

# I Get to Go to School

## THE RIGHT TO AN EDUCATION

AGE: 11 - 16 years

### LEARNING POINTS:

1. Education makes all other rights possible.
2. All children have the right to an education.
3. Children can become teachers.



### MATERIALS

- Class Roll
- Class Rules
- Talking Stick
- Chalkboard or flip chart
- Chalk or markers
- A large piece of paper to draw a map of the community
- Photo, boy in the brickyard, from the previous lesson
- Malala and her story
- UDHR Article 26, CRC Article 28
- Set of Occupation Photographs
- Malala quote, "One child, one teacher"
- Human Rights mini posters, including The Right to an Education
- Student Evaluation Questionnaire
- Rights and Responsibilities, 2 sets  
*(Make copies of the set you choose, cut them out and prepare before class. Save for future use.)*

## THE UNIVERSAL DECLARATION OF Human Rights

### RIGHT TO AN EDUCATION

#### Article 26

You have the right to go to school. You should be able to learn a profession or continue your studies as far as you can.

Your parents have the right to choose how and what you learn.

You should learn about the United Nations and how to get along with other people and to respect their rights.

## THE CONVENTION ON THE Rights of the Child

#### Article 28

Children have a right to education.

Discipline in schools should be done fairly, with kindness and respect.

Primary education should be free and required.

#### Article 29

Education should prepare you for life.

## **WELCOME**

Display the mini posters where everyone can see them.

Greet the children warmly by name, and have them sit in a semi-circle in front of you.

**Warm-up Song: This Little Light of Mine** (Music at the back of Lesson 5 if needed.)

**Student Evaluation Questionnaire** (5-10 minutes)

The short questionnaire at the back of this lesson has the same questions as the one used in Lesson 1. It is helpful in determining how much the students have learned so far. **After the lesson is over today, please take time to compare the two questionnaires.** Report your findings to your supervisor. Save the papers in a safe place to refer to later.

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

### **Conduct the questionnaire.**

How to do it: After each question, count the number for each answer and record it on the questionnaire. Keep this paper in a safe place to compare with the earlier questionnaire.

It is helpful to have another person do this with you, to count and record the answers.

After the questionnaire, say: Thank you all for answering your questions so cheerfully. We have learned a lot about human rights.

## **REVIEW** (5 minutes)

Ask: What are photo detective skills? (They are a way to help us know the story the photographer is trying to tell. Or the children might name the skills, such as "Meet the photo," "Study the photo," and "Make sense of the story of the photo.")

- When you were looking at pictures this last week, did you think about any of these skills?

*Point to the picture of the boy in the brickyard.*

Ask: How should we look at this picture?

Remind them of the steps for "Meet the photograph":

- See if it has a caption or if they can guess where it was taken
- Who the main person is
- What the person is doing or what is happening
- What the photographer is trying to tell us

Point to the mini poster, "The Right to Protection from CHILD LABOR."

Ask: Who remembers why child labor is not a good thing for children as well as youth, since a child is defined as anyone under the age of 18? (They can't go to school and they don't have any free time.)

- When do children have a right NOT to work? (When it is dangerous to their health or when it keeps them from going to school.)

## **INTRODUCTION** (10 minutes)

Say: That's exactly right. It's *important* for children to go to school. And today we're going to learn about your **RIGHT** to go to school and get an education.

**Activity: The Story of Malala** (at the end of this lesson and also from Lesson 7)

Show the picture of a Muslim girl.

Ask: Do you remember when we talked about Malala a few weeks ago, the girl from Pakistan who was shot because she said girls should have the right to go to school?

- She was only 15 years old when this happened.
- Who would like to remind us what happened to her?

Allow one of the students to briefly tell Malala's story.

Ask: How do you know that education was important to Malala? (She talked to people about education for everyone, including girls.)

- How do you know that she was brave? (She went to school even though the enemy army threatened to kill her.)
- Why do you think education is important here in our community? (Accept all answers. Write them very briefly on the board if you wish.)

