

CHILD SOLDIERS

1. Practical information

Theme	Child soldiers
Goal	The pupils become aware of the existence of child soldiers and their situation.
Level	3 ASO/TSO/BSO
Time	± 50 minutes
Type	<ul style="list-style-type: none"> - Pair work - Grammar evaluation - Speaking
Grammar issues	<ul style="list-style-type: none"> - Subject questions - Questions with <i>'to do'</i>
Pupils' initial situation	The pupils have already practised the formation and use of subject questions and questions with <i>'to do'</i>

2. Preparation

Preparation time for teacher	± 10 minutes <i>To do...</i> <ul style="list-style-type: none"> - Download the fragment - Set everything up to show the fragment - Make copies of the task or put the task on a computer - Create handouts of the theory for the pupils and copy them - Think of a group division
Materials	<ul style="list-style-type: none"> - Dictionaries - A beamer and a computer to show a fragment - Video fragment (on CD or with a hyperlink): <p>Child soldiers</p> <ul style="list-style-type: none"> - Task (copies or on computer) - Group division - (Evaluation sheets for speaking exercise) - Handouts with theory of simple present questions with <i>'to do'</i> and subject questions (your own materials)

3. Objectives

VOET	Gemeenschappelijke stam: 1, 8, 13, 16, 18 Context 2: 2 Context 3: 6 Context 5: 3, 12, 13 Context 7: 1 Leren leren: 1, 3, 5
-------------	---

Formation objectives: English	<i>Language</i> - The pupils practise the skill of asking questions in the present simple. They will need this later when they have to make arrangements in English.
Formation objectives: Human rights	<i>Personality formation</i> - The pupils get involved in a serious subject. They learn to adapt their attitude to the situation they find themselves in. <i>World view</i> - The pupils see that not every child is 'as lucky' as they are. They learn to see things from a different angle. They get into contact with some initiatives to stop children from being forced to become soldiers. This background information helps them to get a general view. - The pupils develop a positive attitude towards human rights. By doing all kinds of activities they obtain insights, become aware of and adapt their own attitudes considering certain human rights.
Final attainment goals	<i>Listening: 1, 3, 4, 6</i> <i>Reading: 9, 11, 12</i> <i>Speaking: 17, 19, 20, 23</i> <i>Writing: 27, 28, 29, 31, 32</i>
Attitudes	- The pupils are aware that they do not need to understand every word to understand the main ideas in a conversation. - The pupils are willing to talk about their feelings. - The pupils are willing to listen to each other.
Strategies	- The pupils are able to use a dictionary. - The pupils are able to scan a text for information

4. Remarks

Make sure that the pupils have done enough exercises on subject questions and questions with –to do in advance, so that this is really an evaluation exercise at the end of the theme.

You can always have a class discussion about the content of the interviews. The pupils' opinions and knowledge can be quite shocking.

You can have all the pairs present their interviews in front of the class. This takes more time and can be done the next lesson with e.g. the help of key words, so that the pupils have time to prepare.

Instead of applying this activity for simple present, you can also choose to practice simple past (and past continuous).

For weaker pupils (or classes), a guideline for the interview might be a good idea.

To find other testimonies, you can visit following websites.

<http://www.amnestyusa.org/children/child-soldiers/stories-from-children-associated-with-fighting-forces/page.do?id=1021177>

<http://www.child-soldiers.org/childsoldiers/legal-framework>

5. Activity and instructions

ACTIVITY	INSTRUCTIONS
<p>Introduction: Child soldiers</p>	<p>STEP 1: listening Start off the lesson with a video fragment: Child soldiers. http://www.youtube.com/watch?v=Tc5329kuhaU</p> <p>Remark: If you want, there are a lot of different video fragments on child soldiers. Simply visit www.youtube.com and search for <code>'_child soldiers'</code>.</p> <p>STEP 2: post-listening Ask the pupils the following question. - <i>What does "DRC" stand for? (Democratic Republic of Congo)</i></p> <p>Here you can choose to show where the Democratic Republic of Congo is situated on a world map. Tell the pupils the following, using the map from the enclosures. Government forces fight against rebels who want to have power over the country. There is a peace deal (it was made in 2003), but in the eastern part of the country, the war is still going on.</p>
<p>Task: Child soldiers</p>	<p>STEP 1: explanation of the task Divide the pupils into pairs and hand out the tasks and testimonies. Make sure the pupils understand the word testimony (this might come from the pupils themselves in stronger classes). Have a look at the task with the pupils to make sure they understand what they have to do.</p> <p>1. Testimonies 2. Interview 3. Practice</p> <p>Remark: If you want to do this activity only as a speaking exercise, have the pupils write down key-words in stead of whole sentences from the beginning.</p> <p>Remark: To know what pupils want to know about or from the child soldiers, you can have the pupils invent their questions first and then compare the questions of all pairs.</p> <p>STEP 2: task When the pupils are doing their task, walk around the class and help where needed.</p>
<p>Evaluation: presentation of the interviews</p>	<p>STEP 1: pre-speaking In order to do this evaluation, the pupils might need some key-words. So make sure you have given the pupils some time to do this, or have them do this immediately when they are writing down their interview.</p> <p>STEP 2: speaking Indicate pairs to perform their interview in front of the class.</p> <p>STEP 3: post-speaking Ask the pupils the following questions. - Why did this victim join the army? - What struck you in the interview? - Why doesn't the victim run away?</p>

