

## Born Free

### THE RIGHT TO LIFE, FREEDOM AND SAFETY

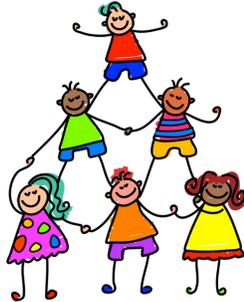
**AGE:** 11 – 16 years

### LEARNING POINTS

1. When people work together to help each other, the entire society progresses more quickly.
2. Small things we do for each other can make a big difference.
3. After World War II, the leaders of the world got together to plan a way for people to learn to live and work together in peace.

### MATERIALS

- A Talking Stick (a short stick)
- Class Role example
- Student Evaluation Questionnaire
- Watch or timer
- Story, “Boxes for Katje”
- Chalk or markers
- Chalkboard or flipchart



### THE UNIVERSAL DECLARATION OF Human Rights

#### THE RIGHT TO LIFE, FREEDOM AND SAFETY

#### Article 3

Everyone has the right to life, liberty and security of person.

#### SIMPLIFIED

*You have the right to live, and to be free, and to feel safe.*

### THE CONVENTION ON THE Rights of the Child

#### Article 3

In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

#### SIMPLIFIED

*All actions and decisions that affect children should be based on what is best for you or any other child.*

## FIRST DAY OF CLASS

Prepare the meeting place. Try to make sure that it is neat and clean.

**BEFORE the first class:** Make a **CLASS ROLL** with a list of class members for keeping track of attendance. A sample Class Roll is found at the end of the lesson.

### PART I: WELCOME AND CLASS RULES (5 minutes)

- Greet each youth enthusiastically upon arrival, and show her or him where to sit.
- Briefly introduce yourself and tell the students how happy and excited you are to be starting this course about human rights.
- Explain that you love human rights and **that they will, too.**

### Our Class Rules (10 minutes)

Ask: Does anyone know what a **Talking Stick** is? (Show a short stick.)

Explain: Some indigenous peoples use a Talking Stick when they want to say something in a group. When a person has the Stick, no one else may say a word.

Explain: If you want to speak in class, **raise your hand** and wait until you have the Talking Stick. When you finish, you hand the Talking Stick back to the facilitator or someone else whose hand is raised. We're going to use the Talking Stick here in our class so that everyone has a chance to speak, and we don't all talk at the same time.

- Let's use the Talking Stick right now. We'll pass it as we tell each other our names and our favorite food. I have the stick so I'm going to start.
- My name is \_\_\_\_\_ and my favorite food is \_\_\_\_\_.

Pass the stick to the youth next to you.

Youth: My name is \_\_\_\_\_ and my favorite food is \_\_\_\_\_.

Youth passes the stick to the next person, and so on to the end.

Say: Well done! Now we need to decide on a few rules for an orderly class.

Ask: What rules would you like to have for an orderly class?

- When you have an idea, raise your hand and I'll pass you the Talking Stick.

The facilitator or another adult writes all the ideas on the board or paper.

Allow the youth to choose the **three or four** that they like the best or think are most important.

Try to include at least these three or four:

- **Listening:** Only one person will speak at a time. Raise your hand and wait for the Talking Stick.
- **Respectful language:** We will only use words that are not mean or disrespectful of other people's feelings.
- **Following:** We will listen carefully when the facilitator is speaking and follow directions.
- **Punctuality:** Try to be to class on time.



Ask: Do you think we should have a penalty if someone doesn't follow the rules? Let's not forget to use our Talking Stick as you give me ideas.

The facilitator or another adult will write all of the ideas on the board or paper. Let the youth help you decide.

The facilitator should suggest something simple as an example so the youth know it won't be a terrible punishment. Suggestion: Staying one minute after the lesson is over and everyone leaves.

Explain that you will make a Class Rules Chart and put it where everyone can see it. Or you can keep the paper where you have written the suggestions, and put it up where everyone can see it.

**NOTE:** The **CLASS RULES** chart should be very simple and should be posted during each lesson where the youth can see it. You can refer to the rules briefly when needed to remind students of a particular point. *Take the chart home with you each day* if you don't have a safe place to leave it.

## PART II: INTRODUCTION

### **Student Evaluation BEFORE Starting the Lesson** (10 minutes)

Do this activity **BEFORE** you say anything more about human rights. This is very important in determining what the children know NOW. It is also a way to arouse their interest in the material. It is helpful to have another person do this with you, to count and record the answers.

**NOTE:** A questionnaire is provided at the end of the lesson. It is a form with a list of questions to gather information. It is short and fast and easy to do. Once you finish the questionnaire, it should be saved. You will use the exact same questionnaire at the end of the entire course of lessons. At that time (the end of the course), compare the two questionnaires to help you evaluate how much the youth have learned.