Say: Fortunately **you** can go to school without worrying about an enemy army. Let's think about some of the things that go on in our lives here in our community.

**Activity: Community Map** (10 minutes)

Say: Let's make a map of where we are right now.

*How to do it:* Draw a small square or circle in the middle of the chalkboard or on a big piece of paper. Put an X on the square, and write the word "Class" or "Club" or "School" or whatever word describes the space where you are meeting with the youth right now.

**FACILITATOR TIP:** See examples of possible "maps" at the end of the lesson. Instructions here are simply to give you an idea of what could be on the "map." Whatever you create will be fine as long as the participants are involved in making it.

Say: This is where we are right now. (Point to the X.)

Ask: What is next to us? (Don't forget to use the Talking Stick.)

- Let the youth respond: for example, the church (or synagogue). Draw another square or circle and label it "church" or "store" or whatever they've mentioned.
- Or, as they tell you what to put on the map, have the various participants come up and draw a picture of it close to the center circle or square. For example, the person who suggested the church would come and draw a simple church.

Ask: What's across the street from us (or across from the mosque)?

Student responds, such as a health clinic. Ask that student to draw and label it.

- Where's the store (or booth or whatever)?  
(Participants respond and one of them draws and labels the store.)
- What else is in our community? What about a bank or parks or playground?  
(Have the youth keep adding squares or circles and labeling them as they answer.)
- Where are our homes – where should we put them on our map?

Prompt the students with other items if they run out of ideas.

When the map is complete, help the youth think about it from a human rights perspective by asking some questions.

Ask: What human rights that we've learned about do you think might match with some of the different things you have on this map?

- Have the students look at the mini-posters to decide which ones might be related to some of the things on the map.
- Put a UDHR article number from the mini-posters next to an item on the map if it is related to it. For example:

Home	(#16)	The right to a FAMILY
Place of worship	(#18)	The right to practice my RELIGION OR BELIEF
Post office	(#19)	The right to EXPRESSION, sharing ideas
Hospital or clinic	(#3)	The right to MEDICAL CARE so that you can stay alive
School	(#26)	The right to go to SCHOOL

Say: Thank you all for helping us recognize what's happening right here where we live. Looking at our "map," human rights should be a part of our community.

**FACILITATOR TIP:** You won't have a mini poster for some of the items because they haven't been covered in the lessons yet (such as a clinic or hospital - right to medical care) or because they don't really apply (pet or trees and flowers). Leave the item on the "map" without a number.

**DEVELOP** (5 minutes)

Explain: One of the places we have on our map is the school where you learn new things. You are so fortunate that you get to go to school. Just as in Malala's country of Pakistan, there are places in the world where some children don't get to go to school, especially the girls, which is not good.

- School is so important that the people who wrote the *Universal Declaration of Human Rights* said you have the RIGHT to go to school and learn things. It's called the Right to an EDUCATION.

**Show the mini poster: You Have the Right to an Education.**

Read Article 28 (*Convention on the Rights of the Child*), or ask a student to read:

*Article 28*

1. *Children have a right to education.*
2. *Discipline in schools should be done fairly, with kindness and respect. (This means teachers should treat you fairly with kindness and respect. They should not hit you as a way to punish you.)*
3. *Primary education should be free and required.*

Say: Without an education, you would not know about human rights.

- \* Learning new things can be fun. The things we learn in school help us prepare for the future.

Ask: Who do you think is going to take care of you when you turn 18? (Take all answers.)

Explain: You are going to need to be able to buy food and clothes and to pay for a place to live.

- It would be good to have a job where you could earn money and provide your family with the things they need. And it would be really good if you liked your job.

Ask: What are some jobs you are thinking about to help you earn money? What are you going to do to prepare for a job?

- If you want to have a job like being a teacher (point to “school” on the chart above) or a doctor (point to the word “clinic”), do you need to go to school and get an education? Of course you do!

