

**K-6**

# Edukasyon sa Pagpapakatao

**A Manual for Teaching  
Children's Rights**



GOVERNMENT PROPERTY  
**NOT FOR SALE**

# COLEGA

# A MANUAL FOR TEACHING CHILDREN'S RIGHTS

ELEMENTARY  
GRADES K-6





# A MANUAL FOR TEACHING CHILDREN'S RIGHTS

ELEMENTARY

Presented by



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This manual is based on the  
*Universal Declaration of Human Rights (UDHR)*  
and the *Convention on the Rights of the Child (CRC)*.  
Various simplified versions of the UDHR and CRC have been used  
to facilitate teaching and understanding. The focus of the  
lessons is to teach children their rights, as well as their  
duties in the exercise of their rights.



*“This handy and playful book is a wonderful instrument serving children, youth and adults alike, and I am very grateful to GO-HRE for producing it. I hope that it can serve a large number of people and thus contribute to the promotion, respect and implementation of all human rights.”*

–Claire de Lavernette  
Chair of the NGO Liaison Working Group  
on Human Rights Education and Learning  
Geneva, Switzerland

# PERMISSION TO LOCALIZE COLEGA LESSONS

The *Colega* teachers manual introduces children and youth to the *Universal Declaration of Human Rights* (UDHR) and the *Convention on the Rights of the Child* (CRC). The lessons teach children not only their rights but also their duties and responsibilities in the exercise of these rights.

Many lessons include more content than can be taught in 30 minutes. Select the content that you consider best for your students while still including all six components of the lesson. You can use the songs, stories, character names, pictures or activities provided in the manual or substitute them for ones that are more familiar to young people in your country while maintaining the same principles and themes.

**Do not change the wording of the Human Rights Articles.**

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# PREFACE

***Colega: A Manual for Teaching Children's Rights*** is a product of the Geneva Office for Human Rights Education (GO-HRE) with international offices in Geneva, Switzerland. The GO-HRE program is affiliated with Brigham Young University's David M. Kennedy Center for International Studies, a United Nations-accredited nongovernmental organization, in special consultative status with the United Nations Economic and Social Council.

This manual is a compilation of best practices from our experience and creative imagination. We have also drawn on lessons gleaned from the many human rights handbooks, manuals and excellent programs created by organizations and individuals around the globe, such as the Council of Europe, Amnesty International, the Wergeland Centre, and Equitas *Play It Fair*, to name a few. We readily acknowledge the publications of these organizations as the source material for much of the content of this manual. Their work and stalwart examples are awe-inspiring.

***Colega*** is a flexible teaching resource for GO-HRE facilitators operating in a variety of national, language and media contexts worldwide, for use by all human rights educators. It provides ideas that we hope you'll use and develop to meet the needs of the young people you work with. Please share any feedback you may have regarding your experiences and what you've learned.

The instructional objective of ***Colega*** is two-fold:

**The dissemination of knowledge** of the *Universal Declaration of Human Rights* and the *Convention on the Rights of the Child*, particularly among school-age youth.

**Human rights behavior.** A by-product of knowledge is compatible behavior. We believe that behavior compatible with human rights knowledge will increase and create climates or cultures based on human rights principles.

We are particularly indebted to those who have volunteered time and expertise sifting through the mountains of human rights education material available.

We are not the first, nor will we be the last, to be involved in human rights education. We hope that this manual will benefit the continued efforts to build and strengthen a global culture of human rights as we focus on the children and youth, our best hope for the future.

***Colega*** is not for sale and has no profit motive whatever. We have made all possible efforts to cite sources and adaptations.

# OVERVIEW

## WHAT IS THE PURPOSE OF THE COLEGA TEACHERS MANUAL?

This manual is meant to promote human rights education in a variety of settings, and includes learning activities that are not only entertaining but thought-provoking as well.

## WHO IS COLEGA FOR?

1. **Children ages 6 to 18.** The Primary Manual is for children ages 6 to 11, the Secondary Manual is for children ages 12 to 18. These manuals help instill human rights attitudes into their awareness and behavior.
2. **Facilitators and teachers.** These manuals are intended to improve the teaching and promotion of human rights values in their interaction with children as they incorporate the ideas and lessons into planned activities.

## WHAT IS IN THE COLEGA MANUAL?

The manual contains general lesson plans, practical teaching tips and activities on specific human rights.

**Colega** is divided into three sections:

1. Preface and Overview
2. Lessons
3. Facilitator Toolkit
  - Background History and Information
  - Guidelines and Teaching Tips
  - Songs, Mini Posters, Glossary and U.N. Documents (UDHR and CRC)

## HOW ARE THE LESSONS STRUCTURED?

1. Learning Points, Welcome and Review.
2. Introduction and Development of the Human Rights Article for that lesson.
3. Conclusion and Challenge.
  - The **Challenge** includes the **duty** that goes with each lesson's human right.
4. Facilitator Notes and Reflections (found at the back of the lessons as indicated).
  - Record any changes, new ideas or challenges for future reference.

## HOW DO I USE THE COLEGA MANUAL?

1. **Read the brief Background Information in the Facilitator Toolkit** at the back of the manual to learn the history of the United Nations, the *Universal Declaration of Human Rights (UDHR)* and the *Convention on the Rights of the Child (CRC)*, as well as the human rights principles and values.
2. **Plan ahead.** Identify activities and strategies to meet the needs of your particular students.
3. **Hold regular discussions with colleagues about the use of Colega.** Work together to identify ways to improve the use of the manual.
4. **Provide feedback.** Share successes and any challenges you have faced, as well as comments and/or suggestions.
5. **Teach the lessons in consecutive order.** This helps students learn and remember the content.

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



# OVERVIEW

## COLEGA LESSON COMPONENTS

Each lesson in the manual follows the same six steps to simplify the teaching process. Open with a song, review the challenge presented in the previous lesson and then introduce a new Human Rights article. The new article is then developed through a story, activity, questions and open discussion. The lesson is completed with a summary and a new challenge for the students to put what they've learned to work.





This is the COLEGA logo.

A logo is a picture or image that stands for or is symbolic of a person or a thing.

This logo stands for children and their books, celebrating human rights education.

It represents the lesson manual, which is called “COLEGA,” meaning friend, buddy, colleague or companion.

COLEGA invites everyone to hold hands, link arms and embrace a universal culture of human rights.

# Lesson 1A - Born Free

## Right to Equality

Human rights need to be protected by the law. Members of the United Nations created the Universal Declaration of Human Rights so that everyone would know what human rights are.

*The Universal Declaration of Human Rights (UDHR), Preamble*



**Learning Point:** To establish interest in learning about human rights.

### 1. WELCOME (5 minutes)

**Sing the song, “Here We Are Together”** (page 4)

Welcome children warmly and show them where to sit.

### 2. REVIEW (5 minutes)

**Initial Student Assessment** (page 2)

- Do this on the **first day** in order to learn what your students know about human rights.
- Explain that this is a short questionnaire (not a quiz), and that there are no wrong answers.
- Proceed with the assessment. Count the number of “yes” and “no” answers for each question. Record the totals on the questionnaire. Thank the students.

**Facilitator tip:** If possible, have someone else with you to assist, count and record answers.

**Keep the assessment in a safe place.** You will need it again after **Lesson 10B**.

### 3. INTRODUCTION (10 minutes)

**Activity: Getting to Know You**

Show a short stick. Ask if anyone has ever heard of a Talking Stick.

- Explain that many communities use a Talking Stick to ensure that everyone can be heard and listened to. When a person has the Talking Stick, no one else may speak.
- Today we’re going to use the Talking Stick to get to know each other better.



*You can also use a stone or other small item, and ask students to substitute the name of the object, such as a Talking Stone.*

### Instructions

- Turn to the person next to you so you each have a partner. Tell each other 2 things: your name and your favorite color.

- Raise your hand when you finish. When we’re all ready, I’ll call on one of you and give you the stick to say what you learned about your partner. Then give the stick to your partner to tell us things about you.
- I’ll call on another pair of partners to do the same, and so on (staying within the time limit).

### Question

How did you feel when you had the Talking Stick and everyone was listening to you?

### 4. DEVELOPMENT (5 minutes)



Show the logo image on the previous page. What do you see in this image?

*After students answer, explain:* This logo stands for children and their books, celebrating human rights education and learning. That is what we will be doing in the next few weeks.

### 5. CONCLUSION (5 minutes)

Explain that if the students have not heard of the United Nations or human rights, that’s okay. Human Rights are things like the right to have a family, the right to be safe, and the right to an education.

**Activity: Story, The Race** (page 3)

- Raise your hand if you’ve ever been in a race.
- Tell the story with the pictures, and ask:*
- What would you have done if you were Ivan?

### 6. CHALLENGE

- Make a Talking Stick. Use it to tell your family and friends about the Colega logo, and ask them to tell you what they think about it.
- Tell them the true story of the race between the runner from Kenya and the runner from Spain who wanted us all to be winners.

