

Facilitator Toolkit



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Section I: Background Information

Historical Background

Human Rights and Child Rights

What are human rights?

What is the Universal Declaration of Human Rights?

Why do we NEED human rights?

What are child rights?

Why do we need child rights?

Human Rights Education for Children and Youth

What is human rights education?

Why do we need human rights education?

The importance of music and activities.

Historical Background

Early in 1947, with the horrors of two world wars fresh in their memories, the newly created United Nations appointed a committee to create a document that would spell out the meaning of the fundamental rights and freedoms to which we are all entitled. It took the commission almost two years to produce the Universal Declaration of Human Rights. It was adopted on December 10, 1948 in Paris by the 56 members of the United Nations General Assembly.

The 30 articles of the Declaration cover economic, social, cultural, political, and civil rights. These rights are:

- **Inalienable**—they belong to every person and can't be taken away under any circumstances.
- **Interdependent**—they are complementary in nature and build on each other.
- **Indivisible**—all the rights are equally important to the full realization of one's humanity.
- **Universal**—they apply to all people everywhere.

No right in the *Universal Declaration of Human Rights* is “less important” or “non-essential.”

Most countries treat it as law, and nations are obligated to honor human rights by international treaties. They are required to teach human rights to their citizens through their education systems and other civil institutions, which means they should protect their citizens from discrimination and the denial of their guaranteed rights.

However, rights are of little value to a person who doesn't know that she or he has them.

COLEGA joins hands with the many other efforts to call out discriminatory treatment at all levels. It intends to teach young people a standard of behavior they should both practice and experience at the hands of society.

Human Rights' and Child Rights

What are human rights?

Human rights are fundamental rights that belong to every person simply because he/she is a human being. They are based on the principle that every human being is born equal in dignity and rights. All human rights are equally important. They are indivisible, inalienable and interdependent. They cannot be legally denied except under unusual circumstances.

What is the Universal Declaration of Human Rights? *The Universal Declaration of Human Rights (UDHR)* is the founding document created by the UN commission. Adopted by the UN General Assembly on December 10, 1948, it stands as a common reference point for the world, setting standards of achievement in human rights.

Although the UDHR does not officially have force of law, its fundamental principles provide **international standards** worldwide. Most countries view the UDHR as international law.

Why do we NEED human rights? Human rights challenges are increasing worldwide while respect for human dignity is generally decreasing. Human rights foster mutual respect among people. They stimulate conscious and responsible action to ensure that the rights of others are not violated.

Human rights are a tool to **protect people** from violence and abuse. They protect our right to live in dignity, including the right to life, freedom and security, with such essentials as a decent place to live and enough to eat, allowing us to participate in society, receive an education, work, practice our religion, speak our own language, and to live in peace.

What are child rights?

The rights of the child are specific rights documented in the *Convention on the Rights of the Child (CRC)*. They are a tool to protect all children everywhere from violence and abuse. This treaty was adopted by the United Nations on November 20, 1989. As of April 2017, the *Convention on the Rights of the Child* is the most ratified document of the United Nations.

The child is defined as any person younger than 18 years old unless the laws of a particular country set the age of majority at a younger age. Children have a right to all the human rights of the UDHR. However, because of their vulnerable position in society, children also have specific rights that afford them special protection.

Why do we NEED child rights? Child rights give each child the opportunity **to reach his or her full potential**. In order for children to fully enjoy their rights, the fundamental principles for the CRC must be respected and promoted by all members of society from parents, to educators, to the children themselves. The CRC emphasizes the major importance of the role, authority, and responsibility of parents and family.

Children themselves must recognize that every person has the same rights, and then adopt attitudes and behaviors of respect, inclusion and acceptance.

(Adapted from Play It Fair! Human Rights Education Toolkit for Children, 2008 Equitas—International Centre for Human Rights Education)

Human Rights Education For Children and Youth

“Human rights education is a central component in the campaign to develop a human rights culture.”

- Nelson Mandela

What is human rights education?

Human rights education is education about and also for human rights. It is all learning that builds knowledge and skills, as well as attitudes and behaviors of human rights.

- Human rights education is about helping people understand human rights and recognize that they have a responsibility to respect, protect and promote the rights of all people.
- It supports democratic principles from diverse perspectives through a variety of educational practices.
- It helps develop the communication skills and informed critical thinking essential to a free and safe world where justice and dignity prevail.
- It encourages children and youth to be sensitive to their own words and actions while recognizing and calling out unacceptable behavior such as bullying or shaming.
- It encourages the practice of respect, cooperation and inclusion in daily life.
- Human right education engages the heart, as well as the mind, in fostering attitudes and behaviors to produce appropriate social change.
- Human rights education affirms the interdependence of the human family.

(Adapted from *The Human Rights Education Handbook*, Nancy Flowers. University of Minnesota 2000, p. 8.)

Why do we need human rights education?

“We must not just educate our children and youth ‘to know’ and ‘to do;’ we must also educate them ‘to be’ and ‘to live together.’”

- Jacques Delors, *Learning: The Treasure Within*

Human rights education inspires empathy. It encourages children to think about how they interact with others, and how they can change their behavior to better reflect human rights values. Human rights education encourages the development of self-confidence and active participation to make a positive contribution to family, school and community.

Why are music and activities important in human rights education?

Music and activities provide a crucial element in the COLEGA lessons. They are to be used in a participative, interactive instructional method, which human rights educators have found to be the most effective and powerful way to achieve the learning goals in both children and adults.

The activities and themes of the songs in this manual are meant to reinforce in children and youth the skills, knowledge and attitudes essential to achieve a world free of human rights violations. Please do not hesitate to use songs from your own culture that reinforce the same themes.