**Activity: Why Go to School?** (10 minutes)

Materials needed: Set of Occupation Photos

Say: Henry and Suzie, would you please help me show some pictures?

**FACILITATOR TIP:** Hold the pictures in a fan shape, with the fronts facing you and the backs facing the children so they can’t see the photos. Let them each choose two photos, and then turn around and hold up all four photos for the class to see at the same time.

Choose more photos if you wish. Be careful not to run out of time for the rest of the lesson.

Say: Raise your hand if you can tell me what we call one of these people or what kind of work they are doing, and I will write it on the chalkboard (or have a student write on the board.)

Job	Needs
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Draw a line down the middle of the chalkboard. Write “Job” on one side and “Needs” on the other.

When the first student responds, ask the following questions to the class (just to reinforce the answer):

- What is this person doing?
- What do we call a person who does this kind of work?
- What is their job? (Write the answer on the board.)
- What kinds of things would she or he have to learn so that he or she could do this job? (Allow time for responses.)
- How would she learn these things – do you think she had to go to school to learn them? (Write “School” or “Apprentice” or whatever term applies for learning this trade or job.)

Do this with each photo, one by one. After the students answer the questions about a photo, and you write on the board, look at the back of the picture and tell them what it says about the job that the photograph is showing.

Then go on to the next photo, ask the questions, write on the board, and read the back. Continue with the ones you’ve chosen.

For example:

JOB	NEEDS
Doctor	SCHOOL plus medical school
Builder	APPRENTICE
Chef	HELPER or APPRENTICE or SCHOOL
Others	Learn about the job Practice reading Study arithmetic and science Learn to manage money, etc. etc. etc.

Say: Raise your hand and tell me if you think you might like to do this kind of work when you grow up.

Explain: We need to go to school to learn how to do some of the jobs on our chart. Sometimes we go just until we finish high school and then go to a trade school or become an apprentice and get special training. Sometimes people stay in school and go to the university.

Ask: Why do you think everyone should be able to go to school? (Accept all answers.)

Explain: You are all going to grow up. You need to learn new things every day so that when you grow up, you’ll be able to work at a job and help your families and your neighbors.

Ask: Since you all have the right to go to school, what is your responsibility? (Allow all answers.)

Explain: When you go to school, you have a responsibility to pay attention and to work hard to learn the things you are being taught by your teachers.

- It's also really important to share what you have learned with other people.

Say: We've been talking about a lot of rights, and we've discussed our responsibilities that go with those rights. Let's play a game where we see who can match rights with responsibilities the fastest.

**Activity: Rights and Responsibilities**, a card game

At the back of the lesson, there are 2 different sets of cards – one has words and the other one has no words. *Before the class*, choose the set of cards you plan to use and make enough copies for each team to have a complete set. Cut out the sets, making them similar in size. Mix up the cards. Use the originals to show the pairs at the end of the game. Save the originals.

*How to play:* Quickly have the students count off, giving each one a number: One, two, one, two, one, two – until everyone has a number. The girls and the boys should be mixed together. Put all the “ones” in a group (or team), and all the “twos” in another group.

**FACILITATOR TIP:** You can use either the marked cards or the unmarked cards, whichever set you think will be more fun for the youth. Make sure that both teams have copies of the same set of cards.

Team A goes to one side of the room, and Team B goes to the other side. If you have more than two teams, put them in different parts of the room.

Say: Let's see who can match rights with responsibilities the fastest.

- Don't start until I say GO!
- When your team thinks you have them all matched, raise your hands.
- We'll stop the game and check.
- If they're all right, you win. If not, we'll keep going.

Give each team a set of cards.

Say: 1, 2, 3, GO!

At the end of the game, congratulate everyone, and spend a few minutes matching up the corresponding pairs again.

Ask: Which are more important – our rights or our responsibilities?

Say: Don't forget that our responsibilities to each other are just as important as our human rights.

