



JUHAN
KULS
DOCUMENTARY
PHOTO
CENTRE

ONE DAY, I WILL

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Vincent Tremeau's photo exhibition and
UN Convention on the Rights of the Child

Teaching resource material
Study stage II



REPUBLIC OF ESTONIA
MINISTRY OF FOREIGN AFFAIRS



UN75
2020 AND BEYOND



ESTONIA
DEVELOPMENT COOPERATION



STAGE OF STUDY	stage II (age 10–13)
SUBJECT COURSE	personal, social and health education
INTEGRATION	<p>Personal, social and health education – subjects “Health”, “Safety and hazardous behaviour”, “The environment and health”, “Communication with others”.</p> <p>English language – reading and understanding media and informative texts, development of vocabulary.</p> <p>Art subjects – analysis of digital art (photo).</p> <p>Civics and citizenship education – basic human rights, rights of the child.</p>
LEARNING OUTCOMES	<p>The pupil...</p> <ul style="list-style-type: none">• knows the principles of the UN Convention on the Rights of the Child, can name the rights of the child and recognises cases in which such rights are violated;• recognises differences between own and other cultures;• is able to read and understand various types of texts;• appreciates thoughtfulness and fairness;• knows the factors that impact the mental and physical health of humans. <p>It is recommended to discuss the subject of human rights and the rights of the child before or after the activities described in the resource materials, such as initiating a discussion to analyse the Convention on the Rights of the Child and the rights and duties of a child.</p>
DURATION OF THE LESSON	2 x 45 minutes
REQUIRED EQUIPMENT	<ul style="list-style-type: none">• “One Day I Will_stage II” slide show• projector• internet connection• resource materials for the teacher• a handout for pupils – A SELECTION OF ARTICLES FROM THE CONVENTION OF THE RIGHTS OF THE CHILD (page 12)• a map on the classroom wall, if possible (not obligatory).



LEARNING PROCESS

The handling of the subject is divided into two parts. The first part, working with the slides, provides pupils with prior knowledge of the photographer, the exhibition and the Convention on the Rights of the Child. The second part is a virtual tour of the exhibition conducted by the teacher by projecting the pictures from his/her computer on a large screen and analysing the pictures selected by the teacher.

PRIOR KNOWLEDGE (45 MIN)

The first lesson gives pupils general information about the creator of the exhibition, Vincent Tremeau, the background story of the exhibition and the Convention on the Rights of the Child. The "One Day I Will_stage II" slide show is suitable for tuning into the topic and providing some prior knowledge.

Photo exhibition creator Vincent Tremeau

Text on slide 2

- *French photographer working as a freelancer*
- *at the time when the exhibition was prepared, he lived and operated in Dakar, Senegal, West Africa (marked with a red circle on the map in slide 5)*
- *has worked in several areas affected by humanitarian crises.*

The teacher explains to pupils the concepts of *humanitarian crisis* and *humanitarian aid* (slide 3).

A humanitarian crisis or humanitarian disaster is a situation where the health, well-being and security of a community or a larger group of people is in danger as a result of a certain event(s). The region affected by the crisis lacks sufficient resources to solve the situation on its own. Therefore, international aid or humanitarian aid is needed. Humanitarian aid is short-term and urgent aid to save human lives in crisis and alleviate suffering in the event of a conflict, natural disaster, famine or epidemic.



Background story of the photo exhibition

The teacher opens slide 4 and introduces the background information (source: [Häppening](#)).

During his six-year project, the photographer asked children and youngsters who they wanted to become when they grow up, and he asked them to dress up as a representative of the profession, using any means available.

He started in the Central African Republic, where a civil war was on going. Initially, he simply wished to offer the children something to do during the breaks in the photo session. He wondered to himself who these children would become as adults, after being unable to go to school for a long time because of the war.

This resulted in a captivating and sensitive exhibition that speaks to us on two levels: sincere and gripping photos of children on the one hand, and stories next to the photos on the other, telling us why each one chose that particular profession.

Their answers also give an insight into gender-based perceptions of the roles of women and men in their society and the professions that correspond to these roles.

At times, the answers show opposing perceptions and attitudes: some children let their dreams and fantasies fly, imagining a future that was bright and safe, while the answers of others reflected disappointment and anger and a desire to retaliate in a world that had treated them unjustly.