## Lesson 1A - Born Free

### Initial Student Assessment - Lesson 1A

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Male: \_\_\_\_\_ Female: \_\_\_\_\_

Location: \_\_\_\_\_ Rural: \_\_\_\_\_ Urban: \_\_\_\_\_

<b>Read the questions aloud and have students mark the answers with an X in the boxes under Yes or No.</b>	<b>YES</b>	<b>NO</b>
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: _____ _____ _____		



**Save the 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 tip:** Please fill out the brief **Facilitator Notes and Reflections** section for today's lesson (page 70).



### Activity: The Race

**Kenyan** runner Abel Mutai was in a big race in Spain. He was only a few meters from the finish line, but he got confused with the signs in Spanish, and he stopped, thinking he had finished the race.

**Spanish** runner Ivan Fernandez was right behind him and recognized that Abel was confused.

Ivan started shouting to Abel Mutai to keep running. But Abel did not know Spanish and did not understand.



Realizing what was going on, Ivan pushed Abel across the finish line to victory.

A reporter asked Ivan, "Why did you do this? You could have won the race." Ivan replied, "My dream is that one day we can all be winners." The reporter insisted, "But why did you let the Kenyan win?" Ivan replied, "I didn't let him win, he was going to win. The race was his."

"But you could have won!" the reporter said. Ivan looked at him and replied: "But what would be the honor of my victory? He was the rightful winner. What would my mother think if I didn't help my friend?"

**And that's what we're going to do. We're going to help each other reach the finish line as we learn about our human rights.**



**Optional:** As you tell the story, have 2 students pantomime the runners, while you take the role of the reporter.

(Adapted from <http://www.fairplayinternational.org/honesty-of-the-long-distance-runner>)

# Here We Are Together

To hear the music go to: [www.go-hre.org/music](http://www.go-hre.org/music)

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 (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

**Instructions:**

As soon as a few children arrive, sing the song, naming a few who are there. Encourage the children to sing with you the second and third time, naming different children each time through. This is a good way to begin. Children love to hear their own names.

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

# Lesson 1B - Born Free

## Right to Equality

We are all 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.

*The Universal Declaration of Human Rights, Article 1*



**Learning Point:** Children will understand what is meant by “human rights” and “free” and “equal.”

### 1. WELCOME (5 minutes)

Sing the song, “Here We Are Together” (page 4)

Welcome children warmly.



*If you prefer, use a song that students already know that expresses a similar idea.*

### 2. REVIEW (5 minutes)

Using the Talking Stick, can someone tell us what our logo stands for? *Children celebrating books and human rights.*

### 3. INTRODUCTION (5 minutes)

Show the picture of the United Nations (page 6).

READ the explanation below the picture.

#### Activity: Class Rules

Explain that before we talk about human rights, we need rules to help us have an orderly class.

While using the Talking Stick, ask:

- What rules would you like to have?

Repeat what the students say, and ask, “Did I hear you correctly?”



*Quickly **write all the ideas** on the board or paper so you can **prepare a simple Class Rules chart** to be displayed each week.*

From their list, allow students to choose no more than **4 rules** that they like best. Encourage words such as RESPECT and RESPONSIBILITY. Here are some ideas:

- **Listening:** Our Talking Stick makes us aware of how we listen to each other—something very important in our class. That means that all eyes and ears are focused on the speaker!
- **Respectful language:** Use words that are not mean or disrespectful to other people.

- **Following:** Listen carefully to the facilitator and follow directions.
- **Punctuality:** Try to be in class on time.

### 4. DEVELOPMENT (10 minutes)

Show the picture of the **United Nations** on page 6 again. Let’s talk about another important set of rules.

- The United Nations (or the UN) committee included people from 18 different countries.

*Question:*

Why would it be important to have people from different cultures on the committee?

**Read or have a child read Article 1 of the UDHR.** Have everyone repeat it.

- What if you are poor?
- Who is born free and equal in rights?
- What does it mean when we say “human rights”? What does the word “right” mean?



***Write all answers** on the chalkboard, using 1 or 2 main words for each answer.*

- Explain: A right is something you’re allowed to be, do, or to have. **A right is like a rule that exists because it is the fair thing to do.** (Have class repeat the last phrase together.)

### 5. CONCLUSION (5 minutes)

Ask what would a **Human** right be? Guide students to recognize that a human right is a right we have **just because we are human beings**.

### 6. CHALLENGE

- Tell your family and friends about the United Nations and Article 1 of the Universal Declaration of Human Rights.
- Explain that human rights are like rules that are fair, and they apply to everyone just because we are human beings.

## Lesson 1B - Born Free



This is a picture of the UNITED NATIONS building, also known as the UN, with flags from all the countries who are members of the United Nations. It was created in 1945 at the end of a terrible war called World War Two that killed millions of people all over the world. The UN appointed a committee of men and women from different countries and cultures, who created a set of rules for the whole world, known as the *Universal Declaration of Human Rights*. It is a universal document without reference to any particular culture, political system or religion. It lists 30 articles or “rules” that all of us should follow to ensure the life, liberty, and happiness of every person. These articles are called “Human Rights,” and they proclaim the worth of every person on earth, saying that we all have equal value. It still exists today.

---

### ***Article 1***

**We are all 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.**

*The Universal Declaration of Human Rights*

---



Remember to fill in your brief ***Facilitator Notes and Reflections*** (page 70).



# Lesson 2A - I Have Rights

## Equal and Inalienable Human Rights

1. We are all 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.
2. These rights belong to everybody, whatever our differences.
3. We all have the right to life, and to live in freedom and safety.

*The Universal Declaration of Human Rights, Articles 1, 2 and 3*



### Learning Points

1. Human rights are necessary in order for all children to live in freedom and safety.
2. There is a strong connection between human needs and human rights.

### Display the Class Rules.

#### 1. WELCOME (5 minutes)

**Sing the song, "Here We Are Together"** (page 4)  
Greet the children and seat them in a circle.

#### 2. REVIEW (5 minutes)

*Questions (Use the talking stick)*

- Who would like to share something you did to help someone this week?
- Does anyone want to tell us one of the rights that we talked about last time?
- What is a right? (A right is like a rule that exists because it is the fair or correct thing to do.)
- What is the name of the document that contains all these rights? (*The Universal Declaration of Human Rights.*)

Let's say that together.

#### 3. INTRODUCTION (5 minutes)

- Does anyone have a pet that you would like to tell us about?
- How many of you would like to have a pet?

**Activity: Story, "Amari and Mwaki"** (page 8)

#### 4. DEVELOPMENT (10 minutes)

*Questions at the end of each part of the story*

##### Part 1

- What do you think Amari needed for his dog? (Food, water, shelter, love.)
- Who would make certain that Mwaki the dog had these things?
- Remember to raise your hand for the Talking Stick.

##### Part 2

- Do you think Mwaki has a right to these things like food and water and shelter?
- Who can tell me which one of those rights is something that we need, too? (All of them are rights that we need.)

Explain that we call these rights **Human Rights**. They are also called **Children's Rights**. Have the children repeat the words with you: Human Rights and Children's Rights.

**Show Article 3 from the UDHR** (page 8). Read or have one of the students read it. Have them repeat it after you.

**Show the FREEDOM mini poster** (page 9)

*Questions*

- How do you think this child feels?
- Who remembers what a right is like? (A right is like a rule that exists because it is fair or the correct thing to do.)
- And who do they belong to? (Everybody.)

#### 5. CONCLUSION (5 minutes)

If you could have a pet, what would you choose to name it?

##### Activity: Guess My Pet

*Question*

Who would like to pantomime (act out) the pet you would choose?

Allow a few children to pantomime their pet while the rest of the class tries to guess the animal. When the class guesses correctly, ask them: What does this pet need?

#### 6. CHALLENGE

- Look around for different animals in your area and identify what they would need if you had them as a pet.
- Can you think of any animals that would **not** be good to keep as pets? Why?

## Lesson 2A - I Have Rights

### Activity: Amari and Mwaki

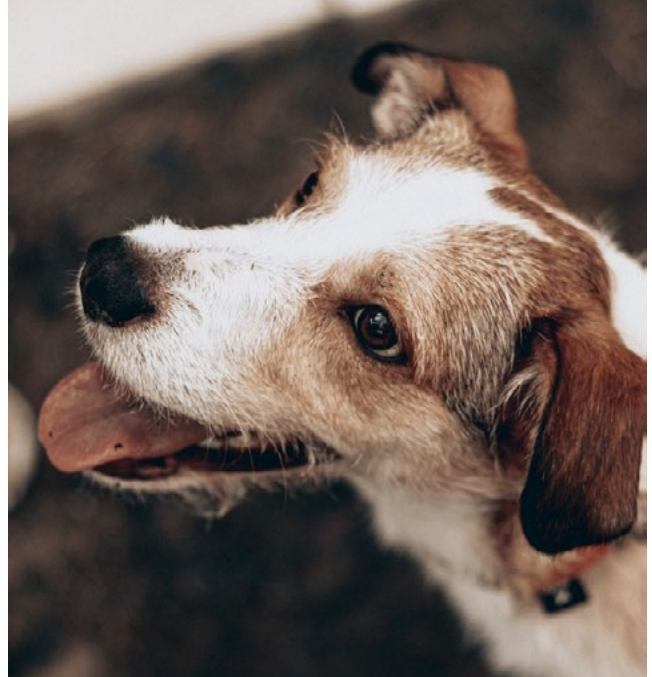
#### Part 1

I'm going to tell you a story about Amari who wanted to have a dog. Every day, he asked his father and mother over and over if he could have a dog. "A dog could guard our compound at night," he said. "And he could help keep Mama's goats from running away." The goats were very valuable. Mama sold their milk and cheese and meat and hides at the outdoor market, and she used some of the money to help pay for the children's school fees.

