



ORPHANAGE TOURISM & VOLUNTEERING

A practical resource for schools in England

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Topic Summary, Teachers’ Notes and Resources

Acknowledgements

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— INTRODUCTION —

These resources have been developed to support English schools to navigate the complexities of engagement with orphanages and residential care institutions overseas as part of a Gap Year project or an overseas expedition. They are designed to provide an overview of the issues of orphans and vulnerable children, orphanage tourism and 'voluntourism', and ethical and responsible community engagement. The resources are aimed at KS4 and KS5 and have been designed to align with the English curriculum - specifically the SMSC and PSHE criteria.

The aim of this resource pack is to support teachers to deliver a series of lessons on the negative impacts of orphanage voluntourism in the hope that students will choose to not support the orphanage industry in the future. This includes primary activities to support, such as volunteering directly with children, as well as secondary activities such as donating or raising funds, and decorating or building orphanages.

— INTRODUCTION —

Duty of Care Statement for Teachers

Talking about children in orphanages/alternative care situations may trigger issues for some students who may themselves be experiencing family violence, separation or family breakdown.. Some students may even have their own experiences of living in out of home care or with child protection systems. This is a sensitive issue and teachers are reminded that some students may feel uncomfortable talking about it. It is important for teachers to understand who is in the group before introducing this topic. There is also a risk of students disclosing some personal information in this context therefore a clear statement needs to be made at the start of each topic so that students do not make personal disclosures and also understand the concepts of limited confidentiality and teacher reporting requirements. The teacher may preface the class by using wording such as the example provided below:

“The safety of students is our priority. If anyone provides information about a situation where they or other children/young people may be at risk of abuse/exploitation we will need to address the problem. This may mean teachers reporting or supporting students to make a report to the Authorities.”

If someone wants to talk about their own experience of being abused as a child, take them seriously! It may be the first time that they have ever talked about it. Using protective interrupting strategies (acknowledge / thank them for their comments and offer an opportunity to talk after class), provide them with an opportunity to discuss this in a private setting (during break times or after the session) and be prepared to provide them with your duty of care responsibilities as a teacher who cannot promise confidentiality if their safety is at risk. Also provide contact details for school counsellors or appropriate local referral services in case they want to discuss their experience in more detail and it is not an immediate child protection concern.

It is important to encourage students to share their ideas/experiences, but it is equally important for the teacher to ensure all group discussions are conducted in a safe environment backed up by an overview which dispels any myths and provides an accurate summary of the key facts and clarifies any misconceptions before finishing each session.

GUIDANCE ON USING THE MATERIALS

This resource pack consists of three, 50-minute lessons, which explore three topics related to the issue of orphanage voluntourism:

- Topic 1: Orphanages and Children’s Rights
- Topic 2: The Problem with Orphanage Volunteering
- Topic 3: Making a Positive Impact

Each lesson builds on the learning from the previous one and so, ideally, should be used consecutively. However, they can be used as stand alone sessions should time be an issue for delivery.

The topics are designed to be delivered by a non-specialist in the issue of orphanage care or international volunteering.

The lessons will principally support schools in their delivery of SMSC (Social, Moral, Spiritual and Cultural development) and PSHE (Personal, Social, Health and Economic education). Wherever possible this is indicated in the Topic notes themselves. They would also be particularly relevant to preparation for overseas expeditions or Gap Years for students in KS4 and KS5.

The material has been mapped to the SMSC and PSHE curriculum, by referring to the following documents:

- [School Inspection Handbook, published in 2018](#) - p.40 gives guidance on SMSC provision
- [PSHE Association: PSHE Education Programme of Study](#), published in 2017 and funded by the Department for Education. Page 6 indicates the essential skills and attributes to be developed through PSHE.

In addition to SMSC and PSHE, the materials could also support a range of KS4 and KS5 subjects such as Citizenship, Human Geography, Religious Studies and Philosophy, and Sociology.

The topic of orphanage volunteering could also be used within an EPQ (Extended Project Qualification) or as an extended essay within World Studies in the IB Programme.

Orphanage Tourism and Volunteering

Topic 1: Orphanages & Children's Rights

Recommended teaching time: 1 x 50 minute lesson

<p>Content description:</p> <p>For students to learn and understand the definitions of 'orphans' and 'orphanages', as well as explore the impacts of institutional care. The focus of the session will be on looking at how and why children may be unable to live with their families, and the impacts of this on children.</p>	
<p>Students will:</p> <ul style="list-style-type: none"> • Explore the multitude of complex reasons for family separation • Explore the impacts on children of growing up in residential care • Analyse where growing up in institutional care could be said to impede on a child's rights 	<p>Learning intentions:</p> <ul style="list-style-type: none"> • Students understand the concept of orphanages and what it means to be an orphan • Students explore the drivers of family separation • Students to identify the harms caused to children by growing up in residential care