*How to do it:*

After each question, count the number of “yes” and “no” answers for each question, and record the totals on the questionnaire. Keep this paper in a safe place to use at the end of the course.

Explain: I have a few questions before we talk about our lesson today. Don’t worry if you think you don’t know the answer. The correct answer is what you think it is.

**Conduct the questionnaire.** (5 minutes)

After the questionnaire, gather and save the papers in a safe place to use at the end of the course:

Say: Thank you all for answering your questions so cheerfully.

Ask: Do you remember when I told you that I love Human Rights?

Explain: Over the next few weeks, we will be learning exciting new information about human rights – about the rights you and everyone else on earth have. We’re going to start with a game called “Race to the Top.”

**Activity: Race to the Top** (10 minutes)

How to Play: Split the group into two smaller groups. (The groups do NOT need to be an even number.)

- Tell both groups that the purpose of the game is to walk or ascend as fast as they can from one place to another (for example, around a building, up a staircase, from one tree to another, up a hill, or from one side of a room to the other, etc.).
- Separate the two groups so that you can talk to each of them privately.
- Group A: Tell them that while you are talking to Group B, they should discuss the fastest way to reach the goal.
- Group B: Instruct them privately to do their best to hold the other team back. Remind them not to be aggressive or touch the other students, but they may use tactics such as standing in someone’s way, placing obstacles in the path, or trying to distract them.
- Bring the two groups back together and tell them to start their walk.
- Using a clock or stopwatch, you will time how long it takes everyone to reach the designated finish point.
- Announce the time it took the students to make it to the finish line.

*Second Round:* Play again, but ask the students to make the same journey with different rules.

- This time, **everyone** should help each other to reach the end as quickly as possible.
- Tell the students you will time their walk. Give the signal to start.
- Announce the time it took this second round to reach the finish point.

**DEVELOP** (10 minutes)

Ask and Discuss: Why did one round take less time than the other?

Give the students time to respond. Accept all answers.

Explain: Progress in society is a lot like this game. When people work together to help each other, the entire society progresses more quickly.

- What are some ways in life that people hold each other back?
- How does trying to stop someone else's progress hurt your own progress?
- How does it feel when someone tries to keep you from progressing?
- Does that ever happen in your own life?

Explain: The world community learned the importance of working together after a very painful and costly war, World War II.

Ask: What do you know about the effects of World War II?

Take all comments and note some on the board if you get very many responses. Make additional comments to expand on whatever the students have to say that is accurate.

Explain: The war destroyed whole communities of people and disrupted the progress of numerous countries. It devastated much of Europe and Asia. After the war, the entire world was grief-stricken. Many people had lost their homes, as well as family and friends they loved. Even though the war was over, there were hungry people and children everywhere.

**Activity: Story, "Boxes for Katje."** (10 minutes)

Say: I'm going to tell you the true story of Katje, a young girl living in Holland after the war ended.

Tell or read the story at the back of the lesson.

- After reading the story, ask: What does this story mean to you?

Give the youth time to think about it. If no one answers right away, count to 5 to yourself before asking:

- Besides two young girls writing to each other, what else is this story about? (Little things we do for each other can make a big difference.)

- Why did Rosie's small box make a big difference for the people in the town where Katje lived? (Katje was willing to help other people and willing to share what Rosie sent.)
- How do you know that Rosie wanted to help people who were suffering? (She sent something useful even though it was small and even though she didn't know who would receive her box.)

## **CONCLUSION** (5 minutes)

Explain: Lots of people wanted to help after the war, but even more than that, they wanted an assurance that the hatred and violence that occurred between people and governments would never happen again.

- Next week we're going to talk about what the leaders of the world did to try and make sure that everyone could live together in freedom and safety.
- I'll give you a little hint: it's going to be about human rights. And it's going to be about an important organization called the United Nations. You're going to love learning about them!
- Don't forget today's message: The little things that we do for each other can make a big difference.

## **CHALLENGE**

Say: I have two things for you to do this week:

1. Tell your family and friends about Katje's boxes in Holland, and why there are tulips in Rosie's town in America even today, more than 70 years later.
2. Think of one small thing that you could do for someone in your family or for one of your friends or for someone else you know – one small thing that would make someone's life happier, even if it's just for one moment – and then do it.

Remind the youth when you will meet again.

- See you next time. Be sure and invite your friends to join us.

## FACILITATOR NOTES AND REFLECTIONS

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Adapted from Keating-Chetwynd, Sarah, ed., *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences*. Council of Europe, 2008, p. 61.)