Finally, Amari's parents said, "Yes, you can have a dog—but you must take care of him." Amari felt happy, and he named his dog "Mwaki." Amari and Mwaki the dog were best friends.

#### Questions

- What do you think Amari needed for his dog? (Food, water, shelter, love.)
- Who would make certain that Mwaki had these things?
- Remember to raise your hand for the Talking Stick.



#### Part 2

Every day after Amari went to school, Mama took Mwaki the dog to help her with their small herd of goats. When school was over, Amari would meet Mama in the field so that he and Mwaki could herd their goats safely back to the compound. "What a good dog," said Mama. But Father sometimes thought it cost too much money to feed the dog and take care of him. One night as the family lay sleeping, Mwaki heard the soft sounds of a wildcat as it crept up to the goat pen. "Woof, woof! Woof, woof!" barked Mwaki as loud as he could. Amari's father jumped out of bed and chased the wildcat away before he could eat any of the goats. "Good dog!" said Amari's father.

#### Questions

- Do you think Mwaki the dog has a right to these things like food and water and shelter?
- Who can tell me which one of those rights is something that we need, too? (All of them are rights we need.)

---

### Article 3

**We all have the right to life, and to live in freedom and safety.**

*The Universal Declaration of Human Rights*

---



Remember to fill in your brief **Facilitator Notes and Reflections** (page 70).

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# The Right to Life, Freedom and Security

## UDHR 3

# Lesson 2B - I Have Rights

## Equal and Inalienable Human Rights

1. We are all 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.
2. These rights belong to everybody, whatever our differences.
3. We all have the right to life, and to live in freedom and safety.

*The Universal Declaration of Human Rights, Articles 1, 2 and 3*

### Learning Points

1. Human rights are necessary in order for all children to live in freedom and safety.
2. There is a strong connection between human needs and human rights.

### 1. WELCOME (5 minutes)

Sing the song, “Here We Are Together” (page 4)

### 2. REVIEW (5 minutes)

- Ask if someone would like to talk about an animal they found and what it would need if they had it for a pet.
- Who found an animal that would **not** be good to keep as a pet? Why?

### 3. INTRODUCTION (5 minutes)

**Activity: Pets** (page 11)

On the chalkboard or large piece of paper, draw 2 columns. Explain that we need a name for our class and an animal for a pretend class pet. Pick a name for the class pet.

### 4. DEVELOPMENT (15 minutes)

Questions (using the Talking Stick)

- What are the things that (Pet’s name, such as BOOMER ) will need to live and be safe? (List under Animal NEEDS.)
- Who is responsible to make sure that Boomer’s rights are met? (List under WHO?)
- Why does Boomer have a right to them?
- Can someone tell us what a “right” is?



Offer some prompts with pauses in between:  
*A right is . . . (wait for a response) like a rule that . . . exists because it is the . . . fair or the correct thing to do.*

- What do WE need to enjoy a happy, healthy, safe life? (List answers under CLASS NEEDS, such as home, food, clothes, love, education.)

- If the (Class name, such as STARS) need these things to survive, what do we call them? (Human rights.)
- Who is responsible for helping us get the things we need to be safe and free? (Encourage answers such as adults, parents, family or caregivers and teachers.)
- What about our friends?

Each one of us is responsible to help in getting what we need. (Source: Nancy Flowers, ed., Compasito, Council of Europe, 2009, p. 138.)

**Activity: Line Up!** (page 11)

Let’s practice helping each other. See the next page for instructions.

- How were you able to make your lines so quickly? (Working together helps.)
- Did you feel safe? Did you trust each other?
- How did you feel when you got in the right order?

### 5. CONCLUSION (5 minutes)

**Hold up the Freedom mini poster** (page 9) and read **Article 3** to the children. Have the children read it with you. **We all have the right to life, and to live in freedom and security.**

Explain that the **right to be free and safe** is one of our human rights.

- Does anyone remember the name of the document that says what rights we have? (*The Universal Declaration of Human Rights*)

Next time we will learn more about our rights.

### 6. CHALLENGE

- Find a way that you can work with members of your family or friends so that everyone feels free and safe.
- The next time we meet, be ready to share with our class what you discovered.

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### Activity: Pets

Show the images of animals or suggest others that children might want for a pet.

- List their choices on the chalkboard or paper.
- Do the same with class names, such as Thunderbolts, Stars, etc.
- And then again with pet names, such as Tippy, Boomer, Nacho, etc.

Allow the children to decide on the final name for the class and the pet.

#### PET NAME AND CLASS NAME

<b>Name of the Pet</b>	<b>Name of the Class</b>
<b>Animal's Needs</b>	<b>Class Needs</b>
<b>Who helps with Needs?</b>	<b>Who helps with needs?</b>

---

## Article 3

**We all have the right to life, and to live in freedom and safety.**

*The Universal Declaration of Human Rights*

---

### Activity: Line Up!

- Divide the children into teams of five or six or more.
- Tell the children that when you say "GO!" you want them to line up from shortest to tallest.
- Explain that as soon as their team is finished, they should all hold up their hands.
- Give the "GO!" signal, and allow the children to finish. Have them check the order as a group.

(Source: *Line -up! Activity village.co.uk*)



Remember to fill in your brief **Facilitator Notes and Reflections** (page 70).

## Lesson 3A - Is This Discrimination?

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# The Right to Protection from Discrimination

UDHR 2 and CRC 23

# Lesson 3A - Is This Discrimination?

## 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 [rich or poor], birth or nationality.

*The Universal Declaration of Human Rights, Article 2*

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

*The Convention on the Rights of the Child (CRC), Article 23*



### Learning Points

1. People who have disabilities and other differences often face discrimination.
2. If someone is disabled, they have the right to special care and education to help them develop and lead a full life.
3. We should look for ways to avoid discrimination.

### Display Freedom mini poster and Class Rules.

#### 1. WELCOME (5 minutes)

Sing the song, “Here We Are Together” (page 4)

Invite the children to sit in a circle.

#### 2. REVIEW (5 minutes)

Ask if someone would describe what they learned when helping or working with others so that everyone would feel free and safe.

- What did you do? What did you learn?

#### 3. INTRODUCTION (10 minutes)

- Explain that the class will learn about another important human right today, something we call discrimination.
- Ask if anyone can tell us what the word “discrimination” means.
- Discrimination is treating other people unequally or without dignity or respect, or denying rights to another person.

**Show and read Article 23** (page 15). If you are disabled either mentally or physically, you should have special care and education to help you develop and lead a full life.

**Activity: Video, “The Present,” or drawings** (page 14)

<https://vimeo.com/152985022>.

Let’s watch a short video related to CRC Article 23 about discrimination.

#### 4. DEVELOPMENT (10 minutes)

*Questions—Use the Talking Stick as needed.*

- How did the boy in the video (or photos) feel about the present he received?
- What did he do to communicate how he felt?
- How did the puppy respond to the boy?
- How did the boy’s feelings change?
- Why did he feel differently about the puppy?
- Were you surprised about the last images in the video (or photo)? Why?
- What would it feel like to be treated unkindly if you looked different from those around you or had a disability?

*If appropriate, allow children with disabilities to briefly share their experience with the class.*

**Activity: Poem or Song, “I’ll Walk With You”** (page 15)

Let’s read this poem (or sing a song) together.

- What is this poem or song telling us?
- How does this poem remind you of discrimination?

#### 5. CONCLUSION (5 minutes)

- Who do you think should have human rights? (Everyone.)
- Why do you think that some people may not enjoy the same rights that we do?

#### 6. CHALLENGE

- Look for people in your community with physical disabilities. Observe how people treat them.
- Discover ways you could help them. Bring your ideas to our next class.