<i>Activity</i>	<i>English Curriculum</i>
<p>Activity 1: MIND MAP</p> <p>Ask students if they know what the terms ‘orphan’ and ‘orphanage’ mean and collect ideas on a whiteboard or online mind-mapping tool.</p> <p>Show slide 2, which gives some definitions and ask students if they would like to add anything additional to the mind-map.</p> <p>Show slide 3 and ask students to put their hand up to indicate how many orphans they think there are in the world.</p> <p>Show slide 4, which highlights the fact that many children living in orphanages have one or both living parents or other relatives. Ask students what they think of these figures. [Additional notes on the slide].</p>	<p>SMSC, KS4 & KS5 147. Spiritual</p> <ul style="list-style-type: none"> • Sense of enjoyment and fascination in learning about themselves, others and the world around them <p>PSHE, KS4 & KS5 Interpersonal and social effectiveness</p> <ul style="list-style-type: none"> • 1. Empathy and compassion • 7. Valuing and respecting diversity <p>Managing risk and decision making</p> <ul style="list-style-type: none"> • 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
<p>Activity 2: POVERTY TRAP</p> <p>Ask the students why they think children end up in orphanages if over 80% of them have at least one living parent.</p> <p>Show slide 5, which shows a diagram explaining the poverty trap. [Additional notes on the slide]. Highlight to the class that very often it is poverty that forces families to put children into orphanages. It should never be a reason for a child to be separated from their family.</p> <p>Split the class into smaller groups of 4 - 5 students. Give each group a copy of Resource Sheet 1 (which is based on a real case study), where the different statements have been cut into separate slips.</p> <p>Ask each group to arrange the statements in order, using the poverty trap diagram for guidance. The first statement is ‘Salim is a child who lives in Masaka, rural Uganda. He is one of 6 children’ and the final statement is ‘Salim is unable to contribute significantly to the economy of Uganda’. This gives students and opportunity to see how the poverty cycle works in real life.</p>	<p>SMSC KS4 & KS5 Personal effectiveness</p> <ul style="list-style-type: none"> • 2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping) <p>Interpersonal and social effectiveness</p> <ul style="list-style-type: none"> • 7. Valuing and respecting diversity <p>Managing risk and decision-making</p> <ul style="list-style-type: none"> • 4. Assessing the validity and reliability of information • 5. Identify links between values and beliefs, decisions and actions

Activity 3: WHAT EFFECTS DO ORPHANAGES HAVE?

Explain to students that we are now going to look at the effects of growing up in an orphanage on children. Show students 1 minute, 47 seconds of Lumos' film '[Children need families, not orphanages](#)' [Resource 2].

In groups, ask students to come up with a short list of the effects on children of growing up in an orphanage which were shown in the film. Encourage them to think about what the long term effects may be too.

Use Resource Sheet 3 and ask students to produce a problem tree on the issue [additional notes on slide 6].

SMSC KS4 & KS5

147. Spiritual

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

PSHE, KS4 & KS5

Interpersonal and social effectiveness

- 1. Empathy and compassion (including impact on decision-making and behaviour)

Managing risk and decision-making

- 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others

Activity 4: CHILDREN'S RIGHTS

Ask the class who has heard of children's rights before. If the class haven't covered rights before, or have limited knowledge, show the [Introduction to Rights](#) video (2:33 in length) [Resource 4]. Explain to the class that rights apply equally to everyone, but that there are many rights issues that particularly affect children living in orphanages.

Introduce the United Nations Convention on the Rights of the Child by showing slide 7 and handing out copies of Resource Sheet 5.

Ask students to work in pairs. Assign each pair to one Article and the associated discussion point listed on Resource 6 and ask pairs to discuss for five minutes how living in an orphanage may affect a child's rights. Once five minutes is up open up to a whole class discussion.

SMSC KS4 & KS5

148. Moral

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives

PSHE, KS4 & KS5

Managing risk and decision-making

- 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
- 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
- 4. Assessing the validity and reliability of information

Activity 5: RECAPPING

Finish the lesson by asking students if they can think of an orphanage which exists in their area. Show Slide 8, which shows photos from Dr Barnardos children's homes and explain that in the UK the last traditional orphanage was closed in 1988. We now consider this type of care to be out of date and haven't had orphanages in this country for 30 years! [Additional notes on the slide].

Ask students to recap some of the things they've learnt during the last hour to explain why we don't have orphanages in the UK anymore.

SMSC KS4 & KS5

147. Spiritual

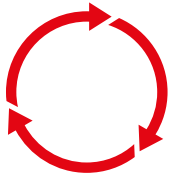
- Willingness to reflect on their experiences

PSHE, KS4 & KS5

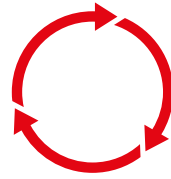
Personal effectiveness

- 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- 9. Recalling and applying knowledge creatively and in new situations

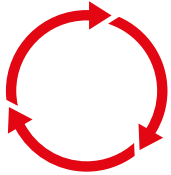
THE POVERTY TRAP CYCLE



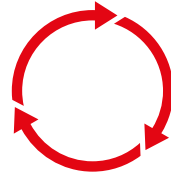
Salim is a child who lives in Masaka, rural Uganda. He is one of 6 children.



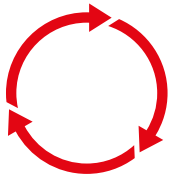
Uganda is the 25th poorest country in the world. The Government of Uganda cannot adequately support families to look after their children.



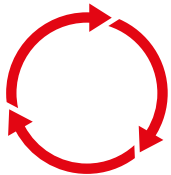
Salim's parents live in poverty and struggle to look after him well. When he does attend school, he lacks concentration because of his inadequate diet, tiredness and poor home conditions.