Then the teacher opens slide 5 with the world map and shows the locations of these countries. (Source: [Eesti Päevaleht](#))

For example, in the Central African Republic Vincent met future diamond seekers, a pilot and shopkeepers. In Mali and Niger he met journalists, nurses and farmers. In Congo, almost half of the boys dressed up as soldiers. There were teachers in every country. In Iraq, there was a child who dreamed of becoming a sailor without ever having seen the sea.

The teacher points out that at the time of preparing the exhibition, the photographer lived in a country marked with the red circle – Senegal.



Convention on the Rights of the Child

The teacher opens slides 6 and 7 and draws attention to the UN flag and the emblem on those slides.

Introducing slide 6 to pupils:

The Convention on the Rights of the Child is an international treaty regarding the rights of the child, adopted by the General Assembly of the United Nations in 1989, to which Estonia acceded in 1991. The Convention defines the rights of the child from birth to the age of 18.

This is one of the most comprehensive human rights treaties in the world, consisting of 54 articles, 24 of which have been selected for your worksheet. In Estonia, the Ombudsman for Children monitors and directs compliance with the convention.

Text on slide 7:

The Convention proceeds from the principle that a society has a duty to make sure that the basic needs of the child are fulfilled and to provide support for the development of the child.

The biggest global problems are the use of child labour and the lack of learning opportunities, especially in case of girls.

In October 2020, Vincent Tremeau's photo exhibition was opened at the Juhan Kuus Documentary Photo Centre to celebrate the 75th anniversary of the United Nations. The exhibition was created in cooperation with the Documentary Photo Centre and the Estonian Ministry of Foreign Affairs.

(Further information: Tremeau arranged the exhibition in summer 2019 in New York (USA) at the UN headquarters to celebrate the 75th anniversary of the organisation. The exhibition project "One day I will" has since been exhibited around the world: in Dakar, New York, Washington, London, Geneva, Tokyo, Italy and also in Estonia.)

Then the teacher distributes the handouts to the pupils and asks them to take turns reading out the rights of the child provided in the table. This is an abridged version of the convention, i.e. the children read 24 of the 54 articles. All the 54 articles are provided in an abridged form in the handbook with participatory learning methods "Right!" (pages 20–21). Each child reads only one article of the convention at a time.

Explain to the pupils that all the countries where the photos were taken have been affected by a humanitarian crisis, meaning that children's rights have not been ensured in these countries. Now, which rights have been violated? In order to find the answer to this question, the teacher starts a virtual exhibition tour.

WORK WITH THE EXHIBITION (45 MIN)



The teacher starts with the tour. For the introduction, the teacher selects 3–4 pictures that have a shorter caption and are not too shocking, considering the age of the pupils. First, the teacher shows the pupils a photo and asks who they think the child wants to become. After listening to some suggestions, the teacher reads out the introduction of the photo: dream job, child's name, age and country. Then the teacher asks if any rights of the child seem to have been violated. For this, pupils use the handout and write under each article of the convention the name of the child whose right has been violated according to that specific article. Even if the article in the handout is remotely related to the child's story, the teacher counts the answer as correct – interpretation and seeing the connections are most important.

For example, choose the following:

• TEACHER (Room 2)

Awa, Central African Republic

"We all want to do something with our lives. One day, I will be a teacher. But to teach others, I have to learn how to read and write first."

• SOLDIER (Room 3)

Patrick, Democratic Republic of the Congo

"I want to be a soldier to defend the population. I fled my village 12 times already. Each time we flee, we must go sleep in the bush and in dangerous places where no one protects us. I don't really like war. Because during war we can hear gunshots all the time, it hurts my ears and I don't like that."

(Articles 6, 27, 39)



• PRESIDENT (Room 3)

David, Mali

"I want to be the President of Mali because it is a good job and also there is a lot of money in it. I would work well for my country."

After that, 3–4 pictures will be analysed in more detail. First, pupils attempt once again to guess the profession. The teacher then reads out the story of the child (these stories are longer) and then asks the questions provided after the story of each child. Pupils answer orally, using the handout and write the name of the child on the handout, under the respective article. In case of refugees, the teacher could show on the map the place from where the child has fled. It could be explained to the pupils that one can escape within one's own country (internally displaced person) or to another country (refugee).