## **CONCLUSION** (5 minutes)

Ask: How can you let the things you have learned about our Human Rights shine at home and in the neighborhood? (By sharing what they have learned everywhere with everyone.)

Say: Remember Malala? (Show the picture.) She knew we all have a right to go to school, but she didn't just go by herself and not worry about other people.

- Today she is letting her light shine by telling everyone that they have the right to an education, and they should go to school. And their parents should let them do that.

Show the mini poster and ask: Who would like to read this for us?

One child, one teacher, one pen and one book can change the world.

Say: This is what Malala said when she spoke to some government leaders.

Ask: What do you think this means? (Accept all answers.)

- Why do you think this is true?
- How is this true for Malala?
- How is this true for you?

Explain: You don't need to have a big fancy school. All you need are ordinary materials, someone who is willing and able to be the teacher, and children who are willing to learn. Simple little things can make a huge difference.

Ask: Does this mean you can be a teacher just by setting a good example? (Yes.)

Explain: When you learn something new, you should pass it on to others like Malala did. Then you are a teacher, too.

- And just like our song (or poem), that's how you let your light shine, by teaching people good things that you are learning that they might not already know.

## **CHALLENGE**

Say: This week, let your light shine and teach this song to your friends and family.

- Invite your friends to come and join us. I can hardly wait to see you again next time!



## 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 2**

Date \_\_\_\_\_

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

Age of the children (6 to10 or 11 to 18) \_\_\_\_\_

This is NOT a test..

	YES	NO
1. HAS ANYONE HEARD OF THE UNITED NATIONS <ul style="list-style-type: none"><li>• Raise your hand if you have. (Count the hands.)</li><li>• Raise your hand if you have NOT heard of the United Nations. (Count the hands.)</li></ul>		
2. HAVE YOU EVERY HEARD OF “HUMAN RIGHTS”? <ul style="list-style-type: none"><li>• Raise your hand if you have. (Count the hands)</li><li>• Raise your hand if you have NOT heard of human rights. (Count the hands)</li></ul>		
3. DO YOU THINK YOU HAVE ANY HUMAN RIGHTS? <ul style="list-style-type: none"><li>• Raise your hand if you think you do. (Count)</li><li>• Raise your hand if you don’t think you have any human rights. (Count)</li></ul>		
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 this questionnaire and the questionnaire from the first lesson in a safe place. They may be useful for future reference.











Photo: Young Boy in a Brickyard



Young boy working in a brickyard in Bolivia, South America. Photographed by Crozet M. 2010. © ILO

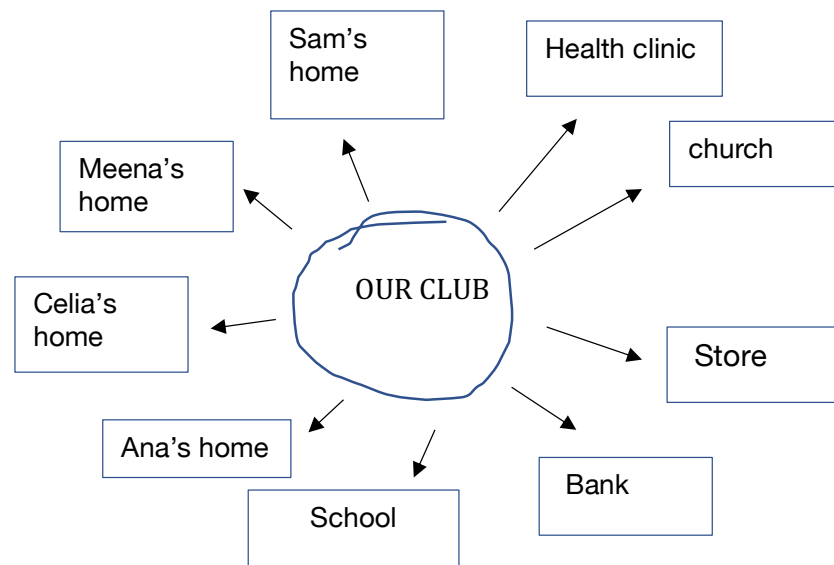
## COMMUNITY MAP EXAMPLES

The community map should be very simple and very easy. Example 1 has roads and trees. Example 2 just has names and arrows. Use whichever one fits your needs best and call it good. What you want is something that is quick and easy to draw as the students name and illustrate their community. It should be fun for them.