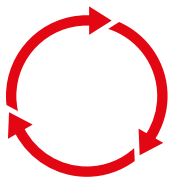
Salim stops attending school and resorts to begging on the streets.



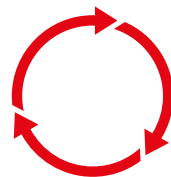
Salim is found by orphanage recruiters when he is 7 years old.



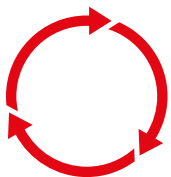
It is suggested to Salim's parents that he and his older brother, aged 9, would be better looked after in an orphanage where he could access education and better life prospects.



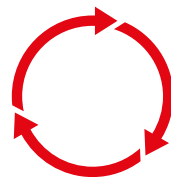
Salim's parents think that as a temporary measure, he might be better off in an orphanage.



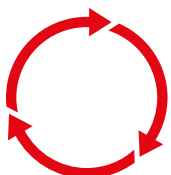
Salim's care in the orphanage is haphazard, inadequate and sometimes unsafe.



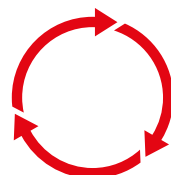
As he grows up in the orphanage, Salim faces issues of abandonment and attachment which result in him struggling with his mental health.



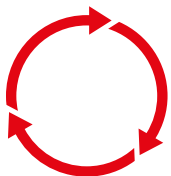
Salim leaves orphanage care aged 18; he struggles to make his way in society.



Salim finds it hard to find well paid work due to ongoing ill health – both physical and mental.



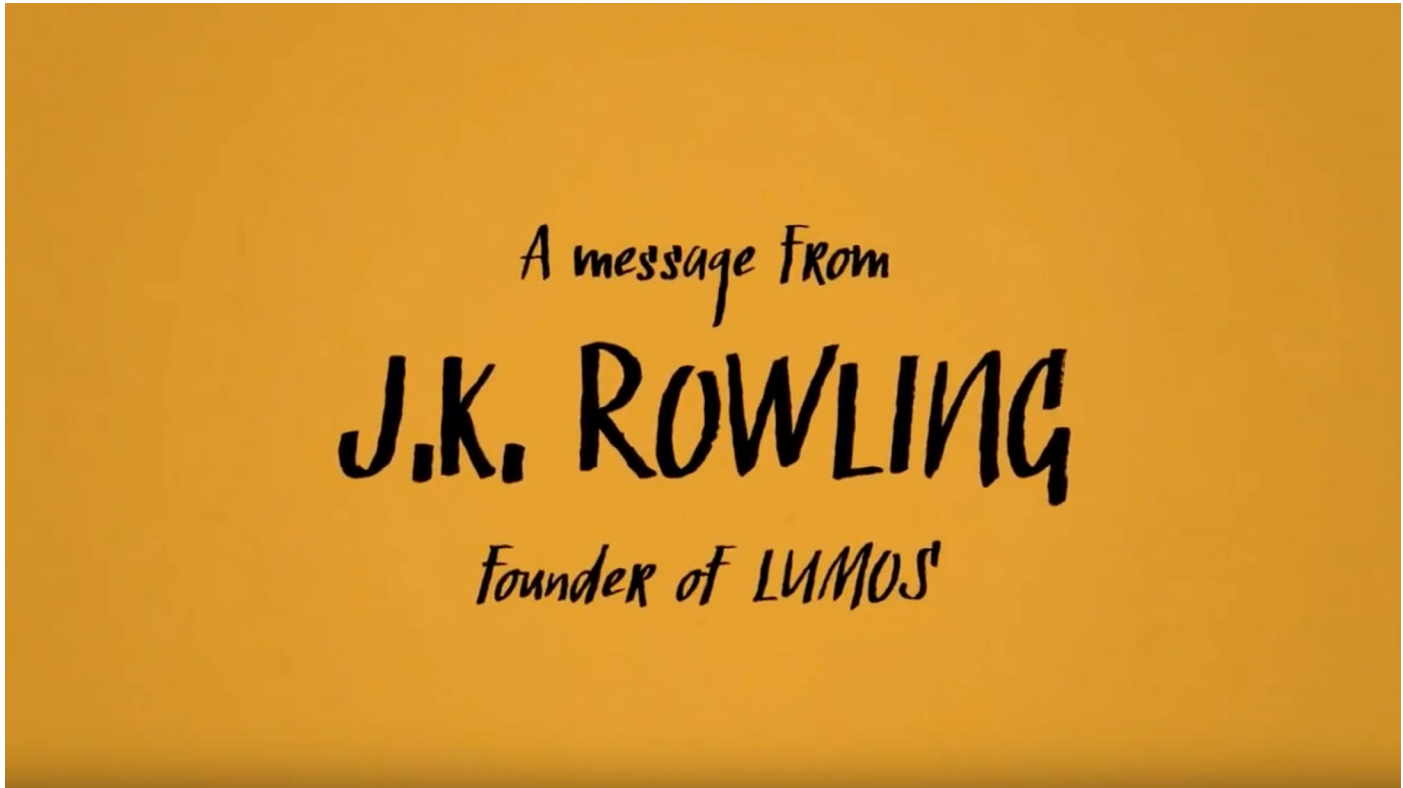
Salim gets married and starts a family, but his low earning potential mean he finds it hard to support them.