(Adapted from *Play It Fair! Human Rights Education Toolkit for Children*, 2008 Equitas—International Centre for Human Rights Education)

Section II: Guidelines and Teaching Tips

Colega for the Facilitator

Educational Approach of COLEGA

Best Practices and Effective Facilitators

Best Practices for Facilitators

Best Practices for the “Classroom”

Reminders

As a **facilitator**, it is essential to consider how you can create an environment that respects and promotes a culture of human rights, one that becomes a living example of what you teach. This is necessary in order for a child to learn about human rights.

This part of the manual supports the **facilitator** with practical information about using the COLEGA manual to do exactly that.

Take what you can from the manual and these instructions. Use whatever is helpful. You may have to adapt and innovate, and that is fine!

The important thing to remember is that when you create an environment that promotes and respects human rights, children will be learning about human rights.

Unlike lesson plans for classroom use in a formal school curriculum, COLEGA is designed to be adaptable for more informal settings where children can learn about human rights.

Educational Approach of COLEGA

COLEGA uses a **participatory, transformative** learning model to teach the youth about human rights.

The lessons were designed to create an awareness in the youth of human rights values and ideas based on their own experiences and on critical reflection. They are then challenged to look for ways to **integrate human rights values** into their lives.

1. **Experiencing** the human right through lesson activity or story
2. **Thinking** about the right through discussion
3. **Acting** or reflecting the human right behavior or change

(Adapted from *Play It Fair! Human Rights Education Toolkit for Children*, 2008 Equitas – International Centre for Human Rights Education, Reference 07.)

Best Practices and Effective Facilitators

“Best practices” are teaching strategies and methods that have been carefully researched and have been shown to help facilitators become more effective in their teaching.

We all learn in different ways. This section offers facilitators a variety of approaches and techniques that result in good overall outcomes, where students learn what is being taught.

(Source: *Jordan Performance Appraisal System Domains Document*, JPAS, Version 5.0, 2008, Jordan School District, Utah, USA.)

What is the role of the facilitator? “Facilitator” (or teacher) is used to refer to an adult or youth who works with children in formal or non-formal classrooms or other educational settings. Different organizations use terms such as counselor, facilitator, monitor or teacher to denote this role. For reasons of clarity, “facilitator” was selected because it appears to be the most widely understood and commonly used term in this context.

- **Facilitators accompany and guide** the students in their learning.
- **Facilitators are role models.** They set an example for students, integrating human rights values into their own behaviors and attitudes, while constantly aware of their influence on the students.
- **Facilitators create a positive environment** conducive to learning. This is perhaps the most important role of the facilitator.
- **Key responsibilities:** leading games, encouraging participation, facilitating discussion, and giving students the opportunity to critically think about their own behaviors.

(Adapted from *Play It Fair! Human Rights Education Toolkit for Children*, 2008 Equitas – International Centre for Human Rights Education, Reference 07.)

Best Practices for Facilitators

At the beginning of class, review or summarize ideas or skills from a previous lesson.

Use energetic and enthusiastic speech or obvious interest in the subject matter. When facilitators are enthusiastic, youth pay attention and develop enthusiasm of their own.

Encourage reluctant learners. Effective facilitators call on students whose hands are not raised to check their understanding and gently encourage their participation.

Allow wait time after questions. After asking the question, wait at least five seconds for someone to answer before calling on another student.

Apply learning to a student's personal experience, future life, or potential work situation. A student's background knowledge plays an important role in all types of learning; what students already know influences what and how much they'll learn in the future.

Reinforce desired behavior. Small, frequent rewards are more effective than large, infrequent ones. Praise is a particularly powerful reward, especially if delivered in a natural tone of voice to children for specific achievements.

“Thanks so much for sharing your ideas, Bao.”

“I love the way Asha lined up quickly.”

“This group followed my directions exactly!” is more effect than pointing out which group didn't do it right.

End on the right note. At the conclusion of the lesson, it's important to give the students an opportunity to sum up what they've learned individually and collectively. How you do this depends on the objectives and the mood or tone of the class.

Keep a record! A good facilitator learns from experience as she teaches. This manual includes a journal page called “Facilitator Notes and Reflections” at the end of each lesson with prompts or questions just for you. Use it! Briefly record what happened at each session, including adaptations and changes that occurred, new ideas, particular successes and difficulties. Your answers to the prompts will help you recognize how well you are doing, and ideas for future changes or improvements.

Best Practices for the Classroom

Create a positive learning environment

One of the main elements in developing a positive classroom is creating a warm, supportive environment in which students feel safe and are willing to participate.

A critical environment, such as hitting or harsh words or threats and nagging or demeaning comments and negative attitudes, discourages participation and prevents learning.

Use three or four praise statements for every negative statement so that the students hear positive encouragement most of the time.

“Ali, I love the way you raised your hand to talk.”

“Oh, look! Marta is sitting quietly.”

“I love the way Thomas did what I asked.”

“Thank you, Sofia, for quickly putting away your pencil and paper.”

Students will believe what you tell them simply because you are the facilitator. It helps to say things such as, “This is going to be your best time ever!” because they will leave class and tell others that this is going to be their best time just because you said it would be.

Rules and Consequences

It’s important to create rules and consequences, and to consistently and kindly and patiently enforce them.

Be STRICT but be NICE. It is possible to be strict, or in other words, to be consistent in requiring that the students do what you ask, without being mean. Make this your motto—and SMILE!

Create a list with the students for group behavior. Post the rules and devote time to discuss them so that everyone knows what they are and agrees to them.

Respond consistently to behavior

Recognize and stop disruptive behavior immediately. Do not allow social talk, excessive noise, or interruptions during the facilitator’s instruction time.

When facilitators and students establish fair rules together and enforce them consistently, rule breakers can be unhappy only with themselves.

If students can depend on what facilitators say, they will be less likely to test them and more able to accept responsibility for their own behavior.

Evaluate and adjust teaching activities

When necessary, adjust the lessons and activities based on the needs and participation of the children, thinking about ways to improve the teaching.

