



Want?

Water



Need?

Want?

TV



Need?

Want?

Shelter/housing



Need?

Want?

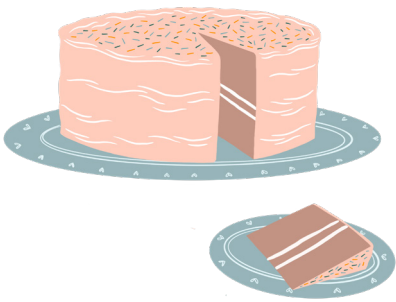
School



Need?

Want?

Cake



Need?

Want?

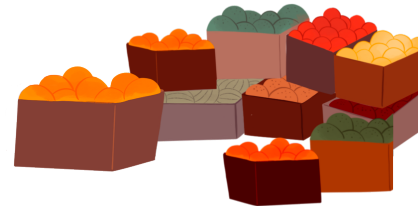
Mobile Phone



Need?

Want?

Food (healthy diet)



Need?

Want?

Family



Need?



Want?

Parties



Need?

Want?

Transport



Need?

Want?

Computer



Need?

Want?

Choices



Need?

Want?

Friends



Need?

Want?

Money



Need?

Want?

Healthcare



Need?

Want?

A good job



Need?



**BEST INTERESTS
OF THE CHILD**

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



**MAKING RIGHTS
REAL**

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



**LIFE, SURVIVAL AND
DEVELOPMENT**

Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



**KEEPING FAMILIES
TOGETHER**

Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



**CONTACT WITH
PARENTS ACROSS
COUNTRIES**

If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



**RESPECT FOR
CHILDREN'S VIEWS**

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



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RESPONSIBILITY
OF PARENTS

Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.

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SOCIAL AND
ECONOMIC HELP

Governments should provide money or other support to help children from poor families.

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FOOD, CLOTHING,
A SAFE HOME

Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

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ACCESS TO
EDUCATION

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

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PROTECTION FROM
HARMFUL DRUGS

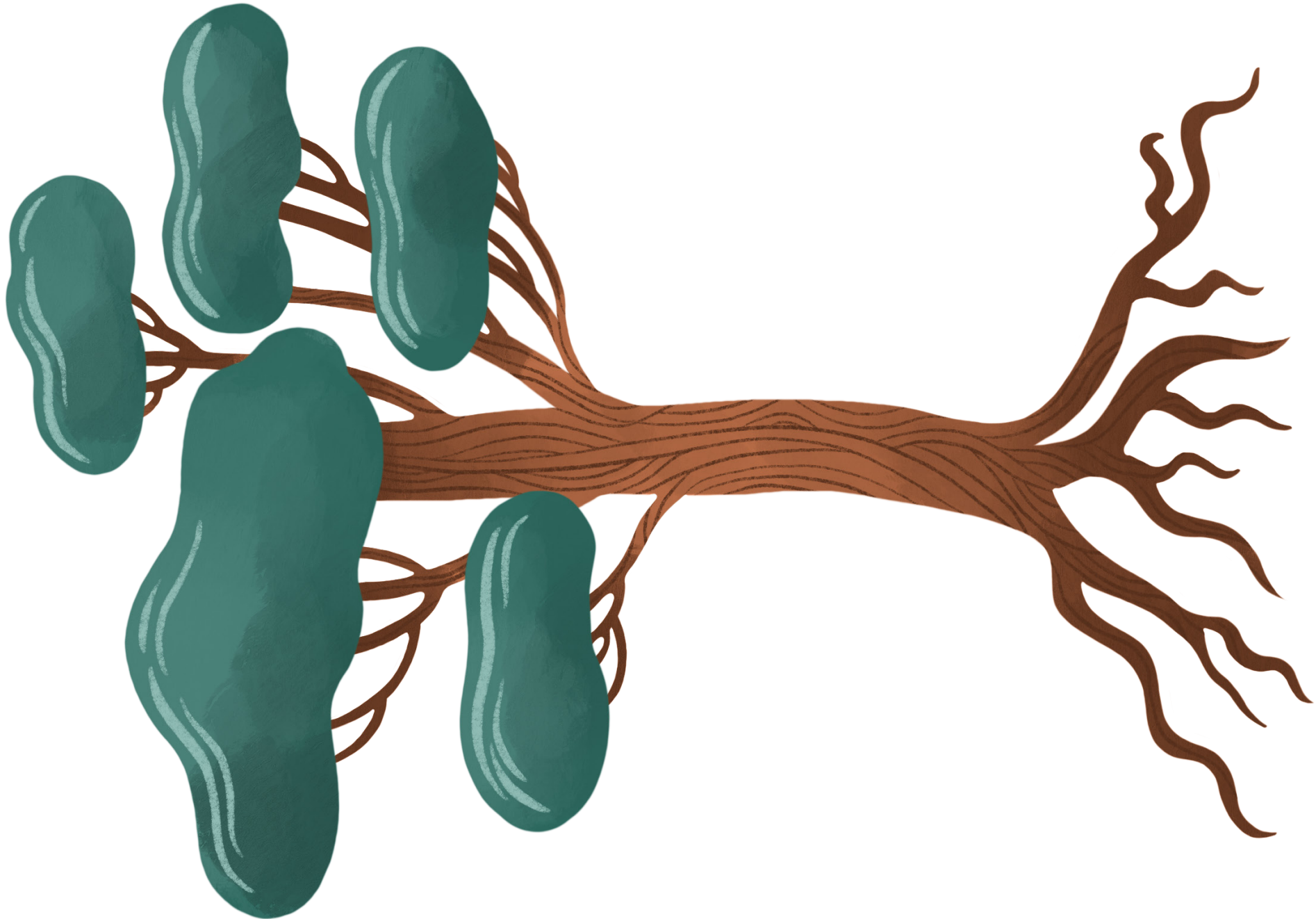
Governments must protect children from taking, making, carrying or selling harmful drugs.