Salim is unable to contribute significantly to the economy of Uganda.

LUMOS' FILM

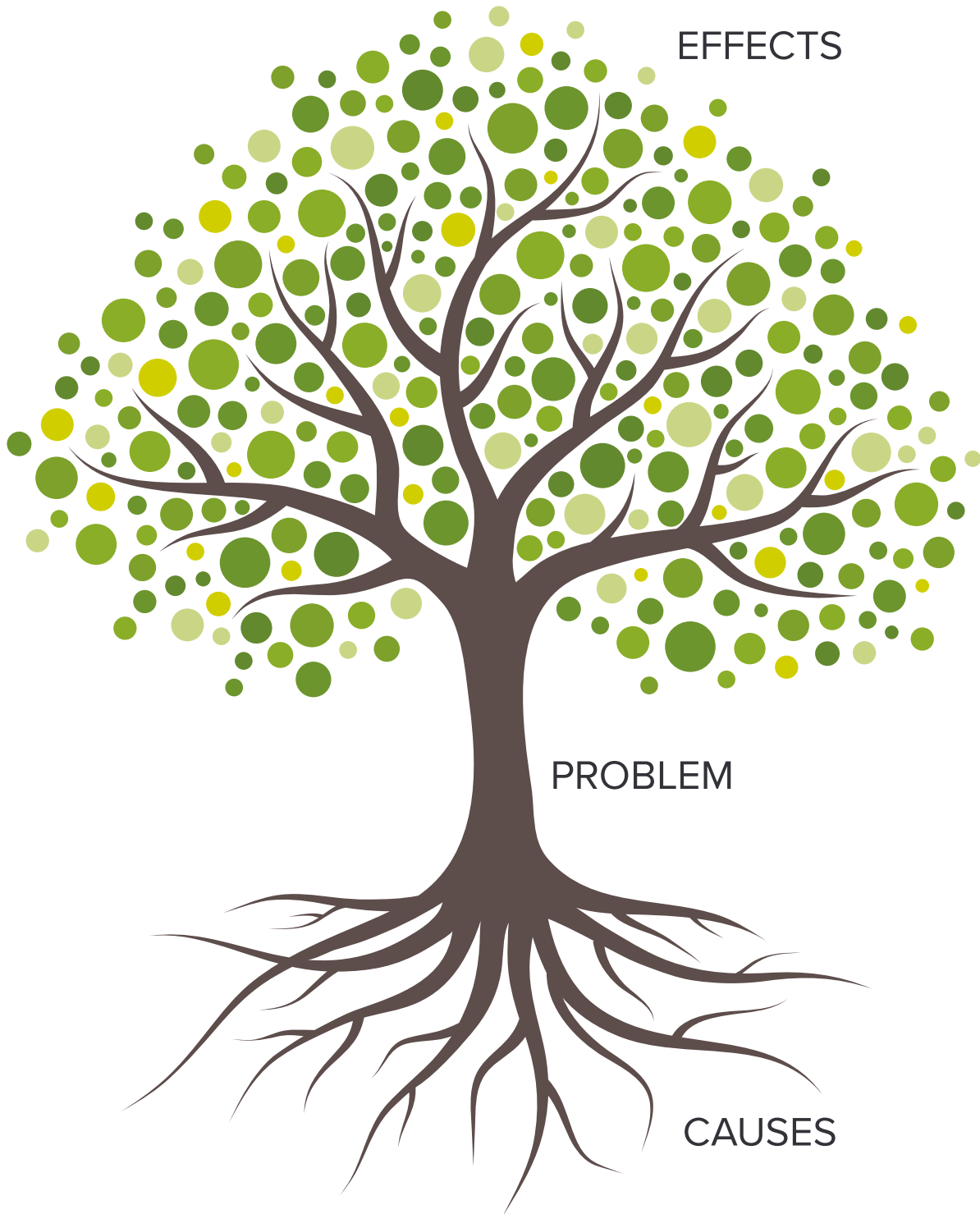
Video

A video thumbnail with a solid orange background. The text is written in a black, handwritten-style font. It reads: "A message from J.K. ROWLING Founder of LUMOS".

A message from
J.K. ROWLING
Founder of LUMOS

<https://www.youtube.com/watch?v=f7L1ceDjb5o>

THE PROBLEM TREE



Resource 4

INTRODUCTION TO HUMAN RIGHTS

Video

an rights in two minutes

1948 ?

<https://www.youtube.com/watch?v=ew993Wdc0zo>

UN CONVENTION ON THE RIGHTS OF THE CHILD

A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



ARTICLE 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflict)

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)

Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43-54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45

Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to [unicef.org/uk/crc/op](https://www.unicef.org/uk/crc/op)

https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.163492732.1790492219.1559821663-1213933771.1416136332

ORPHANAGES AND RIGHTS

relevant articles and discussion

ARTICLE

2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Discussion

Some children enjoy their rights more than others. Children living in orphanages often don't know they have rights.

ARTICLE

3

All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

Discussion

Children in orphanages are often cared for by adults who don't have their best interests in mind.