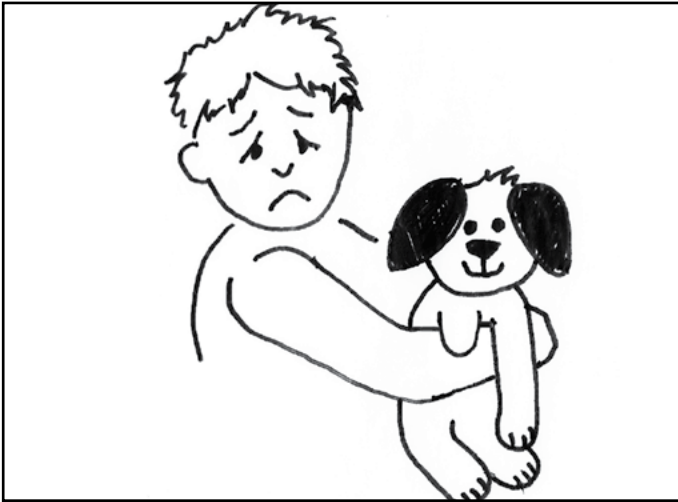


Remember to fill in your brief **Facilitator Notes and Reflections** (page 70).

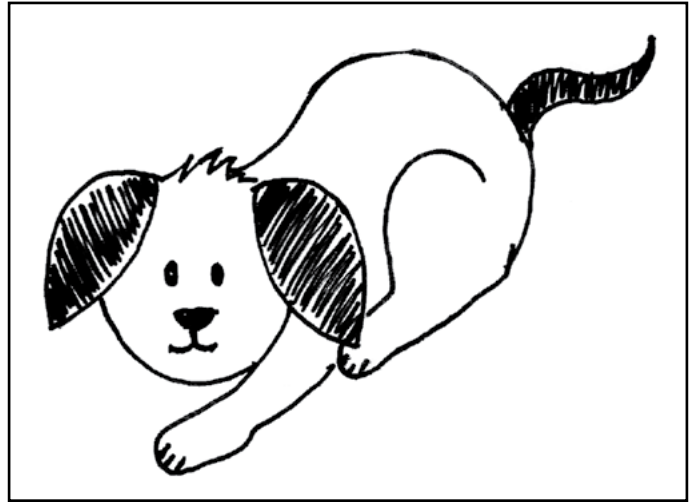
## Lesson 3A - Is This Discrimination?

### Activity: "The Present"

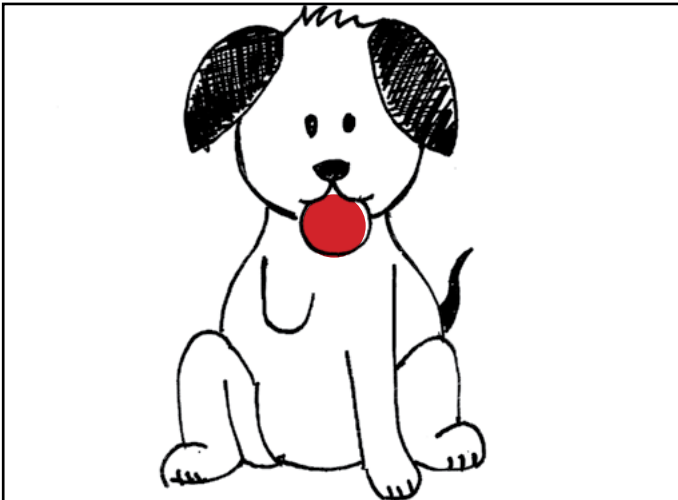
Canace Puffer



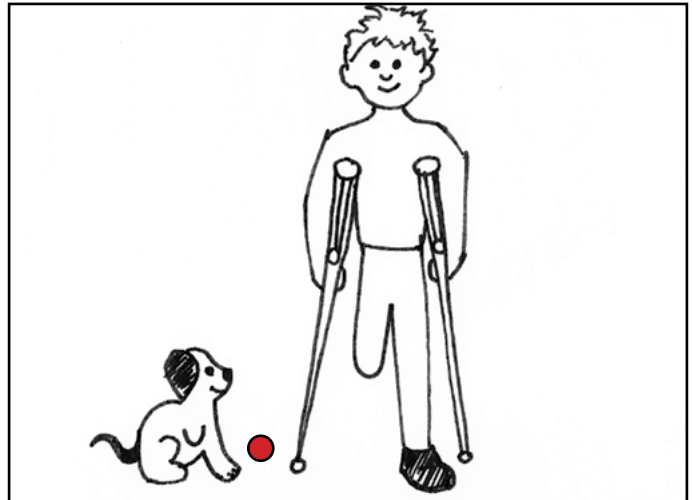
1



2



3



4

A boy spent a lot of time playing computer games by himself inside the house. One day his mother gave him a present that she hoped might help him want to play outside.

1. When the boy opened the box and saw that the puppy inside was missing part of his front leg, he frowned.
2. He threw the puppy down on the floor.
3. The puppy stood up, ran after a ball, played with it, then dropped it in front of the boy.
4. Slowly the boy's feelings changed as he watched the dog play with the ball. The boy put the ball in his pocket and grabbed his crutches. He was missing a leg, too. He called to his mother, "We'll be outside."



**Article 23**

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.

*The Convention on the Rights of the Child*

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## I'll Walk with You

To hear the music go to: [www.go-hre.org/music](http://www.go-hre.org/music)

1. If you don't walk as most people do,  
Some people walk away from 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.

2. If you don't talk as most people do,  
Some people 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.

**Instructions:**

Say the words and have the students repeat them a couple of times. Then sing together and make up motions to go with the music. Have students create their own verses when there's enough time.

# Lesson 3B - Is This Discrimination?

## 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 [rich or poor], birth or nationality.

*The Universal Declaration of Human Rights, Article 2*

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.

*The Convention on the Rights of the Child, Article 23*



### Learning Points

1. People who have disabilities and other differences often face discrimination.
2. If someone is disabled, they have the right to special care and education to help them develop and lead a full life.
3. We should look for ways to help people avoid discrimination.

### Display Freedom mini poster and Class Rules.

#### 1. WELCOME (5 minutes)

Sing the song, “I’ll Walk with You” (page 15)

#### 2. REVIEW

Questions

- How does this song (or poem) remind you of what we talked about last time—discrimination?
- Describe how you helped someone in your community who needed help. What did you do? How did other people treat them?

#### 3. INTRODUCTION (10 minutes)

**Activity: Orange Mania** (page 17)

Let’s play a game that will help us understand what it might feel like to have a disability.

Questions after the game

- What problems did you have?
- How did you solve your problems?
- How did your coach help you?

#### 4. DEVELOPMENT (10 minutes)

Have one of the children **read Article 23** from the Convention on the Rights of the Child (page 18).

Ask: Who can tell us what **discrimination** is?

**Discrimination** is treating people who are different unkindly or without respect.

When someone discriminates, they treat another person unfairly and are sometimes mean.

Write the word “Discrimination” on the board or a large piece of paper, and point to the **Discrimination mini poster** (page 12).

- Let’s say this word together.

Now listen to the *Universal Declaration of Human Rights*. Read or have one of the students **read UDHR Article 2** (page 18).

- What are some of the differences mentioned in this article? (Repeat each child’s answer.)

**Activity: Story, Amalia’s Hijab** (page 19)

#### 5. CONCLUSION (5 minutes)

- Human rights are for everyone.
- But there are some people who may not enjoy the same rights that we do.

Questions

- Why do you think that is?
- What do you think we should do to help?
- How can we make sure that we don’t discriminate?

We’re all happier when we help each other enjoy our human rights.

Let’s say (or sing) our poem one more time.

#### 6. CHALLENGE

- Make a new friend. Watch for someone who is sitting alone and spend some time talking to them.
- What do they like to do?
- Share what you like to do.

### Activity: Orange Mania

**Preparation:** Create an obstacle course in the classroom or outside using chairs or masking tape on the floor as “walls.” Children cannot step outside the chairs or the masking tape while playing.

**Make the Physical Disability Strips:** You can use the same disability more than once. Duplicate this set as many times as necessary for the number of children in your group.

<b>You are missing an arm</b>	<b>You can only walk bent over</b>
<b>You can't bend your knees</b>	<b>You can't see - you are blind</b>
<b>You are missing a leg</b>	

Using the set of **Physical Disabilities**, fold each strip of paper in half so the children cannot see the writing. Place them in a container (bag or basket).

**How to play:** Divide children into pairs. Invite each pair to take a paper and open it.

1. Assign one child of each pair to be “coach” and the other to be “disabled.” They must complete a short obstacle course or activity together while acting out their parts, either as coach or disabled.
2. Give each “disabled” participant an orange (or other small object), with instructions to perform the tasks below in less than 3 minutes, while the “coach” encourages and helps.
3. The “disabled” child carries the object through the obstacle course while tossing the orange (or object) in the air.
4. For instance, if a child receives “missing a leg,” she/he cannot use one of their feet to complete the course. She/he must hop on one foot while carrying an orange. The other child encourages and helps the “disabled” one with suggestions to get through the course.
5. When each pair finishes the course, they quickly run back to the beginning and switch roles and complete the course a second time.

#### Reminders

- Explain that there are no winners or losers; they just need to complete the activity as well as they can with the limitations they have been assigned.
- Remind them to **play safely** and to be extra careful not to fall or hurt themselves.
- Remind them to **switch roles** at the end of the first run.

