHILDREN'S RIGHTS

The primary goal of ***Rights from the Heart*** (Part 1) is to help children become aware of their rights and to encourage them to put into practice the values expressed in the United Nations Convention of the Rights of the Child. Children 5 to 8 years of age generally do not become conscious of their rights by themselves; the adults around them must help them acquire this knowledge by tying it in to the children's own experiences. The teacher can ask the students:

- to discuss the poster for the series and the opening sequences of each film;
- to discuss the difference between their rights and their personal desires and preferences. Examples might include the desire to go to bed late, and the right to have a bed; the desire to eat sweets, and the right to eat; or the desire to dress in the latest fashion, and the right to have warm clothes for winter;
- where their rights end and where those of others begin. For instance, each class member has the right to the teacher's attention, but his or her classmates have the right to stop one student from monopolizing the

teacher's attention or disrupting the class. Other examples could include the right to play with one's parents, and the parents' right to say when it is appropriate; the right to win the respect of one's friends, and the right of those friends to decide to accord that respect;

- whether the solution to the problem addressed in the film applies to them as well: the acceptance of the poor child (***The Orange***), the intervention of a mediator (***Papa***), turning to the adults in charge (***Door to Door*** and ***1,2,3, Coco***), state support and reaching out to others (***A Family for Maria*** and ***T.V. Tango***);
- if they believe these rights are respected by those around them. Remind the students not to name any particular person in class; ask them to talk only about incidents they have experienced or witnessed.

BRINGING IT ALL TOGETHER

After screening the films, in any order, screen the final film, ***To See the World***. It has been included to allow the children to tie together the learning that has gone on.

Of course, the filmmakers never intended that the children watching their films memorize all the rights identified in them, but after screening ***To See the World***, the teacher may want to remind the children of the principal rights presented: the right to good food and a good home; the right to a family, education and healthy leisure activities; and the right to live in peace. The teacher might also remind them of the project they proposed to foster respect for those rights.

If this material is being presented during a week of activities on children's rights, it might be a good idea to organize a special assembly for all the groups involved in the program. Each group could present the activity it chose, and the whole school might decide to sponsor a project incorporating all of them.

This project could be presented during a parent-teacher's day, so the parents would have an opportunity to see the results of the children's reflections on this subject.

THE FILMS

1, 2, 3, COCO



Theme

Children have the right to learn with dignity.

Convention Articles

Article 28

Children have the right to education, and the State has the obligation to provide free, compulsory elementary education, to encourage the organization of different forms of secondary education that are accessible to all, and to ensure access to higher education, as meets the capacity of each individual. The disciplinary regimes in schools must respect the rights and the dignity of children. To ensure compliance with this right, the State should have access to international assistance.

Article 29

Education must encourage the full development of children's personalities, talents, and physical and mental abilities. Education must prepare children for active adult lives in a free society and encourage in them respect for their parents, identity, language, and cultural values, as well as the culture and values of others.

Opening Sentence

Once upon a time there was a little girl who just could not learn how to add...

Synopsis

Coco can't do her arithmetic, so she begins daydreaming. Her teacher interrupts to show Coco how to add. Coco watches as the numbers on the blackboard tum topsy-turvy. The teacher keeps Coco in at recess. She gives her an abacus to help Coco learn to add. Coco is afraid when she sees the abacus tum into a dragon, and runs away. The dragon spits up the numbers and urges Coco to pick them up. She does, and tries again to add them. But she still does not know how. The teacher lays one number 2 on the other, creating a 4. The abacus dragon tips two beads along his back, then another two. Then Coco does it herself. Feeling confident, she tries again. She understands! The dragon and Coco's classmates jump for joy. The teacher asks Coco to subtract some numbers. Coco looks at the abacus and works out the answer. She has learned how to learn—she too jumps for joy. The support Coco has received helps her to overcome her fear. She can now set out in search of success.

Key Moments

Setup

Coco doesn't know how to add.

Conflict

Coco starts dreaming she is flying. The teacher gives Coco an adding problem. The teacher hands Coco an abacus to help her learn to add. Coco is afraid she'll fail. She tries again and solves the problem! She jumps for joy.

Resolution

Not only can Coco add, she can also subtract. She is no longer afraid of arithmetic.

Potential Obstacles to Understanding

- The logo of the National Film Board of Canada divides into four figures that become children of different races who make up the head of a king. Explain that the king represents the Convention and its mandatory and legal nature.
- The connection between Coco's failure to do the addition and her daydreams.
- The meaning of the moving background; it shows what Coco thinks and feels.
- The abacus dragon; it represents Coco's fear of arithmetic.