Reminders

VARIETY keeps things interesting. The lessons and activities presented in the COLEGA manual use many different teaching methods. Use those that most appropriately fit the human rights article being discussed and that you think will further the understanding of the objective being taught.

Assigning and Creating Groups

There are many ways to ensure that students are not always with the same people, and so that no one feels like they are always the last one chosen.

- Students count off by 3s or 4s. All the 1's get in a group, all the 2s in another group, etc.
- Do the same with different fruits. All the apples in a group, lemons, bananas, oranges, etc.
- As students arrive, give each one a yellow or blue paper or sticker. At the appropriate time, have all the yellows get together in a group and all the blues in another group.

Closings and Conclusions

How you close your lesson depends on the goals and tone of the class. It's important to end on the right note so students leave thinking about what they learned and how they feel about being there. Planning your closing or conclusion is a critical component of your teaching.

Ball Toss: Children stand in a circle or in two lines across from each other, not too far apart. They toss a ball from one to another, making sure to always toss to someone who hasn't had a turn yet. Each person who catches the ball states one thing she or he learned or can remember from the lesson. Continue until everyone has had a turn.

Group Summary: Ask a summarizing question, such as "What remarks that you heard today will you especially remember?" or "What idea can you take home to use in your family?" or "Does anyone have a question for me?" Have each child respond in turn. (Flowers, p. 82.)

Group Discussions

Small Group Discussion: Dividing the class into pairs or groups gives the students an opportunity to participate actively. Small groups can generate a lot of ideas very quickly. The facilitator asks a question, such as: "Is it ever right to spread false information about someone?" Explain the task clearly. Seat the participants where they can see each other and tell them how long they have to complete the task. It might be necessary to have a chairperson and someone to take notes from each group. (Flowers, p. 63.)

After the allotted time, have each group report their ideas to the whole class by summarizing the discussion, presenting their decision, or listing their various ideas.

Whole Group Discussion: In order to have an open discussion, it is important to have an atmosphere of trust and mutual respect in the group. One way to help create a "safe" environment is to have the group develop "**Rules of Discussion.**" This is best done at the beginning of the course when standards of behavior are usually being established.

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Discussions are a good way for the facilitator and the students to discover what their attitudes are regarding human rights issues. They provide an opportunity to practice listening, speaking in turn and other group skills which are necessary for respecting other people's rights. It is preferable to seat participants in a circle or semi-circle where they can see one another. (Flowers, p. 63.)

Role-Play

A role-play is a short drama acted out by class participants. It is mostly improvised although students may draw on their life experiences for the situation. The facilitator identifies the issue, for example: "The Right to Property." Two or more class members could play the part of someone taking another's property. Two others could represent those whose property is being taken away because of ethnic or religious discrimination.

- During the role-play, it might be useful to stop the action and ask everyone about what is happening and how the situation can be resolved equitably for all parties.
- After the role-play, it is important that participants talk about what took place and discuss appropriate ways to resolve the situation. (Flowers, p. 63.)

Songs and Stories

In many societies, songs and stories are the medium for preserving and transmitting social values. They can be used to convey **human rights concepts and values**.

- To explore a subject you've chosen, you could ask the group to search for local songs and stories they have heard that support the human right you are learning about.
- You can assign small groups to different issues. Give them time to ask parents, grandparents and others in the community about stories and songs. Have them collect and bring back the texts or music, and give them time to present to the rest of the class or teach a new song.
- Have a discussion comparing what the songs or stories are saying, and how that relates to the reality of today's world. (Siniko, p. 29.)

Most of the suggestions and information in this section are adapted from two publications:

1. *The Human Rights Handbook, Topic Book 4*, Nancy Flowers. Minneapolis Human Rights Resource Center, 2000.
2. *Siniko, Towards a Human Rights Culture in Africa*, Amnesty International 1998.

Student Exchange

At the end of the course, ask the students:

1. Do you understand what the *Universal Declaration of Human Rights* is?
2. How do you know what your rights are?
3. What would you do to show somebody you care?
4. How would you do it?

(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, March 2009, p. 61.)

Section III: Songs

Music in the Classroom

In addition to being fun and providing joy, scientists have found that music strengthens the connection between the brain and the body, and improves learning on almost every level, including recall.

Students remember a message better when words have a melody, movement and rhythm attached to them. In that way, words provide facts and feelings.

When learning about human rights, music can be an effective way to help students remember and think about the messages they are hearing.

Each culture has its own songs, of course, that can be used for teaching important principles dealing with human rights. **Use the ones that appeal to the youth you teach, and that are comfortable for you.**

Most of the songs in this section are taken from *The Children's Songbook*. It was first published in English in 1989 for the Primary, which is a children's organization for youngsters between the ages of 18 months and 12 years old. However, the songs can be used and enjoyed by any age.

Be Our Best

Here We Are Together

I'll Walk with You

Kindness Begins with Me

This Little Light of Mine

We Are Different

All of these songs may be used as poems or chants as well.

To hear other songs that are available, please go to the **RESOURCES** tab on the website:
www.go-hre.org/music

Be Our Best

Chant:

Dignity and children's rights! Oh, dignity for ev'ryone!
 Dignity and children's rights! Oh, dignity! It can be done!

1. I have val - ue, yes I do. I have val - ue, you do, too, With
 2. I have rights to lift my voice. Du - ties, too, with ev - 'ry choice. To
 3. Du - ty, yes, to be our best. Not to fight or to op - press. Oh,

Rights to do what we can do To be our best, yes, me and you.
 Help each per - son have a voice To live in free - dom and re - joi - ce.
 dig - ni - ty for ev' - ry one! With chil - dren's rights it can be done!

Chant

Dignity and children's rights!
 Oh, dignity for ev'ryone!
 Dignity and children's rights!
 Oh, dignity! It can be done!

2. I have rights to lift my voice,
 Duties, too, with ev'ry choice,
 To help each person have a voice,
 To live in freedom and rejoice.