ARTICLE

9

Children have the right to live with their parent(s), unless it is bad for them. Children have the right to live with a family who cares for them.

Discussion

All children have the right to live with their parents. Most children in orphanages have parents. If it not best for a child to be with their parents, children have the right to live in a family. An orphanage is not a family.

ARTICLE

16

Children have the right to privacy.

Discussion

Children living in orphanages have very little privacy. They have to live in large groups, and often have visitors and volunteers in their home.

ARTICLE

18

Children have the right to be raised by their parent(s) if possible.

Discussion

Sometimes parents cannot care for children for short periods of time, but this doesn't mean children should not be able to go back to their parents if it is safe to do so.

ARTICLE

19

All children have the right to be protected from being hurt and mistreated, in body or mind.

Discussion

Children living in orphanages are at high risk for physical, emotional and sexual abuse. Living in an orphanage also changes the architecture of a young child's brain, resulting in learning difficulties, developmental delays and attachment disorders.

ARTICLE

20

All children have the right to special care and help if you cannot live with your parents.

Discussion

Children who cannot live with their parents should have access to support and care in a family environment, as this has been proven to be the best kind of support for children.

ARTICLE

24

All children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Discussion

Many children living in orphanages are deliberately kept in poor conditions, without adequate food, water, and health care in order to elicit sympathy and donations from well-meaning visitors, volunteers and donors.

ARTICLE

25

If any child lives in care or in other situations away from home, they have the right to have these living arrangements looked at regularly to make sure they are the most appropriate.

Discussion

Placing a child in an orphanage is a last resort, and should always be temporary. Many children are placed in orphanages as a temporary measure, but do not have their situations reviewed, and end up never leaving. The goal should always be to have a child living in a safe and appropriate family environment.

ARTICLE

26

All children have the right to help from the government if they are poor or in need.

Discussion

Poverty is never a reason to separate a child from their family. Governments have a responsibility to make sure that families have adequate food, water, shelter, and access to employment.

ARTICLE

27

All children have the right to food, clothing, a safe place to live and to have your basic needs met. All children should not be disadvantaged so that they can't do many of the things other kids can do

Discussion

Some children living in orphanages are often kept in poor conditions to elicit more donations from visitors and volunteers. They are often required to do performances or dances to raise money for their orphanages, and sometimes are forced to go begging late at night. Many children in orphanages are isolated from the wider community.

ARTICLE

34

All children have the right to be free from sexual abuse.

Discussion

Children in orphanages are at high risk of being sexually abused.

ARTICLE

35

No one is allowed to kidnap or sell children.

Discussion

Many children are sold, or trafficked into orphanages for the purposes of making money off unsuspecting tourists and volunteers. Some parents living in poverty pay orphanages to take their children in the mistaken belief that they will have a better life in an orphanage.

ARTICLE

36

All children have the right to protection from any kind of exploitation (being taken advantage of).

Discussion

All children who live in orphanages that allow foreign volunteers and tourists are being exploited.

Orphanage Tourism and Volunteering

Topic 2: The Problem with Orphanage Volunteering
Recommended teaching time: 1 x 50 minute lesson

2

TOPIC

<p>Content description:</p> <p>Building on the content in Topic 1, this topic focuses on voluntourism and specifically looks at the practice of orphanage volunteering. Students will have the chance to watch <i>The Love You Give</i> and learn about the economic factors that make orphanages an industry.</p>	
<p>Students will:</p> <ul style="list-style-type: none"> • Explore and critically reflect on the practice of voluntourism. • Watch <i>The Love You Give</i> docu-film to understand how people, money and resources contribute to sustaining the orphanage industry worldwide. 	<p>Learning intentions:</p> <ul style="list-style-type: none"> • Recognise the importance of critical questioning when it comes to the practice of voluntourism and especially orphanage voluntourism. • Understand how the orphanage industry is sustained through volunteering. • Learn about the use of persuasive language and techniques in overseas volunteering marketing.

<i>Activity</i>	<i>English Curriculum</i>
<p>Introduction</p> <p>Recap the learning from Topic 1 by asking students to discuss what they think about the use of orphanages.</p> <p>Explain to the students that during this session they're going to be looking specifically at the effects of volunteering in orphanages overseas.</p>	<p>SMSC, KS4 & KS5 147. Spiritual</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. <p>PSHE, KS4 & KS5 Personal effectiveness</p> <ul style="list-style-type: none"> • 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping). • 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence.