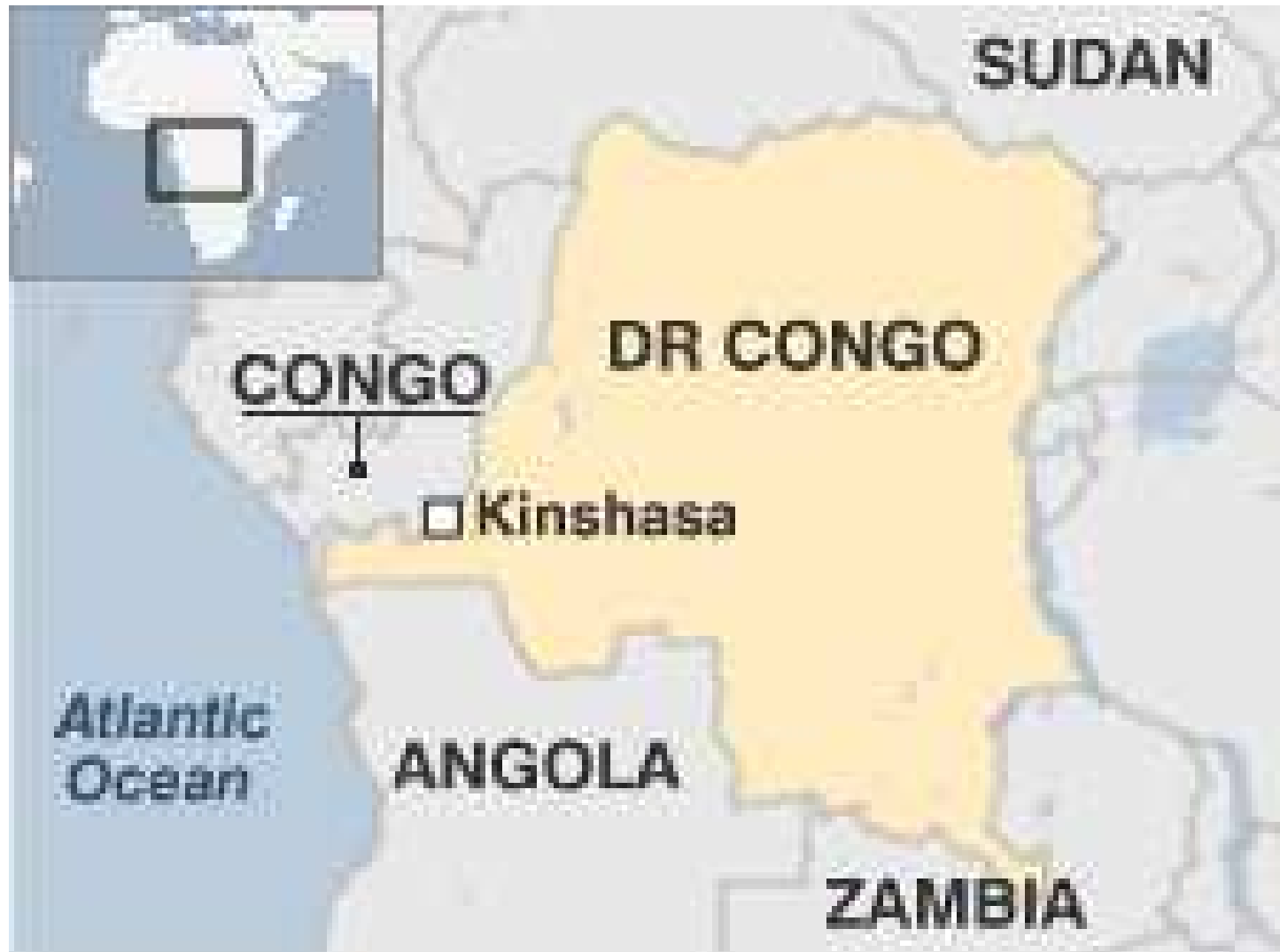
	<ul style="list-style-type: none"> - <i>What's the most promising thing you heard in the interview?</i> - <i>What happened when he/she managed to get out of the army?</i> - ... <p>Remark: In stronger classes, you can switch the pupils from partners when presenting. This means that a pupil interviews a pupil different from his partner. The interviewee has to answer these questions according to his/her own story.</p>
--	--