Song

1. I have value, yes I do.
 I have value. You do, too,
 With rights to do what we can do
 To be our best, yes, me and you.

3. Duty, yes, to be our best,
 Not to fight or to oppress.
 Oh, dignity for ev'ryone!
 With children's rights, it can be done!

To hear the music go to the **RESOURCES** tab on the website: www.go-hre.org/music

Here We Are Together

Here we are to - geth - er,* to - geth - er, to - geth - er; Oh, here we are to -

geth - er with our hap - py face. There's (name) and (name) and (name) and

(name); Oh, here we are to - geth - er in our hap - py place.

Here we are together,* together, together;
 Oh, here we are together with our happy face.
 There's (child's name) and (another name) and (another name) and (another name);
 Oh, here we are together in our happy place.

***Alternate phrases:** Here we go a-walking Here we are a-singing
 Here we go a-marching Here we are a-clapping

Improvise actions as suggested by the words.
 The list above is only a few of the possibilities.
 Consider other phrases that might fit the music and the occasion.

To hear the music go to the **RESOURCES** tab on the website: www.go-hre.org/music

I'll Walk With You

Chords: D, Em, G, A7, D, G, A7, D, Em, D, Em, A7, D

Fingerings: R.H. (3, 2, 5), L.H. (2, 3, 5, 3, 5, 2, 1, 3, 1, 5, 2, 1)

Lyrics:
 If you don't walk as most peo-ple do,
 Some peo-ple walk a - way from you, But I won't! I won't! If
 you don't talk as most peo-ple do, Some peo-ple talk and laugh at you, But
 I won't! I won't! I'll walk with you. I'll talk with you. That's
 how I'll show my love for you.

Lyrics: Carol Lynn Pearson
 b. 1939, 1987 IRI
Music: Reid N. Nibley
 b. 1923, 1987 IRI

To hear the music go to the **RESOURCES** tab on the website: www.go-hre.org/music

Kindness Begins With Me

Simply ♩ = 60-69 (Conduct two beats to a measure.)

The musical score is written in 6/8 time with a key signature of one flat (Bb). It consists of two systems of music, each with a vocal line and a bass line. The first system contains the first two lines of the song. The second system contains the next two lines. Chords are indicated above the vocal line: F, Gm, C7, and F. Fingerings are indicated by numbers 1-5 below notes. A 'slower' marking is placed below the bass line for the final line of the song.

I want to be kind to ev - 'ry-one, For that is right, you see. So I
say to my-self, "Re - mem - ber this: Kind-ness be - gins with me."

To hear the music go to the **RESOURCES** tab on the website: www.go-hre.org/music

This Little Light of Mine

Piano

6
mine I'm gon-na let it shine This lit-tle light of mine

11
I'm gon-na let it shine This lit-tle light of mine I'm gon-na let it

16
shine Let it shine - Let it shine - Let it shine -

1. This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
Let it shine, let it shine, let it shine!

2. Everywhere I go, I'm gonna let it shine,
Everywhere I go, I'm gonna let it shine,
Everywhere I go, I'm gonna let it shine,
Let it shine, let it shine, let it shine!

3. This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
Let it shine, let it shine, let it shine!

To hear the music go to the **RESOURCES** tab on the website: www.go-hre.org/music

We Are Different

Rhythmically ♩ = 116-120

1. I know you, _____ and you know me. _____
 2. I help you, _____ and you help me. _____
 3. I love you, _____ and you love me. _____

We are as dif - frent as the sun and the sea. _____
 We learn from prob - lems, and we're start - ing to see. _____
 We reach to - geth - er for the best we can be. _____

I know you, _____ and you know me, _____
 I help you, _____ and you help me, _____
 I love you, _____ and you love me, _____

And that's the way that it's sup - posed to be. _____

To hear the music go to the **RESOURCES** tab on the website: www.go-hre.org/music

Section IV: Mini Posters

Child Labor

Discrimination

Duty

Education

Expression

Life, Freedom and Security

Marriage and Family

Recognition before the Law

Religion or Belief

Torture or Bullying



The Right to Protection from Child Labor

UDHR 23 and CRC 32



The Right to Protection from Discrimination

UDHR 2 and CRC 2



Our Duty to Each Other

UDHR 29



The Right to Education

UDHR 26, CRC 28 and 29



The Right to Freedom of Expression

UDHR 19 and CRC 13



The Right to Life, Freedom and Security

UDHR 3



The Right to Marriage and a Family

UDHR 16 and CRC 9



The Right to Legal Recognition

UDHR 6 and 15



The Right to Freedom of Religion or Belief

UDHR 18 and CRFC 14



The Right to Protection from Torture or Bullying

UDHR 5 and CRC 23

Section V: Glossary

Abuse: treatment that is unkind, cruel or unfair.

Advocate: A person who supports or speaks in favor of someone or something.

Article: A section of a document that deals with a particular point, such as the 30 UDHR articles.

Assembly: The gathering together of people to discuss or work on a common purpose.

Asylum: Protection or safety from danger or harm, usually found or provided by a safe place to be, such as another country.

Censor: To examine different forms of communication (such as books or speeches or movies, etc.) and remove or change them because someone thinks they are harmful.

Citizen: A person who has a right to live in a country because he was born there or because he/she has been accepted with full rights in that country.

Court: A meeting of all persons who are involved in a situation that needs a legal judgment or decision. This might be to determine if someone has committed a crime; to settle a disagreement; to reach a decision about how the law will be carried out in a particular situation or case. A court usually consist of a judge or judges, a jury, lawyers and the people who assist them.

Convention: Binding agreement between nation states to comply with an agreed action; used synonymously with treaty and Covenant. A convention and a covenant mean the same thing. They are both legally binding for governments that have ratified them. In that sense, covenants and conventions are stronger than declarations.

Convention on the Rights of the Child (CRC): Adopted by the General Assembly November 20, 1989. Primary UN document recognizing civil, political, economic, social and cultural rights of children. It is the most ratified document of the UN, with the United States as the only member state to abstain.