(Adapted from: *Play It Fair Toolkit, Activity 30*. Equitas—International Centre for Human Rights, 2008.)

## Lesson 3B - Is This Discrimination?

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### **Article 23**

**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.**

*The Convention on the Rights of the Child*

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### **Article 2**

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

*The Universal Declaration of Human Rights.*

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Remember to fill in your brief **Facilitator Notes and Reflections** (page 70).

### Activity: Amalia's Hijab

#### Who knows what a hijab is?

A hijab is like a big scarf that some Muslim girls and women wear when they are not at home.

I'm going to tell you a story about a Muslim girl who moved to another country after living in a refugee camp for three years.

When Amalia went to school, she was surprised to see that she was the only girl wearing a hijab. All the girls had worn hijabs in her old school. At lunch time, she noticed that some of the students were staring at her, which made her feel embarrassed.

Then Miko, slipped into the chair beside her. "I like your scarf," she said. "It's pretty." "It's a hijab," Amalia told her. "Do you wear it every day?" asked Miko. "Yes," replied Amalia.

When Miko asked her why, Amalia explained, "I wear it because of my faith in my Muslim religion. And to honor the Qur'an and Allah."

"You should tell our class about your—what do you call it again?" asked Miko.

"It's a hijab," replied Amalia. "I could tell the class about it, but it makes me feel shy and embarrassed to be so different from everyone else."

"Actually, we're all different in some way or another," Miko told her. "A Jewish boy in our grade, David, told us about the Kippah he wears. And Gabriella wears a gold cross necklace because she's Catholic. Cal wears long braids because that's what some men in his Navajo community do. I'm Japanese. Some people think my lunch is strange. Would you like to try some seaweed? My aunt gathers it from the ocean. She dries it and sends it to our family."

Amalia smiled at Miko and took a bite of seaweed.

#### Questions

- Why does Amalia feel different from everyone else in her class?
- How do some children discriminate against Amalia?
- What rights does Amalia have?



# Lesson 4A - No Bullying Allowed

## Freedom from Bullying

Nobody has the right to torture, or to harm or to humiliate you, which means nobody has the right to bully you.

*The Universal Declaration of Human Rights, Article 5*

No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.

*The Convention on the Rights of the Child, Article 37*



### Learning Points

1. **Bullying** is when someone does something on purpose to make you feel bad or hurts you; and they do it often, and it's hard to make the person stop.
2. **Torture** means to cause terrible pain to the victim.
3. **Harm** means to hurt someone.
4. **Humiliate** means to embarrass or take away someone's dignity or make him or her feel ashamed.

Display the **Class Rules and mini poster**. (page 21)

### 1. WELCOME (5 minutes)

Sing the song, "I'll Walk with You" (page 15)

### 2. REVIEW

Would someone like to tell us about making a new friend or not discriminating this week?

### 3. INTRODUCTION (5 minutes)

Questions

- Who can tell me what kindness feels like?
- How does it feel when someone is mean?
- Did you know that we have a right that protects us from that kind of behavior?

Ask a child to hold the **Bullying mini poster**. Read and have the children repeat **Article 5** (page 22).

Questions (Remember the Talking Stick)

- What words did you hear that we don't always talk about?
- What does **torture** mean? (To cause terrible pain to someone.)
- What about the word **harm**? (That means to hurt someone.)
- What does **humiliate** mean? (To embarrass or take away someone's dignity or make them feel ashamed.)

### 4. DEVELOPMENT (15 minutes)

Ask: What is bullying? Bullying is all of those things.

**Bullying** is when someone does something on purpose to embarrass you and make you feel bad or hurts you; and they do it often, and it's hard to make the person stop.

**Activity: Story, "Ogugua and the Bully"** (page 23)

Questions

- Who was kind in the story?
  - What does kindness look like in this story?
- Have the children turn to their neighbor and say something to make Ogugua feel better.

- Who was hurtful and what did he do?
- If we don't want bullying in our community, what can we do to stop it?

Discuss why one of the most important things that we must do is to make sure that WE don't bully other people. No bullying allowed! Let's say that together:

**No bullying allowed!**

### 5. CONCLUSION (5 minutes)

Ask: What did we learn from the story of Ogugua and Kneda and Musa? Guide the children to recognize that it's **never** okay to be a bully.

**Activity: Song, "Kindness Begins with Me"** (page 22)

- Let's sing a song to remind us to be kind.

After singing, ask:

- Where does kindness begin?
- What is kindness?
- How does kindness make other people feel?  
We can help people who get picked on or bullied by being kind to them.

### 6. CHALLENGE

- Share the story of Ogugua and the Bully.
- Be careful that you don't bully other people by the things you say or do that might embarrass or hurt or make them feel bad.
- Let's all say and do things that will make other people feel good.

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# The Right to Protection from Torture or Bullying

UDHR 5 and CRC 23

## Lesson 4A - No Bullying Allowed

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### **Article 5**

**Nobody has the right to torture or to harm or to humiliate you—which means nobody has the right to bully you.**

*The Universal Declaration of Human Rights*

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## Kindness Begins with Me

I want to be kind to everyone,  
For that is right, you see.  
So I say to myself, “Remember this:  
Kindness begins with me.”



Remember to fill in your brief **Facilitator Notes and Reflections** (page 71).



Activity: Story, "Ogugua and The Bully"



It was Ogugua's first day at the new school. "Please welcome our newest friend," the teacher said.

But when it was break time, the children ran outside, forgetting all about Ogugua. She sat down by herself as she watched the other kids play.

After school as Ogugua walked home alone, she heard a gruff voice yell, "Hey, you! Stupid! You sure are ugly," just as a rock barely missed her!



She turned to see an angry, red-faced, big boy named Musa bellowing, "Get outta my way! I hate you!"

Terrified, Ogugua ran the rest of the way home, wondering what she had done. Then it happened again the next day.

On the third day, she heard, "Hey, Stupid! Go back where you came from!"

Tears ran down Ogugua's face as she rushed home.

But this time, Kneda had seen the whole thing. It made her sad. She told her friend Jamal about it, and it made him sad, too.

"Let's do something!" he said.

So they talked and came up with a plan. The next morning, while Kneda walked to Ogugua's house, Jamal quickly ran ahead to tell his classmates their plan.

"We need to help Ogugua!" he said.



Soon Jamal came running back to join Kneda and Ogugua. "Everyone wants to walk with you," he told Ogugua. By the time they got to school, they were happily walking and talking together. All except frowny-faced Musa. "I don't want to play with you anyway," he said loudly as he went off to be by himself.

However, Jamal and Kneda had another idea. "Hey, Musa," Jamal called out. "We need you to play on our team." Musa couldn't help smiling. "Sorry I was such a bully," he said, "Let's all be friends!"

# Lesson 4B - No Bullying Allowed

## Freedom from Bullying

Nobody has the right to torture, or to harm or to humiliate you, which means nobody has the right to bully you.

*The Universal Declaration of Human Rights, Article 5*

No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.

*The Convention on the Rights of the Child, Article 23*



### Learning Points

1. **Bullying** is when someone does something on purpose to make you feel bad or hurts you; and they do it often, and it's hard to make the bully stop.
2. A **Bystander** stands by and watches the bullying but does nothing to stop it.
3. An **Upstander** stands up to the bully and looks for ways to stop him or her.
4. Kindness is contagious and creates more kindness.

**Preparation: Cut Article 5 into 7 pieces, and put them in an envelope or container.**

### 1. WELCOME (5 minutes)

Sing the song, "Kindness Begins with Me" (page 22)

### 2. REVIEW (5 minutes)

*(Use the Talking Stick as needed)*

- Would someone share what they remember about Ogugua and Musa?
- How do we know that Musa was a bully?
- What did Kneda do that showed she was a special friend?

Raise your hand if you can finish this sentence:

"Bullying is never ..." or "No one likes a ..."

**Activity: Puzzle Time, Article 5** (page 25)

### 3. INTRODUCTION

*Questions*

- If you accidentally trip over someone's foot on the playground and fall down, is that bullying? Why or why not?
- What is the opposite of bullying?
- How does kindness make you feel?

### 4. DEVELOPMENT (15 minutes)

Show the picture of Kneda. Kneda was both a **bystander** and an **upstander**.

- What does Bystander mean?

A **Bystander** is a person who stands by and watches the bullying but doesn't do anything to stop it or to help the person being bullied.

- What does Upstander mean?

An **Upstander** is someone who knows that what is happening is wrong, and he or she stands up to the bully and tells him or her to stop it or figures out a way to stop it herself.

Show the picture: **Upstander or Bystander?**

- When was Kneda an upstander, and when was she a bystander?
- Who else was an upstander?
- Why is it better and more courageous to be an upstander?
- Ask each other how you could be an upstander.