• FOOTBALL PLAYER (Room 3)

Adama Abdoulaye, 14 years old, Nigerian refugee in Chad

"First when we heard the gunshots, we thought it was the Nigerian army celebrating. It was very early in the morning and I went to get tea but on my way, I realised some people were running and the tea seller wasn't around. I came back home running but my parents were gone already. I found a neighbour and I left with her. We walked to Maiduguri (Nigeria) and found a truck driver who took us in the trunk. When we arrived there, we were in a camp but my parents weren't there. I had no way to reach them or to know where they were. I decided to look for them anyway and go to another city, still in Nigeria. I walked for 100 kilometres with my neighbour. It lasted days, sometimes, I couldn't stand anymore, people around had to support me. I found my mother since, but we don't know where my father is, nobody's heard of him. One day I want to become a football player. Of course women can play football, I saw it on TV once. Some boys in the camp say that football is only for men – when they say that, I take the ball and I tell them, 'Try me!'"

Why was Adama forced to flee?

What was her journey like?

Which prejudice has Adama encountered in pursuit of her dreams?

Which right of the child has been violated in Adama's case?

(Such as articles 6, 9, 19, 10, 22, 24)



• DANCER (Room 3)

Kusum Chaudhary, 15 years old, Nepal

"All I want to do is dance. Often, my muscles ache from all the work I have to do, but if I could find a way to dance all day long, I don't think I'd ever get tired. Whenever I'm sad, I go into the mustard fields behind my house and dance and twirl and spin in the yellow flowers. It makes me feel lighter – like everything is going to work out OK in the end. I've never had any lessons, but I think I'm getting better by just practicing on my own.

Every morning I see my friends go to school in their uniforms and I feel sad that I can't join them. I left school when I was about 13, so I spend a lot of time worrying because I don't think I've had enough education to do the things I'd like to do. I feel out of control a lot of the time, but I never talk about this stuff with anyone – not even my friends. Feelings aren't encouraged here. You just get on with things. So I try not to think about my future too much, because it makes me scared. Like, what if I'm made to marry the wrong person? That happens all the time, and you can't do anything about it.

Life is harder here for girls. When I was seven my dad died, but I wasn't allowed to attend the funeral because I was a girl. I don't think that's fair."

What is positive in Kusumi's story?

Why can't she talk to her friends about everything?

What is Kusum afraid of?

Which right has been violated in Kusumi's case or could be violated in her opinion?

(Such as articles 5, 12, 14, 19, 28, 32, 36)



• SAILOR (Room 4)

Malak Nazir, 12 years old, Iraq

"I've never seen the sea, and I don't know how to swim, but it looks so peaceful in photos. I like to imagine sitting on a boat in the middle of nothing, surrounded by blue."

I just want to leave this camp and go as far away as possible. Maybe Erbil, or Baghdad. Anywhere where I wouldn't have to live in a tent. There's no specific thing that gets me down, but sometimes I realise that I've been frowning for a long time and I worry that I've forgotten how to be happy. Things got harder last year, because my father was taken away from us and we don't know if we'll ever see him again. He used to be a musician, so the tent is full of musical instruments. Whenever I see his drums, I feel sick."

In your opinion, what is behind Malak's wish to become a sailor?

What could Malak be missing?

Which right has been violated in Malak's case?

(Such as articles 10, 22, 24, 27)



• DIAMOND COLLECTOR (Room 2)

Aladi, Central African Republic

"One day I will be collecting diamonds here so I can earn a lot of money."

"The board is dark but the diamond is light," says a Carnot proverb that perfectly sums up the ambiguous situation between the investment in education or in minerals extraction. Working in the diamond mines is believed to be a lucrative business and many children drop out of school to mine diamonds."

Explain the meaning of the following common saying in the Central African Republic "The blackboard is dark, but the diamond is light"?

How could you convince Aladi that he should continue his studies and not to go to work at the earliest opportunity?

Describe 5 reasons.

The teacher writes these on the board.



SUMMARY

The teacher asks from pupils which story they care the most about and why. Pupils answer orally and the whole class is involved in the discussion. The teacher could also ask if pupils had any other questions regarding the exhibition and the rights of children, or if anything remained unclear. Pupils' answers could then be taken into account when planning/preparing for the next lessons.