Field	Community Garden			
	 House	 House	 Our CLUB	 Field
Field	  Sam's house Meena's house		playground	 School
field	 Store	Park	Health clinic	 Ali's house

**EXAMPLE 1**

**EXAMPLE 2**



## **MALALA YOUSAFZAI**

Malala was born in 1997. Her parents named her after a very famous woman from the 1800's who died leading Pakistan's army to victory against their enemies. Her country never forgot her, and Malala admired her a great deal.

Pakistan is a beautiful country but more than half the girls there don't go to school even though most of the boys do. This bothered Malala a lot and she didn't think it was fair, especially since she loved school.

Then the Taliban army came to her town. They are a group of people who have very rigid ideas about society, and they announced that girls could no longer go to school, but Malala and her friends refused to obey them. When Malala was 11 years old, she even gave a talk called, "How dare the Taliban take away my basic right to education?"

Malala began to write a blog on the internet about what was happening. Over the next few years, people from different newspapers interviewed her and she was becoming famous for speaking out in favor of education for girls.

So the Taliban issued a death threat against her but nobody thought the Taliban would actually kill a young person.

Then one day when Malala was 15 years old, she was riding a bus with friends on their way home from school, when a masked gunman stopped the bus and got on board, and shouted, "Who is Malala?" Her friends looked in her direction, accidentally giving her away. The gunman immediately fired at her, before jumping off the bus and running away.

Malala almost died but survived after many surgeries. People around the world were outraged that someone would try to kill a girl just because she wanted to go to school. The National Assembly of Pakistan swiftly approved the first Right to Free and Compulsory Education bill in that country's history. That was really amazing.

Today Malala continues to speak out in favor of education, especially for girls. In 2014, when she was only 17 years old, Malala received the Nobel Peace Prize. This prize is given to someone who has done the best work in the whole world to promote peace. She was the youngest person ever to be given that award.

The U.N. Secretary-General Ban Ki-moon described her as "a brave and gentle advocate of peace who through the simple act of going to school became a global teacher."



# THE RIGHT TO



# EDUCATION

UDHR 26 & CRC 28 & 29

1. Children have a right to an education.
2. Discipline in schools should be done fairly, with kindness and respect. (This means that teachers should treat you fairly and not be mean or make fun of you. They should not hit you as a way to punish you.)
3. Primary education should be free and required.

*The Convention on the Rights of the Child*

Article 28



## OCCUPATION PHOTOS



**A COOK** works in a kitchen to prepare food for customers.

There is no special education needed to be a cook. Some cooks train in a restaurant.

Many cooks go to a cooking school to learn how to make special foods.

These cooks can earn more money because they have special skills.



**A FARMER** plants crops and raises animals. When a farmer harvests his crops, he sells them to other people. If he has animals like sheep, he will sell their wool or sell the animals for meat. If he has cows, he will sell their milk.

There are no special education requirements to be a farmer. There are some classes that students may be able to take in high school or university that will help them to know better how to manage a good farm, how to grow more and better crops and how to best care for animals.



**AN AIRLINE PILOT** flies airplanes that carry people or shipments of things that people want to sell or move from one place to another.

A pilot must learn to fly at a special school that teaches people how to fly. He or she must fly many hours with a teacher, then take a test which will give him or her a license or permission to fly a plane. A person can also learn to fly if he or she is accepted into military flight school.



**A MECHANIC** repairs machines. Sometimes these machines are big, like machines in factories or sometimes they are smaller like motors in cars and trucks.