Culture: Art, music, literature (the valuable, creative written works of a society), ideas, scientific progress and other creations of a people or people in general.

Debate: An organized discussion of something in public; usually two people or two teams who each take an opposite view about an idea and take turns discussing their opinions.

Declaration: Document stating agreed upon principles and standards but which is not legally binding. UN conferences usually produce two sets of declarations: one written by government representatives and one by non-governmental organizations (NGOs).

Dignity: A proper sense of pride and respect. Treating others with kindness and courtesy or respect.

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Discrimination: An unfair difference in treatment; to deny equal rights to certain groups of people.

Education

- **Formal education:** The structured education system (usually by government) that runs from preschool and primary school to university.
- **Informal education:** The lifelong process whereby a person acquires attitudes, values, skills and knowledge from the influences and resources in his or her own environment and daily experience.
- **Non-formal education:** Any planned program of personal and social education outside the formal education curriculum that is designed to improve a range of knowledge, skills and competencies (e.g., youth groups, church groups, after-school clubs, Boy Scouts).

Equal: Having the same status, rights or opportunities as another or others.

Evolving Capacities: The enhanced competencies that children acquire as they grow older. Children in different environments and cultures will acquire competencies at different ages. As they grow in experience and ability, children have a greater capacity to take responsibility for their own decisions.

Free: Able to do, act or think as one pleases; not under the unwanted control of another. Example: We are free when we can make choices about our jobs, our education, care of our bodies and which religion we believe in or choose not to believe in.

Humanitarian law: The body of law that protects certain persons in times of armed conflict, helps victims and limits the methods and means of combat in order to minimize destruction, loss of life and unnecessary human suffering.

Human rights: According to the *Universal Declaration of Human Rights*, human rights are certain fundamental things or principles that every person everywhere is entitled to from birth until death, as part of his or her experience simply because she or he is a human being. They apply no matter where you are from, what you believe or how you choose to live your life. They can never be taken away, but can be restricted, for example, if a person breaks the law, or in the interests of national security.

Immigrant: A person who has left their native country to live in another country. Immigrants usually decide to change countries of their own free will.

Inalienable: Refers to rights that belong to every person and cannot be taken from a person under any circumstances.

Indivisible: Refers to the equal importance of each human rights law. It means that the rights in the *Universal Declaration of Human Rights* cannot be separated from each other. A person cannot be denied a human right on the grounds that it is “less important” or “non-essential.”

Interdependent: Refers to the complementary framework of human rights law. For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education and even to obtain the necessities of life.

Member States: Countries or nations that are members of intergovernmental organizations (e.g., the United Nations, the Council of Europe).

Ratification, Ratify: Process by which the legislative body of a state (usually a parliament) confirms a government's action in signing a treaty; formal procedure by which a state becomes bound to a treaty after acceptance.

Refugee: A person who has been forced to leave their native country in order to escape from war, persecution or natural disaster. Refugees usually cannot return home safely.

Religion: A set of beliefs, practices and social organizations that add meaning to a person's life. Religion usually involves belief and devotion to a higher power, especially a personal God or gods. Major religions include groups such as Christianity, Islam, Judaism, Atheism and Buddhism.

Responsibility: A duty or obligation. Example: John has a duty or responsibility to help his parents.

Rights: Claims (things you are legally allowed to have) or freedoms to do or to be or to have something. There are legal rights which are conferred by laws. There are other rights, such as human rights, that are ethical principles of freedom or entitlement. Rights are the fundamental rules about what is allowed of people or owed to people.

Stereotype: An oversimplified, generalized idea about what something or someone is like, especially an idea that is wrong and may lead to prejudice and discrimination.

United Nations: An organization composed of many countries who have agreed to work toward peace and human rights for all people. It was created in 1945 after World War II hope of preventing another such conflict. When it was founded, the UN had 51 member states. Today there are 193.

Universal Declaration of Human Rights (Universal Declaration, UDHR): Adopted by the United Nations general assembly on December 10, 1948. It is the primary UN document establishing human rights standards and norms. All member states have agreed to uphold the UDHR. Although the declaration was intended to be non-binding, through time its various provisions have become so widely recognized that it can now be said to be customary international law.

Xenophobia: Dislike of or prejudice against people from other countries or anything that is strange or foreign. Xenophobia can also include discrimination, racism, violence and even armed conflicts against foreigners.

Section VI: U.N. Documents

Summary, The Universal Declaration of Human Rights

Summary, The Convention on the Rights of the Child

Child-Friendly Versions

The Universal Declaration of Human Rights

The Convention on the Rights of the Child

Summary of the Articles of

The Universal Declaration of Human Rights

1. Right to equality
2. Freedom from discrimination
3. Right to life, freedom, personal security
4. Freedom from slavery
5. Freedom from torture and degrading treatment
6. Right to recognition as a person before the law
7. Right to equality before the law
8. Right to remedy by competent tribunal
9. Freedom from arbitrary arrest, exile
10. Right to a fair public hearing
11. Right to be considered innocent until proven guilty
12. Freedom from interference with privacy, family, home, and correspondence
13. Right to free movement in and out of any country
14. Right to asylum in other countries from persecution
15. Right to a nationality and freedom to change it
16. Right to marriage and family
17. Right to own property
18. Freedom of belief and religion
19. Freedom of opinion and information
20. Right of peaceful assembly and association
21. Right to participate in government and free elections
22. Right to social security
23. Right to desirable work and to join trade unions
24. Right to rest and leisure
25. Right to adequate living standards
26. Right to education
27. Right to participate in cultural life and community
28. Right to social order assuring human rights all over the world
29. Community responsibilities and duties essential to free and full development
30. Freedom from state and personal interference

Source: *Play It Fair! Human Rights Education Toolkit for Children*, 2008 Equitas – International Centre for Human Rights Education.