**STUDENT QUESTIONNAIRE 1**

Date \_\_\_\_\_

City or town name \_\_\_\_\_

Age of the children (6 to10 or 11 to 16) \_\_\_\_\_

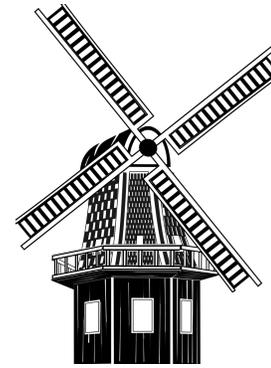
This is NOT a test. The children will not know all the answers.

	YES	NO
1. HAS ANYONE HEARD OF THE UNITED NATIONS  • Raise your hand if you have. (Count the hands.)  • Raise your hand if you have NOT heard of the United Nations. (Count the hands.)		
2. HAVE YOU EVERY HEARD OF “HUMAN RIGHTS”?  • Raise your hand if you have. (Count the hands)  • Raise your hand if you have NOT heard of human rights. (Count the hands)		
3. DO YOU THINK YOU HAVE ANY HUMAN RIGHTS?  • Raise your hand if you think you do. (Count)  • Raise your hand if you don’t think you have any human rights. (Count)		
4. CAN ANYONE TELL ME ANY HUMAN RIGHTS YOU THINK YOU HAVE?  Let any child answer who thinks she or he might know. Don’t worry about whether the answer is right or not. Just count the number of children who answer.		

Keep the **Student Evaluation** with your manual to refer to at the end of this course.

## BOXES FOR KATJE

Holland is a little country in Europe that is famous for its beautiful tulips and big windmills. But in 1945 at the end of World War Two, long before you were born, the country was in ruins and the Dutch people didn't have very much food or warm clothing because of all the fighting and destruction.



One day shortly after the war had ended, the postman in Katje's town came racing along on his bike, very excited and shouting, "I have a box for Katje! I have a box for Katje from America!"



Twelve-year-old Katje was shocked – she didn't know anyone in America. She quickly opened the box, and was even more surprised to find amazing treasures: a bar of soap, warm socks and a chocolate candy bar! At the time, those items were very scarce in Holland.

Quickly before she could change her mind, Katje broke the candy bar into three pieces and gave one to her mother and one to the postman and had one for herself. For several moments the three of them savored the almost forgotten taste. Then she gave the postman the warm socks for his cold feet and her mama the bar of soap.

Katje reached into the box one more time and found a note that said, "Dear Dutch friend, I hope these gifts brighten your day. From your American friend, Rosie."

Katje immediately wrote back to say thank you and to tell Rosie how happy the gifts had made her. She explained that the chocolate was delicious. Sugar was not found in their town anymore and anything sweet was precious. She told Rosie that she had given the warm socks to her friend the postman for his cold feet. Also, she had given her mama the heavenly bar of soap to use instead of the rough homemade soap they had.

Much to Katje's surprise and delight, Rosie wrote back and sent another box and asked about life in Holland. And that's how a wonderful friendship began through letters.

Katje told Rosie about the things she didn't have, and Rosie started sending what she needed, because at this time America was not in need like Holland. Rosie sent more boxes. Each box was bigger than the last one, containing more useful and valuable items. Katje was always grateful and always shared what was in the box with all her neighbors who were just as poor as she was.

Rosie told **her** friends and neighbors about Katje and her town, and pretty soon those people wanted to help the families in Holland, too, and they started sending boxes of food and clothing.

Katje was overjoyed, and the whole town was so thankful for those wonderful boxes sent to them during the cold harsh winter months.

When spring finally arrived, Katje and her neighbors tried to think of some way to thank their generous friends in America. Poor as they were, surely there must be something they could send to show their gratitude. As they looked around, they noticed all the tulips in bloom everywhere, bursting with beautiful shades of red and yellow and pink.

“That’s it!” Katje exclaimed. “We’ll send them a box of tulips.”

And so it was that a few weeks later, the mailman in **Rosie’s** town in America was excited to tell her that he had a box from Holland for her.

Everyone gathered round to see what could be in the box. They were totally enchanted to find it filled with tulip BULBS. Not flowers, but the bulbs that would grow into flowers the next spring.

Rosie and her friends were excited at the thought of beautiful tulips from Holland. They planted the bulbs all over town, and sure enough, colorful tulips popped up the following year as if by magic, here and there and everywhere!

But that’s not the end of the story. The best part of all is that those tulips have been blooming in the spring in that little town in America every year since then. They are a reminder of a young woman’s small act of sharing that turned out to help an entire town during a difficult winter in Holland all those many years ago.



Adapted and retold from: *Fleming, Candace. Boxes for Katje. Melanie Kroupa Books, 2003.*