Theme

Children have the right to be heard.

Convention Articles

Article 5

The State must respect the rights and responsibilities of parents, as well as those of the extended family, while guiding children in a way that fosters the development of their abilities.

Article 9

Children have the right to live with their parents, as long as that is not deemed incompatible with their best interests; children who are separated from one or both of their parents have the right to access to both parents.

Article 11

The State must fight against the abduction and illegal removal of children from their homes by their parents or third parties.

Article 12

Children have the right to freely express their opinion on any matter or procedure affecting them, and to have that opinion taken into consideration.

Article 14

The State must respect the right of children to freedom of thought, conscience, and religion, while at the same time respecting the guiding role of the parents.

Article 18

The responsibility for raising a child rests first and foremost with both parents. The State must help them exercise this responsibility by providing them the appropriate assistance to raise the child.

Opening Sentence

Once upon a time there was a child who dreamed his father would pay attention to him...

Synopsis

A child whispers in the ear of his rabbit. The child feels lonely because his father is busy on the phone, and not paying any attention to him. The child asks his father to play with him on the see-saw. His father waves his hand to say he is too busy. The child is discouraged, and encloses himself and his rabbit in a bubble. The bubble rises into the sky. It turns into a moon, resting among the stars. The rabbit falls on the father's head, to remind him about the child. The father holds out his arms. The child falls from the sky onto the see-saw. His father joins him and they see-saw happily together.

Key Moments

Setup

A child tells his rabbit he is lonely.

Conflict

The child asks his father to play with him. The child feels discouraged. The rabbit falls on the father's head, and the father drops his telephone.

Resolution

The child and his father are able to talk to one another again.

Potential Obstacles to Comprehension

- The rabbit's double role: The rabbit is both the child's friend and an authority figure responsible for the child's well-being, possessing the power to remind the father he should pay attention to his child.
- The soundtrack carries the sound of the buzz of a busy telephone; this sound reinforces the signals the father is sending to his child—that he is busy.
- The father's position on the see-saw: The child isn't big enough to counterbalance his father; to make it work, the father has to move to accommodate his child.

T.V. TANGO



Theme

Children have the right to wholesome, creative play.

Convention Article

Article 31

Children have the right to leisure activities and play, as well as the right to participate in cultural and artistic activities.

Opening Sentence

Once upon a time, there were four children who imitated what they saw on television...

Synopsis

Four children are playing happily: A boy is flying a kite; a girl is rolling a hoop; another child is drawing in the sand; and the fourth one is playing the cup-and-ball game. A television on wheels arrives in a whirlwind. It shows a boat floating in the ocean and whales swimming around. The children are fascinated, and start pretending they are boats and whales. One of the children changes the channel. A robot-monster flashes on the screen; it destroys everything in its path. This violence turns the children against each other. Two of them walk away from the TV and go play in the sand. The other two pretend they are monsters, and start to fight. The little girl gets up and leaves the other child watching TV. Alone, he starts to feel overwhelmed by the pictures coming at him, and turns off the TV. After a moment, the three other children invite him to come play. They all blow on the kite. It turns into a sailboat, the sand turns into the ocean, and the TV is swallowed by the waves. The children sail off together on a fantastic voyage.

Key Moments

Setup

Four children are playing peacefully, each at a different game.

Conflict

A TV on wheels arrives. The children imitate the boat and the whales. The children also imitate the violent pictures. One by one, the children walk away from the TV.

Resolution

Together the children go off on an imaginary journey.

Potential Obstacles to Comprehension

- The TV invades the children's world; adults make TV available to children.
- The white light coming out of the TV: the violent pictures shown on television.

THE ORANGE



Theme

Children have the right to eat as much as they need.

Convention Articles

Article 3

All decisions affecting children must take into account the interests of those children. The State must ensure that children get the protection and care they need should their parents or other responsible persons be unable to provide them.

Article 5

The State must respect the rights and responsibilities of parents, as well as those of the extended family, while guiding children in a way that fosters the development of their abilities.

Article 24

Children have the right to achieve the best possible physical health and to receive the benefit of medical services. The State must focus on providing basic health services and preventative medicine, on transmitting medical information to those concerned, and also on lowering infant mortality rates. The State must encourage international cooperation in providing for these rights, and in ensuring that no child goes without access to effective medical care.