### 5. CONCLUSION (5 minutes)

**Activity: Paper Mash-Up** (page 26)

*Questions*

- Why is it hard to take back unkind looks, words, actions or behaviors?
- What can you do if you've bullied someone and you're sorry? (Apologies, acts of kindness and other positive efforts.)
- How would our school and family be different if we all did more kind things?

It's hard to fix the hurt, but it can be done. Remember: Nobody likes a bully.

### 6. CHALLENGE

- Practice being an upstander
- Practice doing kind things for someone in your family or in our class.

**Activity: Puzzle Time, Article 5**

Before class, cut up article 5, and put the pieces in an envelope or container.

<b>Nobody has the</b>	<b>right to torture</b>
<b>or to harm</b>	<b>or to humiliate you</b>
<b>which means</b>	<b>nobody has the</b>
<b>right to bully you!</b>	

**Instructions:**

- Tell the children to listen carefully while you read Article 5 to the class: *Nobody has the right to torture or to harm or to humiliate you, which means nobody has the right to bully you.*
- Ask for 7 volunteers to come up and stand by you.
- Hand each child one of the pieces of paper with Article 5, out of order.
- Ask the children to arrange themselves in the proper order as quickly as they can.
- Tell the rest of the class to see if they can remember the order, so that they can help if needed.
- When they finish, everyone claps their hands. Read the Article together again. **Nobody has the right to torture or to harm or to humiliate you, which means nobody has the right to bully you.**

Ask: No one has the right to do what?

## Lesson 4B - No Bullying Allowed

### Upstander or Bystander?

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#### Are you an UPSTANDER?

You see bullying and you **stand up** to the bully by speaking out to stop it or getting help from a trusted adult.



#### Or are you a BYSTANDER?

You see bullying, and you **stand by** and watch, but you do not say anything and you do nothing to stop it.

### Activity: Paper Mash-up

Have a student pass out paper and pencils to everyone.

1. Ask students to write the words **“BULLYING IS”** at the top of their paper. Students take 1 minute to draw a simple picture or words about what bullying looks like to them. BULLYING is something that somebody does on purpose to make you feel bad or hurts you, and the person does it many times. (Making fun of your clothes, or hitting or pushing, teasing or calling names, taking things without permission, saying things about you behind your back, not letting you play, or sending mean notes, emails or text-messages. etc.)
2. When finished, have students pair up. Give them 2 minutes to discuss their pictures and words.
  - Explain to each other why it is bullying.
  - Ask each other: “How would you stop this?”
3. Ask students to look at their own picture and follow these instructions:
  - Please crumple up your paper into a ball, nice and tight. Be careful not to rip it.
  - Now unfold your picture and smooth it out as flat as possible.
  - Look at how scarred it is even though it is flat.
  - Raise your hand if you were able to bring your paper back to its original look and feel.Explain that this is what it's like when one person bullies another person.

#### Questions

1. What can we do when someone is afraid because she or he is being bullied?
2. How can we help each other feel safe?



Remember to fill in your brief **Facilitator Notes and Reflections** (page 71).

# Lesson 5A - Family, a Beautiful Thing

## Right to Marriage and Family

You have the right to marry and start a family. Nobody should force you to marry. The family is the fundamental unit of society, and government should protect it.

*The Universal Declaration of Human Rights, Article 16*



### Learning Points

1. The family is the fundamental unit of society.
2. Children have a right to live with a family.
3. Family units usually make us stronger no matter what their make-up.

**Preparation: Display the mini posters and class rules where children can see them.**

### 1. WELCOME (5 minutes)

**Sing the song, “Kindness Begins with Me”** (page 22)

### 2. REVIEW (5 minutes)

Who would like to share what you did to let your family know how important they are?

**Activity: The Washing Machine** (page 28)

*Instructions are at the end of the lesson. After the game, ask:*

- How does that make you feel when people say kind things about you?

### 3. INTRODUCTION (5 minutes)

**Activity: Family Photographs** (page 29)

- What do you see that’s the same in these pictures?
- Do we all live in the same kind of family?

**Activity: My Family**

Pass out paper and crayons or markers while you talk to the children and explain that there are all kinds of families all over the world.

- Think about what kind of family you have.
- Today I want each of you to draw a picture of the family you live in right now.



*It is important to know the children’s family situations, adapting activities so as not to make them embarrassed or teased for presenting family styles that are unusual or different. Emphasize values, tolerance, and feelings which make a family stronger.*

If there is time, let the children share their pictures with the person next to them.

### 4. DEVELOPMENT (10 minutes)

**Activity: The 4-Handed Chair** (page 28)

Let’s play a game and see if you can figure out how it’s like a family.

*Questions after the game*

- Was it easier or harder to carry someone with the help of another person? Why?
- How was the game like a family? (The family is stronger when we help each other.)
- Why do you think families are the best place to grow up? (People who love and keep you safe and show how to do the right things.)

Explain that you’re going to read another article from the UDHR. You want them to listen for a big word and raise their hands if they hear it.

**Show Article 16** and read the last sentence, emphasizing the word “fundamental” (page 30).

The family is the **FUNDAMENTAL** unit of society, and government should protect it.

- What was the word? Let’s say it together.
- What does “fundamental” mean? “Fundamental” means that it’s the foundation, the most important part.
- Let’s read it again and change the word “fundamental” to “most important.”

**Show the Family mini poster** (page 31).

Ask: Why is it a beautiful thing when families work together?

### 5. CONCLUSION (5 minutes)

**Activity: Be Our Best Dignity Chant** (page 30)

Who knows what “dignity” means? Dignity means value. We all have value, which means we all have dignity.

Explain that we are all different in many ways but we all have dignity. We all have value.

### 6. CHALLENGE

- Teach family and friends the Washing Machine game.
- Do something this week to let your family know how important they are.

## Lesson 5A - Family, a Beautiful Thing

### Activity: The Washing Machine or The Laundry

- Choose 2 or 3 children to be the “laundry.”
- The rest of the children form 2 parallel lines close together, facing each other.
- Send a “laundry” child between the lines, “through the wash.”
- Everyone (where this is culturally appropriate) taps her very lightly on the shoulder while offering words of praise, affection and encouragement.
- Out comes a sparkling, happy child at the end of the “wash.” She joins one of the lines, and the next child takes a turn.



*It's best if you have at least 6 to 10 children to play this game. Encourage the children not to be too enthusiastic as the child runs through the line (so that no one gets tapped too hard).*

### Activity: The 4-Handed Chair, also known as The Human Chair

**If there's time**, and your class is not too big, give everyone a chance to be a “chair,” as well as a “passenger.” But if your class is very large, you may wish to have only 2 or 3 groups demonstrate the activity.

**Create groups of 3 children each.** Make sure the third person (the “passenger”) is smaller than the 2 who create the “chair.” If there's an extra person, that person could coach. Or 2 extras could take turns being a “passenger” in another group.

#### **Two children in each group do the following:**

- Grab his/her own left wrist or forearm with his/her right hand.
- Then grab her/his partner's right wrist or forearm with her/his left hand. (The facilitator should demonstrate this.)
- The partner grabs the right wrist or forearm of the other person with her/his left hand. This creates a square-shaped seat with their arms.



**When each pair has created a “chair,”** they should let the “passenger” sit on their “chair.”

- The “passenger” being picked up should first lower herself into a sitting position.
- The “chair” pair should stand behind her and lower their bodies as well, bringing the chair down into position for the “passenger” to be seated.
- The “passenger” sits on the “chair,” putting her arms around the shoulders of the “chair” pair for balance.
- The “chair” pair slowly lift together and walks forward carefully with the “passenger.”

*(Adapted from: Play It Fair Toolkit, Activity 34. Equitas – International Centre for Human Rights, 2008.)*

#### **Optional Questions**

- Did you feel stronger with another person?
- What do you think would happen if one of the chair pair lost their grip?
- What would happen if the passenger started bouncing around or hitting the chair pair?



**CAUTION!** Remind the children that this game is only to be played with adult supervision so that no one gets hurt.

Family Photographs



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## Lesson 5A - Family, a Beautiful Thing

### Article 16

**The family is the fundamental unit of society, and government should protect it.**

*The Universal Declaration of Human Rights*

## Be Our Best

To hear the music go to the **RESOURCES** tab on the website: [www.go-hre.org/music](http://www.go-hre.org/music)

Suggested rhythm or beat:

Pat pat pat, snap! Pat pat pat, snap! Pat pat pat, snap! Clap clap clap!

**Dig — ni - ty and child -ren's rights! Oh, dig — ni - ty for ev'- ry - one!**

Pat pat pat, snap! Pat pat pat, snap! Pat pat pat, snap! Clap clap clap!

**Dig — ni - ty and child -ren's rights! Oh, dig — ni - ty for ev'- ry - one!**

**Facilitator:** Repeat these words and actions after me.

Pat (hold), pat, pat, snap! Pat (hold), pat, pat, snap! Pat (hold), pat, pat, snap! Clap, clap, clap!

Let's repeat it three times:

Pat (hold), pat, pat, snap! Pat (hold), pat, pat, snap!