	<p>Managing risk and decision-making</p> <ul style="list-style-type: none"> • 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion). • 5. Identify links between values and beliefs, decisions and actions. <p><i>Topic 2 can also be used to achieve Core Theme 3 (Living in the Wider World) L3 - Planning a Gap Year, if using the PSHE Association Programme of Study.</i></p>
<p>Activity 1: : INTRODUCING VOLUNTOURISM</p> <p>Explain to students that young people often visit and volunteer in orphanages as part of a Gap Year.</p> <p>Show students slide 10 and ask if any of them know what ‘voluntourism’ means. Show slide 11 which gives the definition, and slide 12 which asks students to guess how much the global voluntourism industry is worth [additional notes on slide 12].</p> <p>Slide 13 provides some reasons why the practice of volunteering abroad is so popular, but also feel free to ask students for other suggestions.</p> <p>Have a short classroom discussion about whether anyone in the room has ever thought about volunteering overseas before and what they think the experience might be like.</p>	<p>SMSC, KS4 & KS5</p> <p>150. Cultural</p> <ul style="list-style-type: none"> • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities. <p>PSHE, KS4 & KS5</p> <p>Personal effectiveness</p> <ul style="list-style-type: none"> • 2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping) • 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms <p>Interpersonal and social effectiveness</p> <ul style="list-style-type: none"> • 7. Valuing and respecting diversity <p>Managing risk and decision-making</p> <ul style="list-style-type: none"> • 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) • 4. Assessing the validity and reliability of information <p><i>Additionally, for KS5, if using the PSHE Association Programme of Study, Core Theme 3 (Living in the Wider World): L4 refers to being a “critical consumer”, able to “recognise the importance of critical questioning of information presented through all forms of media”, which this activity could support.</i></p>

Activity 3: THE LOVE YOU GIVE

The main activity of this unit is to familiarise the students with the issues raised in the film *The Love you Give* and provide space for a discussion.

Distribute Resource Sheet 2 as a tick sheet and ask students to mark the issues on their paper as they see them discussed in the film.

[Play the film \[Resource 3\]](#) which is 18 mins 23 secs long.

After the film, in a plenary session, ask the students to discuss what they thought of the film. What issues were discussed?

Ask students to revisit their problem trees from the previous lesson and add anything else which they now think is relevant.

SMSC, KS4 & KS5

148. Moral

- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

PSHE, KS4 & KS5

Personal effectiveness

- 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Interpersonal and social effectiveness

- 1. Empathy and compassion (including impact on decision-making and behaviour)
- 2. Respect for others' right to their own beliefs, values and opinions
- 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- 7. Valuing and respecting diversity

Managing risk and decision-making

- 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
- 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
- 4. Assessing the validity and reliability of information
- 5. Identify links between values and beliefs, decisions and actions

Topic Summary, Teacher Notes and Resources

Topic Summary

Topic 2 further develops the ideas introduced in the previous topic by exploring the effects of volunteering in an orphanage overseas in more detail. Students will be introduced to the concept of 'voluntourism' and will have the chance to think critically about the binary representation of 'volunteers' and 'local communities'. The focus of the Topic is to screen *The Love You Give* film and for students to discuss what it made them think.

Possible extensions

- During Activity 1 additional marketing examples could be looked at and a silent debate conducted to help students think critically about representation.
- If you would like to spend more time discussing voluntourism, or different forms of international volunteering, additional materials are signposted in the teachers notes.
- Students could be encouraged to conduct research on areas where voluntourism is prolific
- During class, conduct a debate on the issue of orphanage tourism, arguing the case for and against voluntourism.

Assessment ideas

- Self-reflect on what they have learnt and how their point of view has changed.
- Develop a presentation or poster that accurately depicts voluntourism or orphanage tourism.

RESOURCE SHEET

1

Orphanage Volunteering Advert

RESOURCE SHEET

2

The Love You Give Tick Sheet

RESOURCE SHEET

3



THE LOVE YOU GIVE *The Love You Give film*

ORPHANAGE VOLUNTEERING ADVERT

**Would you like to volunteer your time with Orphanage Kids in Africa?
If yes, then you are in the right place!**

OKA offers short and long term placements where you can put all your life skills to good use by volunteering at one of our orphanages.

The children placed in orphanages really need your love & care - the same as every child does! When children are born, they should be surrounded by loving people. But unfortunately, life can sometimes be very cruel. Some children do not have anyone close who can care for them.

Orphan children, like all children in the world, deserve to be happy! But due to various circumstances, they began their lives with sadness in their eyes. It could be war, disease or the death of one or both of their parents.

Ignorance among young people about contraception & about the consequences of unwanted pregnancy, rape or even disability are causes for which parents abandon children.

**But YOU can help! By volunteering at one of our orphanages,
you can bring some joy into their young lives and provide
some of the love that they so badly need.**

- Placements short or long – from 2 weeks upwards – immediately available
- Full support team on the ground
- Opportunity to mix with like minded people – and have some fun while you help orphans in need!
- Invaluable experience to put on your CV
- Full range of optional excursions for your days off
- No previous experience needed!



THE LOVE YOU GIVE TICK SHEET

It is estimated that over 80% of children in orphanages worldwide have at least one living parent



Orphanages are intrinsically harmful to children



Some orphanages are set up as fundraising scams



Financial support for vulnerable families can keep children out of orphanages



The orphanage system creates attachment issues for children



Well intentioned western volunteers and donors are sustaining the orphanage industry worldwide



Children are coached to lie about their family circumstances to donors to encourage more donations



Income from volunteering and donations is fuelling the rise in orphanages



Orphanages can be up to 10 times more expensive than family care



Once a child is in an orphanage, it is often difficult for parents to get them back



There are alternatives to children living in orphanages



Orphanage volunteering can be considered as more about the needs of the volunteer than the needs of the children



Volunteering activities such as painting orphanages support the orphanage industry