Aspiring mechanics must find someone who will allow them to work as an apprentice until they learn the skills they need to work on their own.



**A TEACHER** works in a classroom with children. He or she teaches them to read and write. He or she may teach mathematics, history or other topics. In many countries a teacher must finish high school and complete a course of study at a teacher training school or university.



**A NURSE** takes care of sick people, sometimes in a hospital or clinic helping a doctor. He or she must complete a course of study at a nursing school or university. This can take one year or more, depending on what kind of nurse you want to become. She or he must pass a test and work as a helper in a clinic or hospital before being allowed to practice.

**A DOCTOR** helps people who are sick or hurt. He can decide what is making them sick. He can give them medicine. He can set broken bones and help others who are hurt.

If you want to be a doctor, you must complete a course of study at a university. After that you would go to medical school where they train doctors for four more years. Then you would take another test and be able to practice medicine.



**A DENTIST** helps you take care of your teeth, filling cavities and checking your gums. He or she helps with toothaches and gives you advice and instruction on taking good care of the teeth and gums.

A dentist has to finish at a university before applying for a school in dentistry. When the course is finished, he or she takes an exam to practice being a dentist.

**One child,  
one teacher,  
one  
pen,  
and  
one  
book  
can  
change  
the world.**



*Malala Yousafzai on her 16<sup>th</sup> birthday  
United Nations Youth Assembly*



**Freedom of Expression**



Right to express your own opinion and to be taken seriously



Responsibility to listen respectfully to others

**Child Labor**



Right to be protected from child labor



Responsibility to be kind and helpful to others

Cut along the solid lines.

**Discrimination**



Right to be protected from discrimination and to be treated respectfully by others