Article 26

Children have the right to benefit from social security programs, including social assistance.

Article 27

Children have the right to a standard of living sufficient to meet their physical, mental, spiritual, moral, and social development. Parents or other responsible persons must ensure their child this standard of living. The State must do everything within its powers to make sure this responsibility is assumed. When it is not, the State may provide material aid to parents and their children.

Opening Sentence

Once upon a time, there was a child who was so hungry he couldn't do his school work...

Synopsis

A child looks in the refrigerator, but it is empty. He leaves for school with nothing to eat. He is coughing. At school he feels so hungry, he starts to see things. The big red circles the teacher has drawn around his mistakes seem to him to be oranges.

Discouraged and listless, the boy falls asleep at his desk. The teacher wakes him up to join the class in making cut-outs. The teacher makes a cut-out of 10 figures holding hands. At recess, a girl throws her orange peel and it lands on the boy's head. Everyone laughs. She then throws a piece of her orange in the garbage. The hungry boy picks it up, to eat it. He senses that everyone is judging him, so he hides the piece of orange and leaves the class. He pushes open the door and looks into the room to see what is going on. To show what has been happening, the teacher cuts through the chain she has made. One of the figures falls to the floor, leaving the others dangling helplessly. The children see that it represents the boy who has been excluded, and realize that with one of them missing, the group is not complete. They understand that they cannot ignore poverty, and they bring the boy into the group. They have discovered that they need each other.

Key Moments

Setup

A poor boy goes to school with no lunch.

Conflict

The boy is so hungry that he cannot concentrate on his school work. The boy's classmates are shocked to see him pick up a piece of orange someone has thrown in the garbage, to eat it. The teacher isolates one figure in her paper chain from the others. Some children tape it back in its place.

Resolution

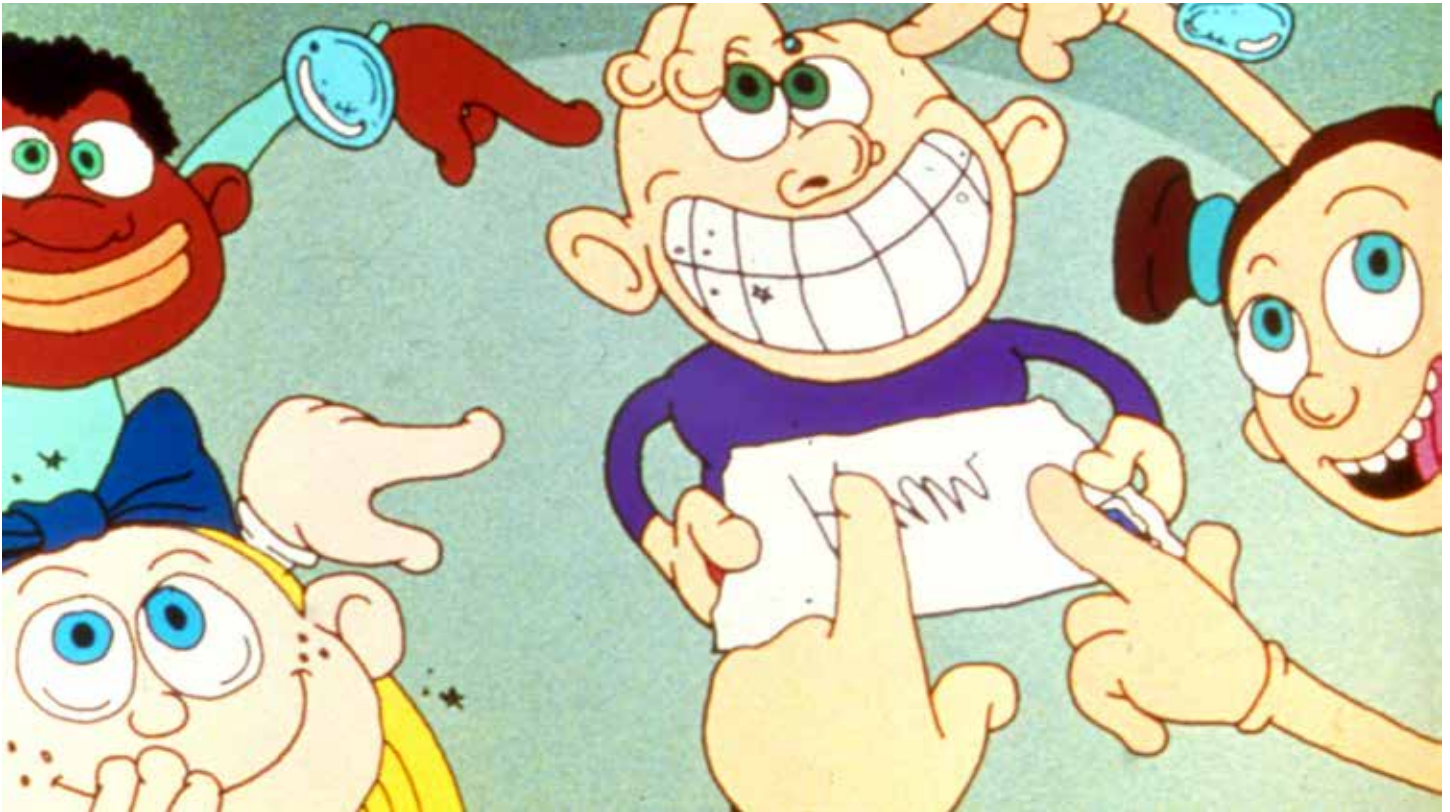
The children in the class invite the boy back into the group.