6. Enclosures

- 1.6.1 Map of the Democratic Republic of Congo
- 1.6.2 Task: Child soldiers
- 1.6.3 Testimonies

7. Sources

- Amnesty International USA. (Verified 19 May 2010).
<http://www.amnestyusa.org/children/child-soldiers/stories-from-children-associated-with-fighting-forces/page.do?id=1021177>
- Coalition to stop the use of child soldiers. (Verified 19 May 2010).
<http://www.child-soldiers.org/childsoldiers/legal-framework>
- Amnesty International. (Verified 19 May 2010).
<http://www.youtube.com/watch?v=Tc5329kuhU>



Child soldiers: studycoach

1. Testimonies

Read the **testimony** that the teacher gave you. You can use a dictionary to search for important words that you don't understand.

2. Interview

Now you are going to make an **interview** in which a reporter asks questions to a member of an organisation or a child soldier, the choice is yours. You have 10 minutes to prepare. Follow these guidelines:

- Make sure you ask questions in which you use simple present to the subject and to the object of the sentence. You can use the theory on these items you have worked with in class.
- Use the simple present tense for the answers to the questions.
- Try to put as much information from the text into your answers as possible.

Have a look at this **example**.

*"They gave me a uniform and told me that now I was in the army. They even gave me a new name: 'Pisco' They said that they would come back and kill my parents if I didn't do as they said."*¹

R How do the soldiers recruit ?

Child They give you a uniform and tell you that you are in the army.

R Why don't you just say no?

Child Because I am afraid to die.

R What happens to you when you don't join the army?

Child They shoot you in the head or they kill your parents.

3. Practice

When finished, **practise** the interview. One of you takes the part of the reporter and interviews the other pupil, who plays the child soldier or the member of an organisation. If you have completed the interview, you can switch roles and start from the beginning. Make sure you practice this well, because you will have to do this in front of the class in a few minutes. If you have enough time, try and do this without looking at your papers.

¹ Report of interview with a 17- year old former child soldier in 2006:
<http://www.child-soldiers.org/childsoldiers/voices-of-young-soldiers>.

Testimony of Jacques

Jacques, from DRC, was recruited into an insurgent group (mayi-mayi) when he was 10 years old.

—I remember the day I decided to join the mayi-mayi. It was after an attack on my village. My parents, and also my grand-father were killed and I was running. I was so scared. I lost everyone; I had nowhere to go and no food to eat. In the mayi-mayi I thought I would be protected, but it was hard. I would see others die in front of me. I was hungry very often, and I was scared. Sometimes they would whip me very hard. They used to say that it would make me a better fighter. One day, they whipped my (11-year-old) friend to death because he had not killed the enemy. Also, what I did not like is to hear the girls, our friends, crying because the soldiers would rape them.¹

The United Nations

The United Nations is an international organisation for human rights and security in the world, with a membership of more than 51 countries.

The UN Security advising group has a series of resolutions that say no to the use of child soldiers. They suggest some solutions to stop children from being forced to be soldiers. One of them is talking to the groups that are involved in an armed conflict to ask/tell that children shouldn't be involved in the war. They suggest measures to make sure that the groups who keep on recruiting children as soldiers are being punished. One of the measures are no more military aid or assistance, so no more weapons, blocking the roads so that the groups can't travel or making sure that they can't get money (and if possible no food and drinks, medical aid,...).²

¹ <http://www.amnestyusa.org/children/child-soldiers/stories-from-children-associated-with-fighting-forces/page.do?id=1021177>

² <http://www.child-soldiers.org/childsoldiers/legal-framework>