Summary of the Articles of The Convention on the Rights of the Child

1. Definition of a child
2. Freedom from Discrimination
3. Right to the Child's Best Interests
4. The Child Has All These Rights
5. Right to Parental Guidance
6. Right to Life and Development
7. Right to a Name and Registration
8. Right to a Nationality and Identity
9. Rights in Case of Parental Separation
10. Right to Family Contact
11. Freedom from Kidnapping
12. Right to an Opinion in Court
13. Right to Freedom of Expression
14. Right to Freedom of Religion or Belief
15. Right to Freedom of Association
16. Right to Privacy and Reputation
17. Right to Reliable Information
18. Parental Responsibility
19. Freedom from Violence and Neglect
20. Right to Alternative Care
21. Rights of Adopted Children
22. Rights of Refugee Children
23. Rights of Disabled Children
24. Right to Healthcare
25. Right to Periodic Review
26. Right to Social Security
27. Right to Adequate Living Conditions
28. Right to Education
29. Educational Institutions and Responsibilities
30. Rights of Minority Children
31. Right to Rest and Play
32. Freedom from Child Labor
33. Freedom from Drug Abuse
34. Freedom from Sexual Exploitation
35. Freedom from Trafficking and Abduction
36. Freedom from Other Exploitation
37. Freedom from Torture
38. Freedom from Armed Conflict
39. Right to Rehabilitation
40. Right to Juvenile Justice
41. Right to Higher Standards
42. Right to Knowledge of the Convention
43. Duties of Government

Source: <https://www.unicef.org/sop/convention-rights-child-child-friendly-version>

Child-Friendly Version

The Universal Declaration of Human Rights

Article 1, Right to equality

You are born free and equal in dignity and rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

Article 2, Freedom from discrimination

You have all these human rights no matter what your race, skin color, sex, language, religion, opinions, family background, social or economic status, birth or nationality.

Article 3, Right to life, liberty and personal security

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

Article 4, Freedom from slavery

Nobody has the right to treat you as a slave, and you should not make anyone your slave.

Article 5, Freedom from torture and degrading treatment

Nobody has the right to torture, harm or humiliate you.

Article 6, Right to recognition as a person before the law

You have a right to be accepted everywhere as a person according to law.

Article 7, Right to equality before the law

You have a right to be protected and treated equally by the law without discrimination of any kind.

Article 8, Right to remedy by capable judges

If your legal rights are violated, you have the right to fair and capable judges to uphold your rights.

Article 9, Freedom from arbitrary arrest and exile

Nobody has the right to arrest you, put you in prison or to force you out of your country without good reasons.

Article 10, Right to fair public hearing

If you are accused of a crime, you have the right to a fair and public hearing.

Article 11, Right to be considered innocent until proven guilty

- 1) You should be considered innocent until it can be proved in a fair trial that you are guilty.
- 2) You cannot be punished for doing something that was not considered a crime at the time you did it.

Article 12, Freedom from interference with privacy, family, home and correspondence

You have the right to be protected if someone tries to harm your good name or enter your house, open your mail or bother you or your family without good reason.

Article 13, Right to free movement

- 1) You have the right to come and go as you wish within your country.
- 2) You have the right to leave your country to go to another one, and you should be able to return to your country if you want.

Facilitator Toolkit

Article 14, Right to protection in another country

- 1) If someone threatens to hurt you, you have the right to go to another country and ask for protection as a refugee.
- 2) You lose this right if you have committed a serious crime.

Article 15, Right to a nationality and the freedom to change it

- 1) You have the right to belong to a country and have a nationality.
- 2) No-one can take away your nationality without a good reason. You have a right to change your nationality if you wish.

Article 16, Right to marriage and family

- 1) When you are legally old enough, you have the right to marry and have a family without any limitations based on your race, country or religion. Men and women have the same rights when they are married and also when they are separated.
- 2) Nobody should force you to marry.
- 3) The family is the basic unit of society, and government should protect it.

Article 17, Right to own property

- 1) You have the right to own things.
- 2) Nobody has the right to take these things from you without a good reason.

Article 18, Freedom of thought, conscience and religion

You have the right to your own thoughts and to believe in any religion. You are free to practice your religion or beliefs and also to change them to a different religion or belief.

Article 19, Freedom of opinion and information

You have the right to hold and express your own opinions. You should be able to share your opinions with others, including people from other countries, through any means or type of communication.

Article 20, Right to peaceful assembly and association

- 1) You have the right to meet peacefully with other people.
- 2) No-one can force you to belong to a group.

Article 21, Right to participate in government and elections

- 1) You have the right to participate in your government, either by holding an office or by electing someone to represent you.
- 2) You and everyone has the right to serve your country.
- 3) Governments should be elected regularly by fair and secret voting.

Article 22, Right to social security

You have the right to have your basic needs met, and should have whatever it takes to live with pride, and become the person you want to be. The society you live in should do everything they can to make this happen, providing you with social security and the rights necessary for your dignity and development.

Article 23, Right to desirable work and to join trade unions

- 1) You have the right to work, to choose your work and to work in good conditions.
- 2) People who do the same work should get the same pay.
- 3) You should be able to earn a salary that allows you to live and support your family.
- 4) All people who work have the right to join together in unions to defend their interests.

Article 24, Right to rest and leisure

You have the right to rest and free time. Your workday should not be too long, and you should be able to take regular paid holidays.

Article 25, Right to adequate living standard

- 1) You have the right to the things you and your family need to have a healthy and comfortable life, including food, clothing, housing, medical care and other social services. You have a right to help if you are out of work or unable to work.
- 2) Mothers and children should receive special care and help.

Article 26, Right to education

- 1) You have the right to go to school. Primary schooling should be free and required. You should be able to learn a profession or continue your studies as far as you can.
- 2) At school, you should be able to develop all your talents and learn to respect others, whatever their race, religion or nationality.
- 3) Your parents should have a say in the kind of education you receive.