Pat (hold), pat, pat, snap! Clap, clap, clap!

Now we're going to add the words to the chant

**Dig** ---- ni-ty and chil ---- dren's rights!

Oh - **Dig** ---- ni - ty for ev' - ry one!

**Dig** ---- ni-ty and chil ---- dren's rights!

Oh - **Dig** ---- ni-ty, it can be done!

Let's put the words and the actions together. We'll repeat it twice.

*You can sit or stand as you pat your knees or thighs as instructed. You'll teach the song in the next few lessons.*



Remember to fill in your brief **Facilitator Notes and Reflections** (page 71).



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# The Right to Marriage and a Family

UDHR 16 and CRC 9

# Lesson 5B - Family, a Beautiful Thing

## Right to Marriage and Family

You have the right to marry and start a family. Nobody should force you to marry. The family is the fundamental unit of society, and government should protect it.

*The Universal Declaration of Human Rights, Article 16*



### Learning Points

1. The family is the fundamental unit of society.
2. Children have a right to live with a family.
3. Family units usually make us stronger no matter what their make-up.

**Preparation: Display the mini posters and class rules where children can see them.**

### 1. WELCOME (5 minutes)

**Sing the song, “Be Our Best” chant** (page 30)

### 2. REVIEW (5 minutes)

*Remember to use the Talking Stick.*

- Does someone remember what the basic and fundamental unit of society is?
- Who would like to share what you did to let your family know how important they are?

### 3. INTRODUCTION (10 minutes)

Explain that today we’re going to talk about how we can all work together in a family to solve problems.

- Let’s play a game to see what it’s like when we try to figure things out.

**Activity: The Human Knot** (page 33)

After the game when everyone is “unknotted,” have the children return to their seats.

*Questions*

- Did you ever want to quit or think you might not be able to undo the knot?
- What worked best in undoing the knot?
- How is this game like being in a family?

**Show the Family mini poster.**

It’s a beautiful thing when families work together.

### 4. DEVELOPMENT (5 minutes)

**Activity: Parent Pantomime**

*Ask all the children to stand and pantomime the actions that each parent teaches them.*

- Your father teaches you to chop wood.

*Question:*

What else could your father teach you? (Allow 2 or 3 students to answer.)

Your mother teaches you to feed the chickens.

*Question:*

What else could your mother teach you? (Allow 2 or 3 students to answer.)

*Have everyone sit down.*

- There are many family chores to be done but we all learn what needs to be done and we work together.
- When we help each other, we learn how to do more things, and there is more love in our families.
- We are happier and our families are stronger.
- Families are a beautiful thing.

### 5. CONCLUSION (5 minutes)

**Show Article 16** and read it together (page 33).

- Who is supposed to protect the family? The government, people just like us. We should all protect our family.
- Why do you think families are the best place to grow up?
- What kinds of families can you think of?
- Do we all have to have the same kind of family to be happy and safe? Of course not.

Families can be different in many ways but they are also alike because we all have the same needs and the same human rights.

### 6. CHALLENGE

- Tell your family that you love them.
- Look for something you can do to help your family this week.

### Activity: The Human Knot



**Invite the children to stand in a circle, facing inwards shoulder-to-shoulder.**

- Have them close their eyes and move slowly toward the center of the circle with their arms extended in front of them, and grab hold of the first two hands that they touch.
- Have them keep their eyes closed until you give the signal to open them.
- Make sure that each child is holding the hands of two different people.
- Ask the children to open their eyes, and explain that they must undo the knot and form a circle without letting go of any hands.
- Watch the group to ensure no one gets hurt, and intervene only if absolutely necessary.
- After everyone is “unknotted,” have the children return to their seats.

If there are more than 10-12 players, you can create 2 groups and organize a competition between them. The first group to finish can help the second group.

(Adapted from: *Play It Fair Toolkit*, Activity 36. Equitas—International Centre for Human Rights, 2008.)

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### **Article 16**

**The family is the fundamental unit of society, and government should protect it.**

*The Universal Declaration of Human Rights*

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Remember to fill in your brief **Facilitator Notes and Reflections** (page 71).



# The Right to Freedom of Religion or Belief

UDHR 18 and CRC 14

# Lesson 6A - I Can Choose

## Freedom of Religion or Belief

We all have the right to our own thoughts or beliefs or religion, and to teach or practice or worship as we wish, or to change our religion or belief.

*The Universal Declaration of Human Rights, Article 18*



### Learning Points

1. All people have the right to believe as they wish.
2. People can express their religion or beliefs freely through teaching, practice, worship and observance.
3. People are free to change their beliefs or religion.

### 1. WELCOME (5 minutes)

Sing the song, “Be Our Best” chant (page 37)

### 2. REVIEW

Is there anyone who would like to **show** us with an action what they did to help their family last week? Don't use any words, and we'll all try to guess the action.

### 3. INTRODUCTION (10 minutes)

**Activity: Freedom of Religion or Belief Photos** (page 34)  
Let's look at the pictures related to UDHR Article 18, Freedom of Religion or Belief. It's about how some children exercise their beliefs.

*Questions (Use the Talking Stick as needed.)*

- What do you see in the photos?
- What do you see that is the same in how each child express his/her religion?
- How did this photos make you feel?
- What different religions or beliefs exist in your community?
- How do you express YOUR religion or belief?

### 4. DEVELOPMENT (5 minutes)

**Show the Religion or Belief mini poster** (page 34).  
Write the words **RELIGION** and **BELIEF** on the chalkboard.

- Would someone like to read **Article 18** (page 36)?

*Question*

What do these words mean?

- **Religion:** A set of spiritual beliefs and practices.
- **Beliefs** are ideas and opinions.

### Read Article 18 again.

- Please listen for 3 things that we can do because of this article.

After reading, allow children to respond.

1. **Choose** our religion or belief.
2. **Teach or practice** our religion or belief.
3. **Change** our religion or belief.

This article gives us freedom to worship and believe as we choose.

### 5. CONCLUSION (10 minutes)

#### Activity: Songs of worship or belief

Invite students to teach a song to the class. Join together in singing multiple songs that express beliefs.

- Who will teach us a song that you sing when you worship, or one about something you believe or think is important?
- Why is this song special to you?



*If the children can't think of a song, be prepared to suggest one they might know or one of your own.*

### 6. CHALLENGE

- If possible, find someone with a different belief or religion than yours; or ask your parents about an experience with someone who has a different belief or religion.
- Ask them to explain it to you.
- Listen carefully and respectfully.
- Thank them for sharing.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 71).

## Lesson 6A - I Can Choose

### Freedom Of Religion Or Belief



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#### **Article 18**

**We all have the right to our own thoughts or beliefs or religion, and to teach or practice or worship as we wish, or to change our religion or belief if we want to do that.**

*The Universal Declaration of Human Rights*

# Be Our Best

To hear the music go to: [www.go-hre.org/music](http://www.go-hre.org/music)

## 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 - joice.  
dig - ni - ty for ev' - ry one! With chil - dren's rights it can be done!

### Facilitator:

Let's learn a new chant! Repeat these words and actions after me.

Pat (hold), pat, pat, snap! Pat (hold), pat, pat, snap! Pat (hold), pat, pat, snap! Clap, clap, clap!

Repeat it three times: Pat (hold), pat, pat, snap! Pat (hold), pat, pat, snap!  
Pat (hold), pat, pat, snap! Clap, clap, clap!

Now we're going to add the words to the chant.

Pat pat pat, snap! Pat pat pat, snap! Pat pat pat, snap! Clap clap clap!

**Dig - ni - ty and child - ren's rights! Oh, dig - ni - ty for ev' - ry - one!**

Pat pat pat, snap! Pat pat pat, snap! Pat pat pat, snap! Clap clap clap!

**Dig - ni - ty! and child - ren's rights! Oh, dig - ni - ty! 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!

# Lesson 6B - I Can Choose

## Freedom of Religion or Belief

Children have the right to their own thoughts and beliefs, and to practice their religion, as long as they do not stop other people from enjoying their rights. Parents should guide their children on these matters.

*The Convention on the Rights of the Child, Article 14*



### Learning Points

1. We should show respect for other religions and beliefs while exercising our own religion or belief.
2. A **stereotype** is a commonly held belief about a religion, group or individual that is mostly untrue and often harmful.
3. We are all different, and we have a right to our own beliefs as long as we let others have their own beliefs, too.

### 1. WELCOME (5 minutes)

Sing the song, “Be Our Best” chant and verse 1 (page 37)

### 2. REVIEW (5 minutes)

Would someone share what you learned from your family or another person who has a different belief or religion than yours?

Song or poem: “We Are Different” (page 39)

### 3. INTRODUCTION (10 minutes)

Write the word “**STEREOTYPE**” on the board.

Question: Who can tell us what the word “stereotype” means?

**A stereotype is a commonly held belief or idea about what a person or group of people is like.** The words may or may not be correct or true. When they are not correct, they can be hurtful. People are often stereotyped because of their religion, race, sex or appearance.