They realize that, just as the children in the class are related one to another, children everywhere in the world are related.

Potential Obstacles to Comprehension

- The change from blue to brown: The blue scenes represent reality; the brown scenes take place in the minds of the children.
- The paper figures: The children see the connection between them and the cut-outs. They understand that by judging the poor boy, they have shut him out of the group.
- The Earth, which is transformed into an orange and shared, signifies that there is enough food in the world to feed everyone; poverty and hunger will disappear if only people come together. The chain of paper figures symbolizes solidarity.

DOOR TO DOOR



Theme

Children have the right to be respected.

Convention Articles

Article 15

Children have the right to meet together, to join or form associations.

Article 19

The State must protect children from all forms of abuse perpetuated by parents or by others responsible for them. The State must establish social programs to prevent abuse and to provide care for victims of abuse.

Article 34

The State must protect children against violence and abuse of a sexual nature, including involvement in prostitution and pornography.

Article 36

Children have the right to be protected against all forms of exploitation.

Opening Sentence

Once upon a time there was a school where the big kids picked on the little kids...

Synopsis

In a schoolyard, a boy in Grade 6 lifts the skirt of a girl in Grade 1. He looks at her panties and starts to laugh. Another boy trips two smaller schoolmates. An older girl pulls a younger girl's hair and takes her place. A big boy grabs a little boy's lunch box. When they get to class, the young children tell their teacher what happened. The girl whose dress was pulled up thinks they should pull down the pants of the boy who did it. The teacher suggests, instead, that they write a letter to the Grade 6 class. The letter will explain why they are mad. The little girl and her classmates nervously set off to deliver the letter. The big kids laugh at them. But the girl goes up to the boy who lifted her dress and reads aloud what he did. He is ashamed of this, and draws a large X across the drawing that illustrates what he did. The girl then reads the passages describing what the other big kids did; they mark an X on the drawings that show the mean things they did. All the first-graders return to their class. The recess bell goes off. In the schoolyard, peace has been restored: Everyone plays happily together.

Key Moments

Setup

In the yard at an elementary school, the young children are mistreated by the older ones.

Conflict

The Grade 1 students tell their teacher what the older kids did to them. A girl says they should get revenge. The teacher suggests they write and tell the Grade 6 students how mad they are. The girl reads the letter that she and her classmates have written. The letter expresses their anger. The Grade 6 students decide to change their ways.

Resolution

The older students have learned to respect the younger ones and their games. Now everyone plays together.

Potential Obstacles to Comprehension

- The bubbles of the drawings that replace the characters' words.
- The letters around the bubbles indicating the little girl is reading about the event.
- The X that is marked on the drawings to signify that the older child will not repeat his actions.

A FAMILY FOR MARIA



Theme

Children have a right to a family.

Convention Articles

Article 20

The State must ensure special protection and care for children deprived of their families, and provide such children access to a substitute family or placement in an appropriate institution. All such actions must take into consideration the cultural background of the children.

Article 21

In nations where adoption is permitted or authorized, adoption procedures must provide for the best interest of the children and must be undertaken only after all the necessary authorizations and guarantees are obtained.

Opening Sentence

Once upon a time there was a little girl from Latin America who was adopted by a family in North America...