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PROTECTION FROM
EXPLOITATION

Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.





Use the empathy scale (1-10) below to discuss each of the characters from the animation and the extent to which you are able to empathise with them.

[you could move a token along the scale for each character]



Krishna's father



Krishna's mother



Prateek



Krishna



*I am struggling
to imagine
what they
are feeling or
experiencing.*

*I can easily
imagine
what they
are feeling or
experiencing.*



A study in 2022 of 453 students across 5 Higher Secondary Schools in Kathmandu, Nepal, found that:

56.5% reported symptoms of depression

55.6% reported symptoms of anxiety

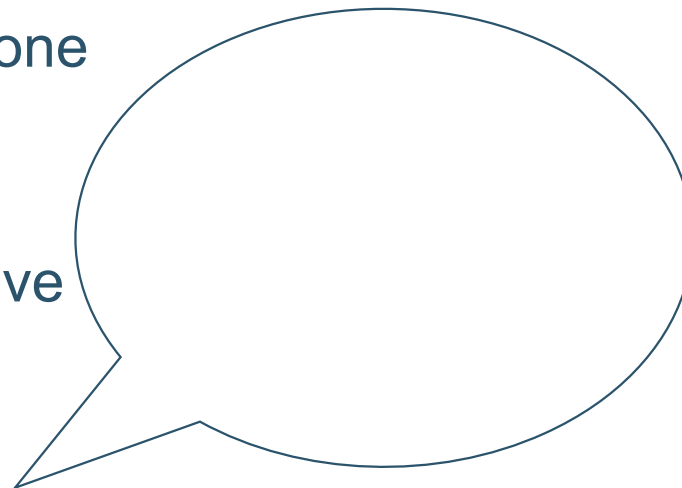
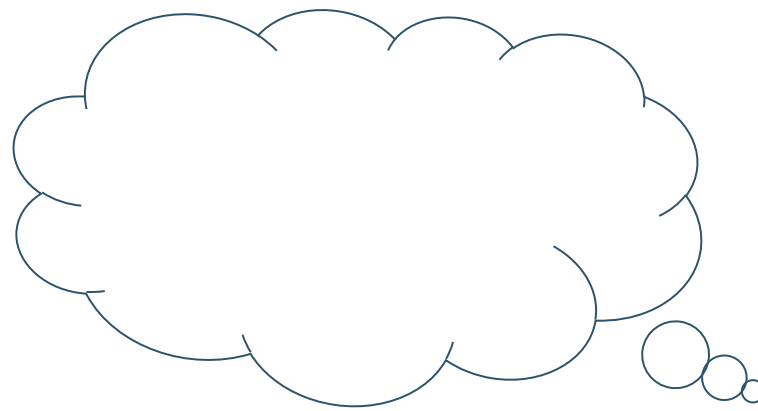
32.9% reported symptoms of stress

What are your thoughts about these figures?

What the research said...	How might the research link to the animation and Krishna's story?	Your comments or questions about the possible causes of stress or anxiety
<i>Students were in Grades 11 and 12 (aged 17/18). Those in Grade 11 had just moved from secondary school to high school.</i>		
<i>Those in Grade 12 were waiting for exam results. Students who reported stress due to studies were more likely to suffer from symptoms of depression and anxiety too.</i>		
<i>Females reported more symptoms for depression, anxiety and stress than males.</i>		
<i>Nuclear families were more likely to report symptoms of depression compared to those from joint or extended families.</i>		
<i>Stress symptoms were higher among students staying far from their parents.</i>		
<i>Anxiety symptoms were greater among students where mothers did not have a formal education.</i>		
<i>The risk of depression was higher among those bullied online.</i>		



- Changing School
- Exams
- Homework
- Getting a job
- Being in the playground/yard
- Online comments
- Climate change
- Knife crime
- Public performance or speech
- Travelling on public transport alone
- Cost of living
- War and conflict
- Not having what your friends have
-
-





Some strategies that might help to reduce worries, stress or anxiety

Breathing deeply. Become conscious of your breath. Try breathing in for the count of 5 and out for the count of 7. This gets oxygen flowing around the body and helps you to think. Notice your breathing to distract you from what's on your mind.