There are alternatives to orphanage volunteering



Children in orphanages lack consistent parenting



THE LOVE YOU GIVE

Video



https://www.youtube.com/watch?time_continue=4&v=xDOzyoQHQOs

Orphanage Tourism and Volunteering

Topic 3: Making a Positive Impact

Recommended teaching time: 1 x 50 minute lesson



Content description:	
Topic 3 explores the differences between responsible and irresponsible overseas volunteering. Students will have the opportunity to consider situations when volunteering may lead to more harm than good and then develop principles to ensure they engage ethically in future.	
Students will:	Learning intentions:
<ul style="list-style-type: none">• Explore their own assumptions about what it means to volunteer abroad• Consider the unintended negative consequences that some overseas volunteering programmes can lead to• Be introduced to the idea of representation and stereotypes, exploring what effects this can have on the way we in the West understand and see communities in the developing world• Develop their own guiding principles to help them when making decisions about volunteering abroad, ensuring their engaging in the most responsible and ethical way.	<ul style="list-style-type: none">• Students understand that some types of volunteering abroad can cause damage to the people and places we visit, and that this damage can be mitigated by volunteering ethically and responsibly• Students recognise the importance of representation and the harm of stereotypes about the developing world• Students understand what is needed in order to volunteer abroad in an ethical, responsible and sustainable way.

Activity	English Curriculum
<p>Introduction</p> <p>Recap the two previous lessons, looking at child rights and what it means to grow up in an orphanage, as well as the potential harms of orphanage volunteering.</p> <p>Explain to the students that this session will be looking at volunteering abroad more broadly and how we can ensure we're doing it in an ethical, responsible and sustainable way.</p>	<p><i>Topic 3 can be used to achieve Core Theme 3: L3 - Planning a Gap Year in the PSHE Association Programme of Study.</i></p>

Activity 1: OPINION CONTINUUM

To gauge current understanding and opinion, use the Opinion Continuum exercise with the students.

Designate one side of the room to be 'I completely agree' and the other side of the room to be 'I completely disagree'. Read out the prepared statements below one by one and ask students to move to the appropriate place on the continuum which signifies their position on the statement.

You can further develop this activity by:

1. Asking students to explain why they have chosen to stand in a given position

2. Set up a debate between students on opposite sides of the room

Give students the opportunity to change their minds and move when they have explored the topic further.

Statements:

- Volunteering is always a good thing to do.
- If you want to volunteer, you can do more if you go to another country.
- People from rich countries have a responsibility to help people in 'poor' countries
- Some volunteering can do more harm than good.
- Doing something is always better than doing nothing.

SMSC, KS4 & KS5

147. Spiritual

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

148. Moral

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

PSHE, KS4 & KS5

Personal effectiveness

- 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
- 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)
- 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- 7. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- 9. Recalling and applying knowledge creatively and in new situations

Interpersonal and social effectiveness

- 2. Respect for others' right to their own beliefs, values and opinions
- 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- 4. Skills for employability, including: active listening and communication
- 7. Valuing and respecting diversity

	<p>Managing risk and decision-making</p> <ul style="list-style-type: none"> • 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others • 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) • 4. Assessing the validity and reliability of information • 5. Identify links between values and beliefs, decisions and actions • 6. Making decisions
<p>Activity 2: MORE HARM THAN GOOD</p> <p>Explain to the class that sometimes volunteering can have unintended negative consequences on a local community.</p> <p>Split the class into smaller groups and give each group the list of scenarios below. Ask each group to try and come up with what they think a negative consequence of the scenario might be for the local community.</p> <ul style="list-style-type: none"> • Helping to build a school or toilet block • Taking books, pens and paper from the UK with you when you go to volunteer abroad • Volunteering in a hospital abroad whilst studying medicine at University <p>Bring the class back together to share their ideas. Refer to the pointers below to help support the discussion.</p> <p>Building a school/toilet block</p> <ul style="list-style-type: none"> • When international volunteers are brought in to conduct building work, they often take employment away from local builders who may need the work. • International volunteers are rarely qualified or experienced builders and so it's been reported that structures built by volunteers have proven unsafe and so have had to be knocked down and rebuilt after the volunteers have left. <p>Bringing items from the UK</p> <ul style="list-style-type: none"> • When volunteers bring items from home to give to the local community (normally children), it can disrupt the local economy meaning the items aren't being bought locally. 	<p>SMSC, KS4 & KS5</p> <p>147. Spiritual</p> <ul style="list-style-type: none"> • Use of imagination and creativity in their learning <p>148. Moral</p> <ul style="list-style-type: none"> • Understanding of the consequences of their behaviour and actions <p>PSHE, KS4 & KS5</p> <p>Personal effectiveness</p> <ul style="list-style-type: none"> • 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) • 9. Recalling and applying knowledge creatively and in new situations <p>Interpersonal and social effectiveness</p> <ul style="list-style-type: none"> • 2. Respect for others' right to their own beliefs, values and opinions • 7. Valuing and respecting diversity <p>Managing risk and decision-making</p> <ul style="list-style-type: none"> • 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others • 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