Synopsis

The story takes place somewhere in Latin America. Maria, a homeless child, is poking through the garbage at an enormous dump. She finds an object she wants. A boy named Theo steals it from her. She goes to the city to beg, but without success. One day the girl is hurt. She is taken to a clinic to get better. A nun there tells her that a family from far away wants to adopt her. She immediately pictures herself as part of that family. She is dropped from an airplane and lands right into a snowsuit. Her adoptive family greets her warmly. In the car, Maria hugs the little white bear she was given as a welcoming present. But Maria has trouble adapting to her new life in North America. She sneaks food away and hides it because she's afraid she won't have enough.

When she is caught, Maria is afraid she'll be beaten. She runs away, but her new family searches for her. Maria discovers that her family loves her very much and that she will not go hungry or be hurt by those around her. She begins adapting to her new life.

Key Moments

Setup

A little girl lives amidst hunger and violence.

Conflict

In a hospital, Maria learns she will get a new family. In her new home, Maria sneaks food away and hides it. First her sister, then each of her parents, catches her. She runs away. Her adoptive family sets out in search of Maria. They find her.

Resolution

Christmas is coming; Maria and her family decorate the Christmas tree together.

Potential Obstacles to Comprehension

- **Latin America:** Locate the areas that make up Latin America on a world map or globe. To give the children an idea how far away it is, say how long it would take to get there by plane or automobile. Discuss the underdevelopment that exists in these nations, the languages spoken, and so on.
- **International adoption:** Explain that adoption is a form of international aid, just like immigration or taking in refugees. Point out that the best solution for most people is helping them at home. Parents sometimes adopt children from other countries because there are not enough children available for adoption in their own country.
- **The headlights of the car, and the fact that Maria ends up in a hospital:** There was a car accident.
- **The nurse who looks after Maria:** In many Latin American countries, religious communities play a significant role in providing children with schooling and protection, hospital care, clinics, orphanages, and international adoptions.
- **The family photo:** It symbolizes the ties between the family members. When Maria appears in the photo, the adoption has been completed. When Maria tears up the photo, she is demonstrating how hard she finds it to adjust.
- **The heart-shaped balloon the family sends is a symbol of welcome.**
- **The flashing of the picture of the boy superimposed on that of the family:** The girl is going back into her past.
- **The fact that Maria sneaks and hides food that is plentiful.**

TO SEE THE WORLD



Theme

All the children of the world have the same rights.

Convention Articles

Article 2

All rights must be accorded to all children, without exception. The State must protect children from all forms of discrimination and must take positive measures to foster respect for these rights, irrespective of the race, religion, or circumstances of the children.

Opening Sentence

Once upon a time there was a child who wanted to see how other children in the world live...

Synopsis

A grandfather drives his grandson to the train station. The boy boards a train that is leaving on a world tour. Watching out the window of the train, he witnesses the misery some children live in and the injustices they must submit to. He sees a woman feeding her emaciated child. In his travel journal he draws a picture of a healthy child giving a piece of orange to a thin child. He sees children sleeping on the street, and draws pictures of beds for them. He sees a child his age looking after a baby, and draws a picture of a family surrounding them. He falls asleep. When he wakes up, he sees a teacher marking the dirt to show her students how to write, and children carrying piles of newspapers on their heads. He draws a notebook for the children, an adult who takes the newspapers, and a ball. The boy also witnesses scenes of violence: He draws some weapons and crosses them out with Xs. He draws a dove that flies off. The train returns to the station. The boy is welcomed back by his grandfather and by children from other parts of the world. He now understands that all children of the world have the right to live in peace, to be loved, and to be protected.

Key Moments

Setup

A boy leaves on a train trip to see how children live elsewhere in the world.

Conflict

The boy sees children who are hungry, who have no beds and no parents to look after them; children who have no notebooks and no pencils, and some who must work to survive. The boy also sees scenes of violence and war.

Resolution

When he returns from his trip, the boy is greeted by his grandfather and children from other parts of the world.

Potential Obstacles to Comprehension

- The excerpts from documentary films placed in an animation film: Explain that those scenes represent what the boy sees; they represent reality.
- The drawings the boy makes in his journal: Explain that they represent what the boy thinks, the solution he is proposing, and the solution prescribed in the Convention.
- The dove as a symbol of peace: The dove drops the drawings from the journal over all the children of the world; they signify the rights of the children, and the fact that these rights must be recognized.