1. Results of Children’s Rights Game (choice of 4 rights)

<table>
<thead>
<tr>
<th>“control” group</th>
<th>“vulnerable” group</th>
<th>The consequences / solutions/conclusions</th>
</tr>
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</table>
| • All children have the right to health care                                     | • Children have to be protected from torture and deprivation of liberty  
  • Children have to be protected from torture and deprivation of liberty  
  • All children have the right to health care  
  • No child should be maltreated  
  • All children are equal                                                                 | Selected 4 rights - only one difference, but in relation to fundamental rights.  
  Selected rights are as follows:  
  - Fundamental Rights - to equality ( “control” group) and to identity ( “vulnerable” group)  
  - Rights relating to children’s needs – for health care ( “control” group and “vulnerable” group)  
  - Rights relating to protection of children – from torture and maltreatment (“control” group and “vulnerable” group).  
  Similarity in making selection might have been due to the "commonly shared experiences" by both groups, based on attending the same school and being residents of the same “urban poverty pocket”. Children from both groups shared also opinion that social environment (close neighbourhood) exposes them to harm, and perhaps therefore they may need to have their life and health protected. It was why they focused on these types of rights.  
  My sister Kinga has a friend whose parents drink all the time. |
every day I see them at liquor store and Kinga wanted to go to this girl’s place, but our mother didn’t let her go. Her[Kinga’s friend] parents don’t look after her... (“control” group; girl, 12 years old).
I have a friend from the backyard who is called Bartek. His mother beat him with a cable and he wanted to commit suicide by jumping from the second floor. Mother pulled him but the next day he ran after his brother with a knife (vulnerable group; boy, 12 years old).

### Different life situation BUT the same view from the window for children living in ‘urban poverty pockets’

#### 2. Participants’ behaviour

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<tr>
<td>Participants’ behavior was calm, and their reactions adequate to the instructions of the facilitators; colorful drawings with no sign of aggression or other negative characteristics.</td>
<td>High physical activity, some hyperactivity problems were observed as well as acts of mutual verbal aggression (tears of one of the participants in response to being insulted by his peers). Their drawings also presented a high level of aggression (for example, drawing entitled “Tom is a donkey”).</td>
<td>More fun breaks like &quot;ENERGIZERS&quot; (for example: running outside during the lunch hour); more warnings and reproaches for participants from “vulnerable” group.</td>
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</tbody>
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#### 3. Meals

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<td>Children were interested in the way meals in canteen are prepared and what is menu.; they are not</td>
<td>Children requested second serving of food, they have eaten whole portion of a served dish during the lunch</td>
<td>Children from low socio-economic status are provided with free lunch at school. Those who are</td>
</tr>
</tbody>
</table>
accustomed to have a lunch in canteen and were not asking for second serving of food. They didn’t eat haste and it happened to some to leave some food on their plates.

and ordered to have a black coffee after meal. They admitted drinking coffee and energy drinks everyday. *I don’t move without an energy drink (i.e. Red Bull) in the morning* (boy, 13 years old). They wanted to take home sweets, fruits, desserts and everything else what has been left after the meeting like paper, pencils etc..

better-off have opportunity to have a lunch at school for pay. Although it is not very expensive many better-off families prefer their children to eat lunch after school at home. They consider lunch at school not healthy and tasty enough.

In poor families it happens to children to have only one meal a day, frequently being a free meal at school.