<p>Volunteering in a hospital</p> <ul style="list-style-type: none"> • In the UK, you are not able to provide medical services until you are qualified. Why should it be any different in the developing world? • Local doctors and health professionals have to give up valuable time to supervise unqualified international volunteers, instead of doing their jobs. 	
<p>Activity 3: STEREOTYPES</p> <p>Explain to students that as well as potentially causing harm to local communities, volunteering can also be considered harmful due to the stereotypes it upholds of countries and communities in Global South countries.</p> <p>Ask for a student to explain what the word ‘stereotype’ means.</p> <p>Show students the ‘who wants to be a volunteer’ video (3:59) (Resource 1). You could also consider showing Radi-Aid (3.45)</p> <p>Ask the class what the video made them think. Have a discussion about how volunteers are portrayed and how volunteer-receiving countries and communities are portrayed.</p>	<p>SMSC, KS4 & KS5</p> <p>150. Cultural</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities. <p>PSHE, KS4 & KS5</p> <p>Personal effectiveness</p> <ul style="list-style-type: none"> • 2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping) • 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms • 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence <p>Interpersonal and social effectiveness</p> <ul style="list-style-type: none"> • 1. Empathy and compassion (including impact on decision-making and behaviour) • 7. Valuing and respecting diversity • 8. Using these skills and attributes to build and maintain healthy relationships of all kinds <p>Managing risk and decision-making</p> <ul style="list-style-type: none"> • 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others • 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) • 4. Assessing the validity and reliability of information • 5. Identify links between values and beliefs, decisions and actions

Activity 4: ETHICAL VOLUNTEERING

So how can we be sure that we're volunteering abroad in the most ethical way possible?

Ask students, in small groups, to come up with a list of guiding principles to help them volunteer abroad ethically. Give them the following prompters to help them:

- Where does the money go?
- Is this what the local community want?
- Am I qualified to do this in the UK?
- What happens when I leave?
- Am I taking someone's job?
- How are local people represented in marketing?
- Am I being humble?

(NB. You can use [this criteria](#) to help form the students' charters and to add anything which they may have missed off - Resource 2).

Conclude the session by reminding students that volunteering, abroad or in their local community, is a fantastic thing to do, but we need to remember that 'helping' isn't always easy. They should refer back to the charter that they've designed in order to help them work out what an 'ethical' volunteer experience looks like.

SMSC, KS4 & KS5

147. Spiritual

- Willingness to reflect on their experiences.

148. Moral

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives
- understanding of the consequences of their behaviour and actions
- 149. Cultural willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

PSHE, KS4 & KS5

Personal effectiveness

- 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
- 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
- 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- 9. Recalling and applying knowledge creatively and in new situations

Interpersonal and social effectiveness

- 1. Empathy and compassion (including impact on decision-making and behaviour)
- 2. Respect for others' right to their own beliefs, values and opinions
- 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting,

Identifying opportunities, taking positive risks)

- 7. Valuing and respecting diversity
- Managing risk and decision-making
- 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
- 5. Identify links between values and beliefs, decisions and actions
- 6. Making decisions

Topic Summary, Teacher Notes and Resources

Topic Summary

Topic 3 explores some of the unintended consequences of international volunteering and allows students to think through how they can make sure they're volunteering overseas in an ethical, responsible and sustainable way.

Possible Extensions

- Potential to add discussion on David Lammy vs. Stacey Dooley if there's time after showing the 'who wants to be a volunteer' film.

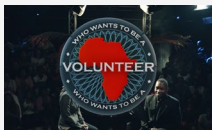
Assessment ideas

- Keep a journal and identify instances where unethical travel opportunities are promoted.

Resources

RESOURCE

1



[*Who wants to be a volunteer*](#)

RESOURCE

2

[*The Love You Give volunteer checklist*](#)

Resource 1

WHO WANTS TO BE A VOLUNTEER

Video



https://www.youtube.com/watch?v=ymcflrj_rRc

ETHICAL VOLUNTEER CHECKLIST

People generally volunteer to do something meaningful and experience a new culture. However, some volunteer-sending companies may be more concerned with creating a 'life-changing' experience for the volunteer, with less focus on the purpose and the needs of local communities. Here's what to look for to make sure your time overseas is spent making a genuine difference:

1

TRACK RECORD

Look for evidence of past achievements and how programs are monitored and evaluated.

2

INTEGRITY

A growing number of companies have ceased orphanage volunteering. [Find out who.](#)

3

ACCOUNTABILITY

Some organisations recruit volunteers for their own programs; others act as 'volunteer brokers' and may not have end-to-end accountability for the project or your safety.

4

SELECTIVITY

Expect to apply to volunteer and be vetted as if you were applying for a job or university. You should also receive pre-departure support and possibly training.

5

CREDIBILITY

Emotive language like 'saving the world' or 'giving children the love they need' may be used to recruit volunteers, but it's not an indicator of quality.

6

THE 'NEED'

Make sure your role will enhance local capacity – e.g. by providing training to, or working with, local people to meet a short-term skills gap.

7

SUSTAINABILITY

Check there's a project end date, not a long-term dependency on volunteers.

8

SKILLS MATCH

What do you have to offer? Skills in high demand include digital, monitoring and evaluation, fundraising, language and computer skills.

9

SUITABLY QUALIFIED

Avoid placements for which you are not skilled or qualified – e.g. teaching or caring for children or providing medical care.

10

LEARNING OPPORTUNITY

How will you apply your learnings back home? Employers will be interested in evidence of impact, not just the fact that you have volunteered overseas.