Article 27, Right to participate in the cultural life of community

- 1) You have the right to participate in the traditions and learning of your community, to enjoy the arts and to benefit from scientific progress.
- 2) If you are an artist, writer or scientist, your work should be protected and you should be able to benefit from it.

Article 28, Right to a social order

You have a right to the kind of world where you and all people can enjoy these rights and freedoms.

Article 29, Responsibilities to the community

- 1) Your personality can only fully develop within your community, and you have responsibilities to that community.
- 2) The law should guarantee human rights. It should allow everyone to respect others and to be respected.
- 3) These rights and freedoms should support the purposes and principles of the United Nations.

Article 30, Freedom from interference in these human rights

No person, group or government anywhere in the world should do anything to destroy these rights.

Source: http://www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf

Child-Friendly Version

The Convention on the Rights of the Child

Article 1, Definition of a child

Until you are eighteen, you are considered a child and have all the rights in this convention.

Article 2, Freedom from discrimination

You should not be discriminated against for any reason, including your race, color, sex, language, religion, opinion, origin, social or economic status, disability, birth, or any other quality of yours or your parents or guardian.

Article 3, The child's best interest

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

Article 4, Enjoying the rights in the Convention

Governments should make these rights available to you and all children.

Article 5, Parental guidance and the child's growing abilities

Your family has the main responsibility for guiding you, so that as you grow, you learn to use your rights properly. Governments should respect this right.

Article 6, Right to life and development

You have the right to live and grow well. Governments should ensure that you survive and develop healthily.

Article 7, Birth registration, name, nationality and parental care

You have the right to have your birth legally registered, to have a name and nationality and to know and to be cared for by your parents.

Article 8, Preservation of identity

Governments should respect your right to a name, a nationality and family ties.

Article 9, Separation from parents

You should not be separated from your parents unless it is for your own good (for example, if a parent mistreats or neglects you). If your parents have separated, you have the right to stay in contact with both of them unless this might hurt you.

Article 10, Family reunification

If your parents live in different countries, you should be allowed to move between those countries so that you can stay in contact with your parents or get back together as a family.

Article 11, Protection from illegal transfer to another country

Governments must take steps to stop you being taken out of your own country illegally.

Article 12, Respect for the child's opinion

When adults are making decisions that affect you, you have the right to say freely what you think should happen and to have your opinions taken into account.

Article 13, Freedom of expression and information

You have the right to seek, get and share information in all forms (e.g. through writing, art, television, radio and the Internet) as long as the information is not damaging to you or to others.

Article 14, Freedom of thought, conscience and religion

You have the right to think and believe what you want and to practice your religion as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.

Article 15, Freedom of association and peaceful assembly

You have the right to meet and to join groups and organizations with other children as long as this does not stop other people from enjoying their rights.

Article 16, Privacy, honor and reputation

You have a right to privacy. No-one should open your letters and emails or bother you or your family without a good reason.

Article 17, Access to information and media

You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and the Internet. Information should be beneficial and understandable to you.

Article 18, Parents' joint responsibilities

Both your parents share responsibility for bringing you up and should always consider what is best for you. Governments should provide services to help parents, especially if both parents work.

Article 19, Protection from all forms of violence, abuse and neglect

Governments should ensure that you are properly cared for and protect you from violence, abuse and neglect by your parents or anyone else who looks after you.

Article 20, Alternative care

If parents and family cannot care for you properly, then you must be looked after by people who respect your religion, traditions and language.

Article 21, Adoption

If you are adopted, the first concern must be what is best for you, whether you are adopted in your birth country or if you are taken to live in another country.

Article 22, Refugee children

If you have come to a new country because your home country was unsafe, you have a right to protection and support. You have the same rights as children born in that country.

Article 23, Disabled children

If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.

Article 24, Healthcare and health services

You have the right to good quality health-care (e.g. medicine, hospitals, health professionals). You also have the right to clean water, nutritious food, a clean environment and health education so that you can stay healthy. Rich countries should help poorer countries achieve this.

Facilitator Toolkit

Article 25, Periodic review of treatment

If you are looked after by local authorities or institutions rather than by your parents, you should have your situation reviewed regularly to make sure you have good care and treatment.

Article 26, Benefit from social security

The society in which you live should provide you with benefits of social security (monetary assistance) that help you develop and live in good conditions (e.g. education, culture, nutrition, health, social welfare). The Government should provide extra money for the children of families in need.

Article 27, Adequate standard of living

You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially. The Government should help families who cannot afford to provide this.

Article 28, Right to education

You have a right to education. Discipline in schools should respect your human dignity. Primary education should be free and required. Rich countries should help poorer countries achieve this.

Article 29, The aims of education

Education should develop your personality, talents and mental and physical skills to the fullest. It should prepare you for life and encourage you to respect your parents and your country, as well as other nations and cultures. You have a right to learn about your rights.

Article 30, Children of minorities and native origin

You have a right to learn and use the traditions, religion and language of your family, whether or not these are shared by most people in your country.

Article 31, Leisure, play and culture

You have a right to relax and play and to join in a wide range of recreational and cultural activities.

Article 32, Child labor

The government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take advantage of you.

Article 33, Children and drug abuse

The Government should provide ways of protecting you from using, producing or distributing dangerous drugs.

Article 34, Protection from sexual exploitation

The government should protect you from sexual abuse.

Article 35, Protection from trafficking, sale, and abduction

The government should make sure that you are not kidnapped, sold or taken to different countries to be exploited.

Article 36, Protection from other forms of exploitation

You should be protected from any activities that could harm your development and well-being.

Article 37, Protection from torture, degrading treatment and loss of liberty

If you break the law, you should not be treated cruelly. You should not be put in prison with adults and should be able to stay in contact with your family.

Article 38, Protection of children affected by armed conflict

If you are under fifteen (under eighteen in most European countries), governments should not allow you to join the army or take any direct part in warfare. Children in war zones should receive special protection.