FURTHER DEVELOPMENT

The teacher asks the pupils who they wish to become and why.

- A. The teacher asks them to present a short role-play of their dream profession and others would then have to guess what it is. The pupil finally gives the correct answer and gives reasons for his/her choice.
- B. The teacher asks the pupils to take a photo at home, depicting the profession of their dreams with available means, drawing inspiration from the exhibition. Pupils then send the pictures to the teacher and the photos will be viewed in the whole class, with the pupils attempting to guess each other's professions.



USED SOURCES

1. Vincent Tremeau — One Day, I Will. Exhibition page. Documentary Photo Centre. Visited: 17.02.2021
<https://dokfoto.ee/uritused/vincent-tremeau-kui-ma-ukskord-suureks-saan/>
2. Johanna Jolen Kuzmenko. (2020). Review: Vincent Tremeau's stories about dreams and experiences (*in Estonian*). Häppening. Magazine about music, design and culture. November 10, 2020. Visited: 17.02.2021
<https://anditshappening.ee/arvustus-vincent-tremeau-lood-unistustest-ja-labielamistest/>
3. Documentary Photo Centre exhibits future dreams of children in crises (*in Estonian*). November 15, 2020. Eesti Päevaleht. Visited: 17.02.2021
<https://epl.delfi.ee/artikkel/91372313/dokfoto-keskuses-naeb-kriisikollete-laste-tulevikuunistusi>
4. RIGHT! Children's rights: handbook with participatory learning methods for schools. Taksvärkki Oy. 2018.
<https://www.taksvarkki.fi/tv/wp-content/uploads/2018/08/RIGHThandbook.pdf>

SELECTION OF THE ARTICLES FROM THE CONVENTION ON THE RIGHTS OF THE CHILD		
<p>ARTICLE 2</p> <p>The well-being of a child should not depend on which part of the world he/she is from or how he/she looks</p>	<p>ARTICLE 5</p> <p>Governments should help parents and other adults who provide important support for children, so that they could support the development of the child.</p>	<p>ARTICLE 6</p> <p>All children have the right to life, and governments should help children have as good a life as possible.</p>
<p>ARTICLE 9</p> <p>Each child should be able to live with their parents and family, if it is good for the child to live with them.</p>	<p>ARTICLE 10</p> <p>Children who have been forced to leave their homeland must have the opportunity to return and get in contact with their families.</p>	<p>ARTICLE 11</p> <p>Governments must prevent the abduction of children.</p>
<p>ARTICLE 12</p> <p>Children have the right to have their own opinion.</p>	<p>ARTICLE 13</p> <p>Each child has the right to express his/her opinion, as long as it does not insult others.</p>	<p>ARTICLE 14</p> <p>Child's freedom of thought, belief and religion should be respected, taking into consideration the age of the child.</p>
<p>ARTICLE 16</p> <p>Children have the right to privacy.</p>	<p>ARTICLE 17</p> <p>Children have the right to learn, such as through television, radio and newspapers, about world events.</p>	<p>ARTICLE 18</p> <p>Governments should support parents in raising their children.</p>
<p>ARTICLE 19</p> <p>Children must be protected against violence and exploitation.</p>	<p>ARTICLE 20</p> <p>Governments must help children who have no family.</p>	<p>ARTICLE 22</p> <p>Child refugees should be looked after.</p>
<p>ARTICLE 24</p> <p>Children have the right to live a healthy life and get treatment when needed.</p>	<p>ARTICLE 27</p> <p>Children have the right to a proper standard of living.</p>	<p>ARTICLE 28</p> <p>Children have the right to education.</p>
<p>ARTICLE 29</p> <p>Education should develop children's skills and tolerance.</p>	<p>ARTICLE 31</p> <p>Children have the right to play and enjoy leisure time.</p>	<p>ARTICLE 32</p> <p>Children should not be involved in too heavy labour or long working hours.</p>
<p>ARTICLE 36</p> <p>Children must be protected from all types of exploitation.</p>	<p>ARTICLE 38</p> <p>Children under the age of 15 must not take part in warfare.</p>	<p>ARTICLE 39</p> <p>Children who have become victims of abuse must be helped.</p>