Responsibility to be the best person you can be

**Family**



Right to a family and someone who cares for you



Responsibility to show love and caring to others

**Education**



Right to a good education



Responsibility to study and show respect for your teachers

**Life and Security**

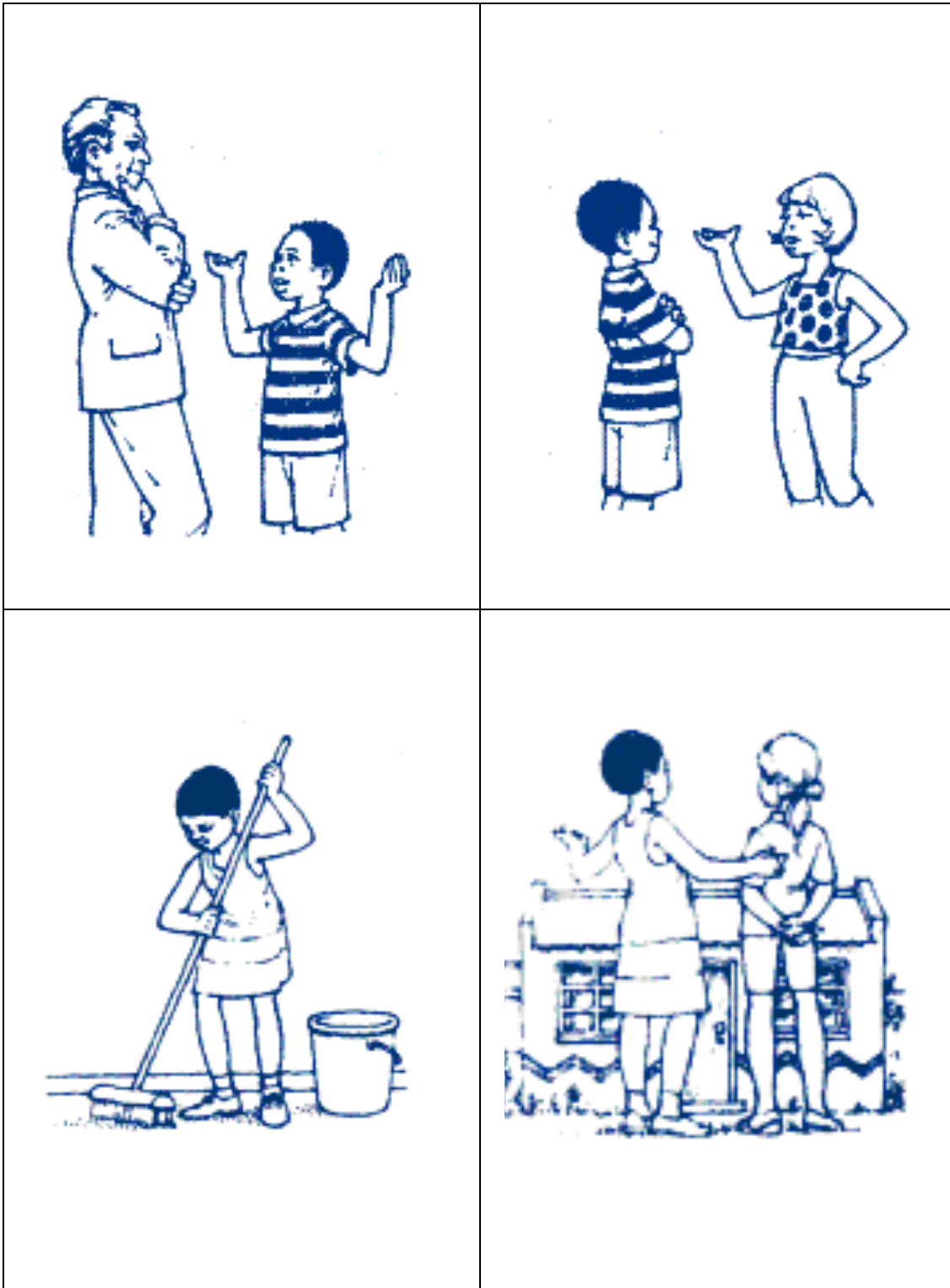


Right to life and security

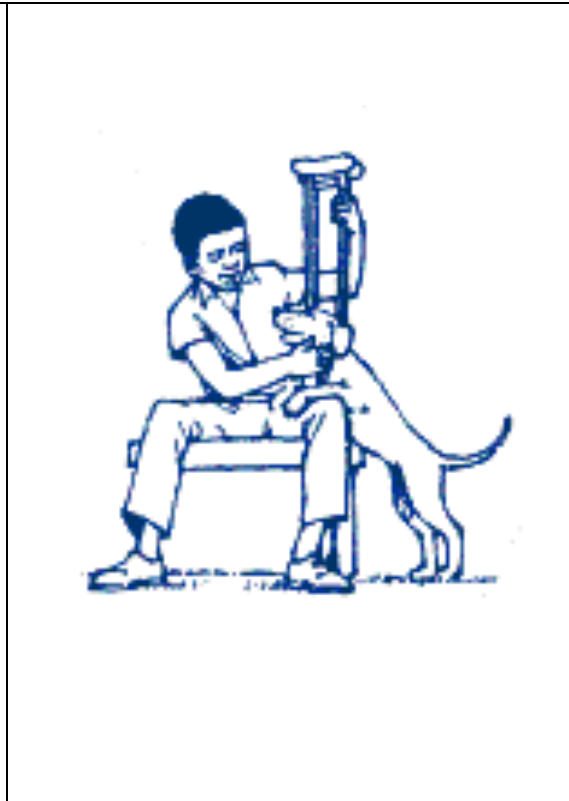