Eat well. Balancing what you eat to include foods that nourish you will help you to feel better. Fruit, vegetables, water and unprocessed foods for example.

Exercise. Any form of exercise can help reduce worries, including sports, going to the gym, yoga. You could try something new.

Focus on the bigger picture. If someone has said something unkind to you, think about 3 or 4 friends you have who you love spending time with.

Advantages/Disadvantages. Weigh up the advantages and disadvantages of doing something you are worried about before making a decision. E.g. If I travel by bus on my own I will be more independent, I will have some time to listen to music, I can meet my friend at the other end, I won't have to walk or wait for a lift. The disadvantages are the bus might be late, there may be older children from school on the bus.

Recognise that many things in life are neither very bad nor very good, but somewhere in the middle. E.g. scale 1-10; 1 (my presentation will be the worst there has ever been); 10 (my presentation will be faultless and perfect). How would you rate your worry?

Talk to a trusted friend or adult. Can you name 3 people you could turn to? What would your opening sentence be? E.g. *I have something on my mind, can I talk to you about it...?*

Journalling. Use words and/or pictures to get your thoughts out onto paper. Don't worry about spelling, punctuation or structure, just let the thoughts tumble onto the page.

Decide whether the worry is something you have no control over, some control or total control. If you have no control over it, visualise letting it go. If you have some or total control, consider what you can do next.

Thought Stopping - Notice your anxiety and tell it to STOP. E.g. try saying 'stop' out loud or in your mind; picture a bright red stop sign; picture yourself pushing your arm out in front of you with your hand in a 'halt' position; give your head a quick shake as if you were physically shaking off the thought. Replace this thought with a more peaceful one.



What the research said...	How might the research link to the animation and Krishna's story?	Statements from the research report about the possible causes of stress of anxiety
<i>Students were in Grades 11 and 12 (aged 17/18). Those in Grade 11 had just moved from secondary school to high school.</i>	Krishna is studying at school but we don't know what grade he is in.	'Students may still be adjusting to life in a new school, making new friends, adjusting to a new timetable and so on.'
<i>Those in Grade 12 were waiting for exam results. Students who reported stress due to studies were more likely to suffer from symptoms of depression and anxiety too.</i>	Krishna mentions studying for an exam at the beginning of the film and comes back to it at the end. He sees studying as hard and passing his exams as a way for him to change his future.	'The anticipation and the tremendous pressure faced by 12th grade students for tertiary education might have contributed to the high prevalence of symptoms. The inability to meet the expectation of parents, teachers, and oneself in terms of academic performance can lead to overburden of stress. This persistent academic related stress might accelerate the development of mood disorders such as depression, anxiety and stress among the adolescents.'
<i>Females reported more symptoms for depression, anxiety and stress than males.</i>	Krishna is concerned about what people are saying about his mum and sister in the absence of his father. Are they more vulnerable without him around?	'When compared to boys, girls are more likely to be subjected to stressful situations such as sexual and domestic violence, which may make them more prone to anxiety and stress problems.'
<i>Nuclear families were more likely to report symptoms of depression compared to those from joint or extended families.</i>	Krishna seems to have an extended family around him. His grandmother for example.	'There are more members in a joint family system, which may provide better opportunities for adolescents to share their emotions and issues, hence providing a strong support system that may serve as a protective factor against depression which may be lacking in nuclear families.'
<i>Stress symptoms were higher among students staying far from their parents.</i>	The core theme of the animation is around Krishna's separation from his father. He gives lots of reasons why he is anxious in the film.	'Students who live without their parents may spend a substantial amount of time alone after school, which does not encourage familial intimacy'.
<i>Anxiety symptoms were greater among students where mothers did not have a formal education.</i>	We don't know if Krishna's mum has had a formal education.	'The educated mother plays a stronger parenting role in the development of emotional skills and mental health outcomes in teenagers which might be protective for anxiety.'
<i>The risk of depression was higher among those bullied online.</i>	There is no evidence of Krishna being bullied online, although he is being pressured in person.	'Literature suggests that higher the level of cyberbullying/electronic bullying leads to higher the level of depressive symptoms among adolescents.'