Article 39, Rehabilitation of child victims

If you were neglected, tortured or abused, were a victim of exploitation and warfare, or were put in prison, you should receive special help to regain your physical and mental health and rejoin society.

Article 40, Juvenile justice

If you are accused of breaking the law, you must be treated in a way that respects your dignity. You should receive legal help and only be given a prison sentence for the most serious crimes.

Article 41, Respect for higher human rights standards

If the laws of your country are better for children than the articles of the Convention, then those laws should be followed.

Article 42, Making the Convention widely known

The Government should make the Convention known to all parents, institutions and children.

Articles 43-54, Duties of Governments

These articles explain how adults and governments should work together to make sure all children get all their rights.

Source: http://www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf

Note: The CRC was adopted by the UN General Assembly in 1989 and entered into force as international law in 1990. The CRC has 54 articles that define the rights of children and how these rights are to be protected and promoted by governments.

Section VII: Assessments

Initial Student Assessment

Final Student Assessment

Initial Teacher Assessment

Final Teacher Assessment

Initial Student Assessment



Date: _____ Grade: _____

Student Name: _____ Male: _____ Female: _____

Location: _____ Rural: _____ Urban: _____

<p>Read the questions aloud and have students mark the answers with an X in the boxes under Yes or No.</p>	<p>YES</p>	<p>NO</p>
1. Have you heard of the United Nations?		
2. Do you know what Human Rights are?		
3. Do you believe that every human being is equal in dignity and rights?		
4. Do you know what discrimination is?		
5. Do you know what bullying or harassment is?		
6. Have you heard about freedom of religion or belief?		
7. Do you know what it means to have a nationality?		
8. Do you think you have the right to your own identity?		
9. Have you heard about child labor?		
10. Do you have responsibilities towards the people in your community?		
<p>Please, briefly comment on the human rights you believe you have:</p> <hr/> <hr/> <hr/>		



Save the Initial Student Assessment with answers in a safe place to refer to at the end of this course. A similar evaluation is included in the last lesson so that you can see the progress of your students.

Facilitator Toolkit

Final Student Assessment




Date: _____ Grade: _____

Student Name: _____ Male: _____ Female: _____

Location: _____ Rural: _____ Urban: _____

Read the questions aloud and have students mark the answers with an X in the boxes under Yes or No.	YES	NO
1. Have you heard of the United Nations?		
2. Do you know what Human Rights are?		
3. Do you believe that every human being is equal in dignity and rights?		
4. Do you know what discrimination is?		
5. Do you know what bullying or harassment is?		
6. Have you heard about freedom of religion or belief?		
7. Do you know what it means to have a nationality?		
8. Do you think you have the right to your own identity?		
9. Have you heard about child labor?		
10. Do you have responsibilities towards the people in your community?		
Please, briefly comment on the human rights you believe you have: _____ _____ _____		

 **Keep the Final Student Assessment** with your manual to compare with the answers in the Initial Student Assessment in Lesson 1A from the beginning of this course.



Initial Teacher Assessment

Date: _____

Name: _____

School: _____

Grade: _____

Position: _____

Rural: _____ Urban: _____

Check the number that best applies:

1. Considering your work experience, evaluate your knowledge of Human Rights.
 - 1 ___ Novice
 - 2 ___ Developing
 - 3 ___ Intermediate
 - 4 ___ Advanced
 - 5 ___ Superior

2. Assess your level of confidence in teaching Human Rights concepts.
 - 1 ___ Novice
 - 2 ___ Developing
 - 3 ___ Intermediate
 - 4 ___ Advanced
 - 5 ___ Superior

3. Assess your ability to use cooperative learning strategies with the students in your classroom.
 - 1 ___ Novice
 - 2 ___ Developing
 - 3 ___ Intermediate
 - 4 ___ Advanced
 - 5 ___ Superior

4. According to the principles of Human Rights, how important is it for you to fulfill your responsibilities towards your community?
 - 1 ___ Not Important
 - 2 ___ Somewhat Important
 - 3 ___ Important
 - 4 ___ Very Important
 - 5 ___ Extremely Important

5. Are your students receptive and willing to integrate and put into practice the concepts taught in Human Rights lessons?
 - 1 ___ Not receptive and willing
 - 2 ___ Somewhat receptive and willing
 - 3 ___ Moderately receptive and willing
 - 4 ___ Very receptive and willing
 - 5 ___ Extremely receptive and willing

Final Teacher Assessment



Date: _____

Name: _____

School: _____

Grade: _____

Position: _____

Rural: _____ Urban: _____

Check the number that best applies:

1. Considering your work experience, evaluate your knowledge of Human Rights.
 - 1 ___ Novice
 - 2 ___ Developing
 - 3 ___ Intermediate
 - 4 ___ Advanced
 - 5 ___ Superior

2. Assess your level of confidence in teaching Human Rights concepts.
 - 1 ___ Novice
 - 2 ___ Developing
 - 3 ___ Intermediate
 - 4 ___ Advanced
 - 5 ___ Superior

3. Assess your ability to use cooperative learning strategies with the students in your classroom.
 - 1 ___ Novice
 - 2 ___ Developing
 - 3 ___ Intermediate
 - 4 ___ Advanced
 - 5 ___ Superior

4. According to the principles of Human Rights, how important is it for you to fulfill your responsibilities towards your community?
 - 1 ___ Not Important
 - 2 ___ Somewhat Important
 - 3 ___ Important
 - 4 ___ Very Important
 - 5 ___ Extremely Important

5. Are your students receptive and willing to integrate and put into practice the concepts taught in Human Rights lessons?
 - 1 ___ Not receptive and willing
 - 2 ___ Somewhat receptive and willing
 - 3 ___ Moderately receptive and willing
 - 4 ___ Very receptive and willing
 - 5 ___ Extremely receptive and willing



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