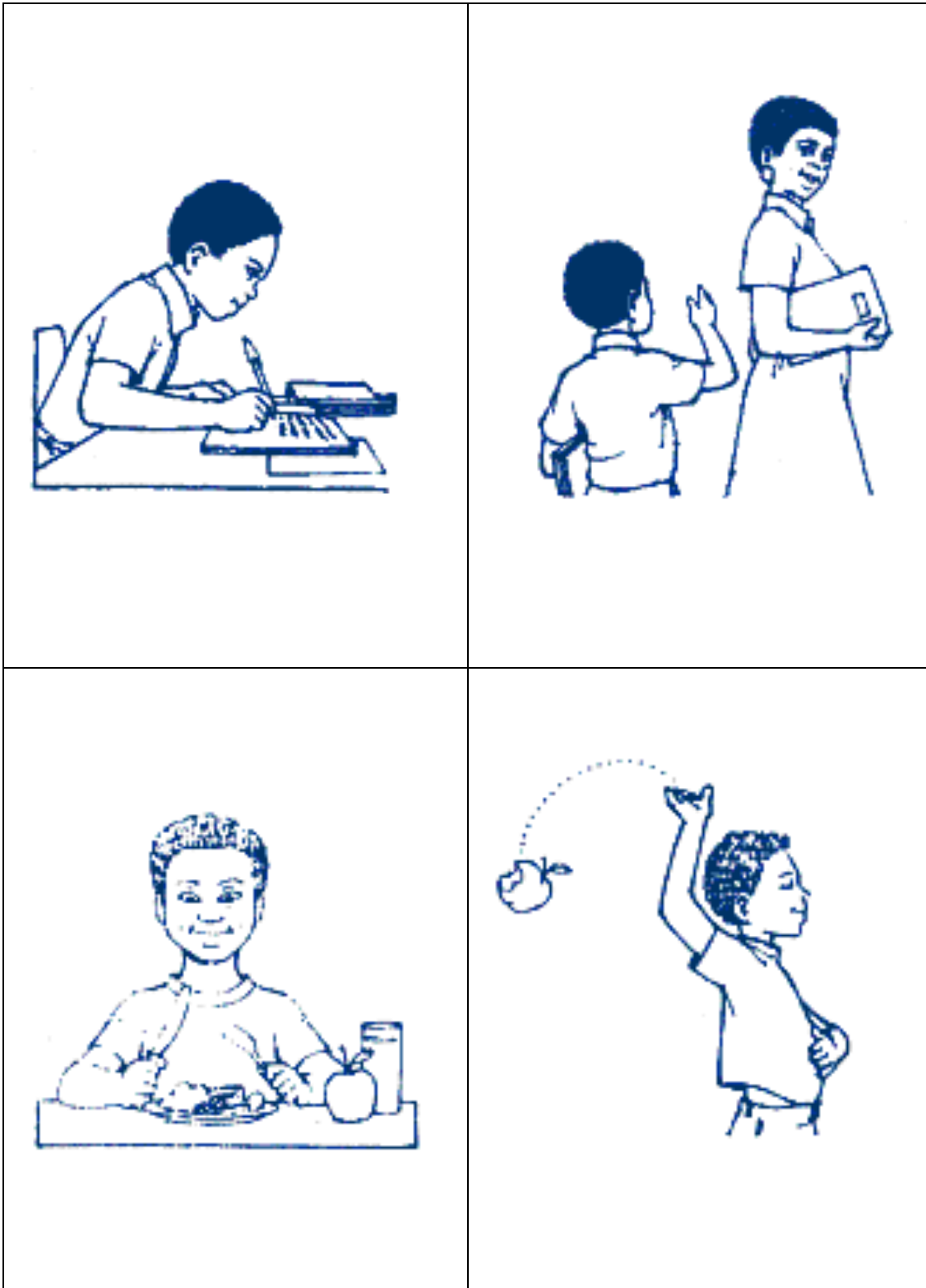
Responsibility to take care of yourself and to NOT be wasteful.

Source: Adapted from an illustrated guide issued by the National Children's Rights Committee, South Africa (<http://www.cyc-net.org/cycnet-usage.html>).



Cut along the solid lines.





Source: Adapted from an illustrated guide issued by the National Children's Rights Committee, South Africa (<http://www.cyc-net.org/cycnet-usage.html>).