### 4. DEVELOPMENT (5 minutes)

Activity: Charades (page 39)

Questions

- Is it fair to say that all boys are tall and all girls are short?
- Are you happy with your lists?
- What actions might fit under both headings?

Explain that the word “STEREOTYPE” can be applied to girls and boys, AND that it can also be applied to religions and beliefs.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 71).

Read or have a child **read CRC Article 14** (page 39).

Point to the **Religion mini poster** (page 34).

- How would we apply the word “stereotype” to religion or belief?
- Are people in different religions all the same?

*True or False?*

- All religious people are Christians.
- All Muslim women wear hijabs or headscarves.
- All Hindus live in India.
- All those of the Jewish faith are rich.
- All Buddhists are vegetarians.
- No one has the right to be an atheist (no religion).

### 5. CONCLUSION (5 minutes)

Stereotypes can hurt people.

- Do we all need to believe the same thing or have the same religion?
- Who has the right to choose their own religion or belief?
- Who has the responsibility to allow others to choose a religion or belief, even if they choose something different than your own?
- What are some good ways to break stereotypes?

Guide the children to the following examples:

- Try to understand what other people think by asking questions.
- We should speak out against jokes or slurs that target people or religions. We can say, “Stop it” or “That’s mean” or “It’s not funny.”
- **It is not enough to refuse to laugh.** Silence sends a message that you are in agreement with the stereotype even if you don’t laugh or say anything.

### 6. CHALLENGE

- Teach your family, “We Are Different.”
- Talk to your family and friends about the word “stereotype,” what it means, and how it applies to what we believe.
- Watch for stereotypes and do what you can to break them.



## Activity: Charades

1. **Divide students** into 2 or 3 groups, depending on size of the class. For suggestions on dividing groups so that they are not always with the same children, refer to the Toolkit at back of the manual, in the section on “Teaching Methods,” Assigning and Creating Groups.
2. **Ask the children** for actions or words that could describe both boys and girls. Write their suggestions on the chalkboard (such as: playing a sport, driving a big truck, caring for a baby, cooking, washing clothes, planting seeds, teaching school, playing video games).
3. **Each group chooses** one action from the list that they will pantomime for the class to guess.
4. **While children are working** in their groups, draw two columns on the chalkboard or flip chart, labeling one “GIRLS” and the other “BOYS.”
5. **Have the groups take turns** demonstrating the action they chose, while class guesses what it is.
6. **Have them decide** in which column the action belongs, and write it there.

*(Adapted from First Steps: A Manual for Starting Human Rights Education. Amnesty International, Peer Education Edition, January 2001, p. 63.*

## Article 14

**Children have the right to their own thoughts and beliefs, and to practice their religion, as long as they do not stop other people from enjoying their rights. Parents should guide their children on these matters.**

*The Convention on the Rights of the Child*

## Song or Poem: We Are Different

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. I know you, and you know me.<br/>We are as different as the sun and the sea.<br/>I know you, and you know me,<br/>And that’s the way that it’s supposed to be.</li> <li>2. I help you, and you help me.<br/>We learn from problems, and we’re starting to see.<br/>I help you, and you help me,<br/>And that’s the way that it’s supposed to be.</li> </ol> | <ol style="list-style-type: none"> <li>3. I love you, and you love me.<br/>We reach together for the best we can be.<br/>I love you, and you love me,<br/>And that’s the way that it’s supposed to be.</li> </ol> |
|---|---|

**Instructions:** Line the children up in two rows facing each other.

- Sing the song or read the poem, “We Are Different,” all the way through, or one that is familiar to the children with the same message. You can vary the way the game is played.
- Have the sides take turns singing or saying the lines back and forth to each other.
- Facilitator sings or says the first line, and then the first side repeats the first line.
- Sing or say the second line and the other side repeats the second line.
- Sing or say the first line of the second stanza, and the first side repeats it. Sing or say the second line and the other side repeats it. And so on to the end of the poem.
- Have the children sing or say the entire verse before continuing.
- Switch sides and do the next verse, so that each row is now repeating the opposite line from before. See if the children can do this with just a little prompting from the facilitator.

**Variation:** Have the children clap their hands in rhythm or come up with actions.

# Lesson 7A - Words Make a Difference

## Freedom of Expression

You have the right to seek, receive and share information in all forms (such as talking, writing, art, television, radio and the internet)—as long as the information is not damaging to you or to the rights of other people.

*The Convention on the Rights of the Child, Article 13*

You have the right to make up your own mind, to think what you like, to say what you think, and to share your ideas by all means available with other people, including those from other countries.

*The Universal Declaration of Human Rights, Article 19*



### Learning Points

1. Everyone has a right to say what they think. But there are limits to this right.
2. We are not free to say things that will hurt or endanger other people.
3. Words can be used to make people feel good and to make them feel bad.
4. We should be thoughtful and kind about the way we say things and the words we use.

### 1. WELCOME (5 minutes)

**sing the song, “We Are Different”** (one verse, page 39)

### 2. REVIEW (using the Talking Stick)

- What did your family think of this song?
- Would someone tell us what the word “stereotype” means?
- What example of stereotype did you discover since the last time we met?
- What could you do to break the stereotype?

### 3. INTRODUCTION (10 minutes)

**Activity: Peter and His Brothers** (page 41)

#### Questions

- How did Jack and Matt make Peter feel?
- Why was Peter sad?
- Have you ever been sad?
- What made you feel sad?
- Why did Peter feel happy later?
- How can words hurt us or make us feel bad?
- How can words make us feel happy?

### 4. DEVELOPMENT (10 minutes)

**Activity: Like or Don't Like** (page 42)

*Show the illustrations to the class.*

As you look at each picture, say “yes” if you like it or say “no” if you don't like it.

#### Questions

- Did everyone like the same things?
- Were you wrong if you didn't like carrots?



*Encourage each child to use their voice and feel comfortable speaking.*

**Song, “Be Our Best,”** teach verse 2 (page 37).

You have a right to your own opinions and to feel free to express them.

**Show the Freedom of Expression mini poster** (page 43).

- We call this the Right to Freedom of Expression – or the right to tell people what you're thinking.
- **Let's read** what the Convention on the Rights of the Child says about this. Would someone hold up the sign while we read it together (page 42)?

After reading the CRC, place the mini poster with the others where the children can see it.

### 5. CONCLUSION (5 minutes)

- How did Peter's brothers help him feel better?
- What words did they say to him?
- What did they do to make him feel better?
- How can you speak honestly, while not making others feel sad?

### 6. CHALLENGE

- Tell your friends and family the story of Peter and his brothers.
- Next class, tell us about a time when you thought about what you were going to say that might hurt someone's feelings, and how you changed what you said.

### Activity: Peter and His Brothers

Once upon a time there was a boy named Peter. He had two older brothers named Jack and Matt. They all decided to build a boat.

They drew pictures of what the boat should look like. Each picture was different.

Jack didn't like Peter's picture. He liked Matt's picture instead. So Jack and Matt decided to build the boat like Matt's picture.

They began making fun of Peter. They told Peter he was dumb. That made Peter mad.

**Pause and ask:**

**Show me how you would look if you were mad.**

"You're too little to draw a good picture," they said. He started to cry. He felt sad.

**Pause and ask:**

**Show me how you would feel if you were sad.**

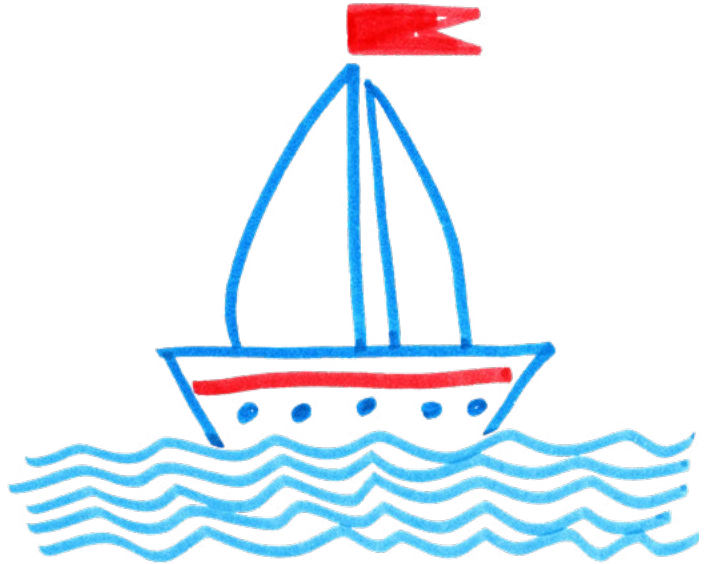
That made Jack and Matt feel bad. They told him they were sorry.

They all looked at their pictures again. They decided they could use Peter's picture for the side of the boat and Matt's picture for the rest of the boat.

Everyone was glad as they built their new boat together.

**Pause and ask:**

Show me how you would feel if you were glad.

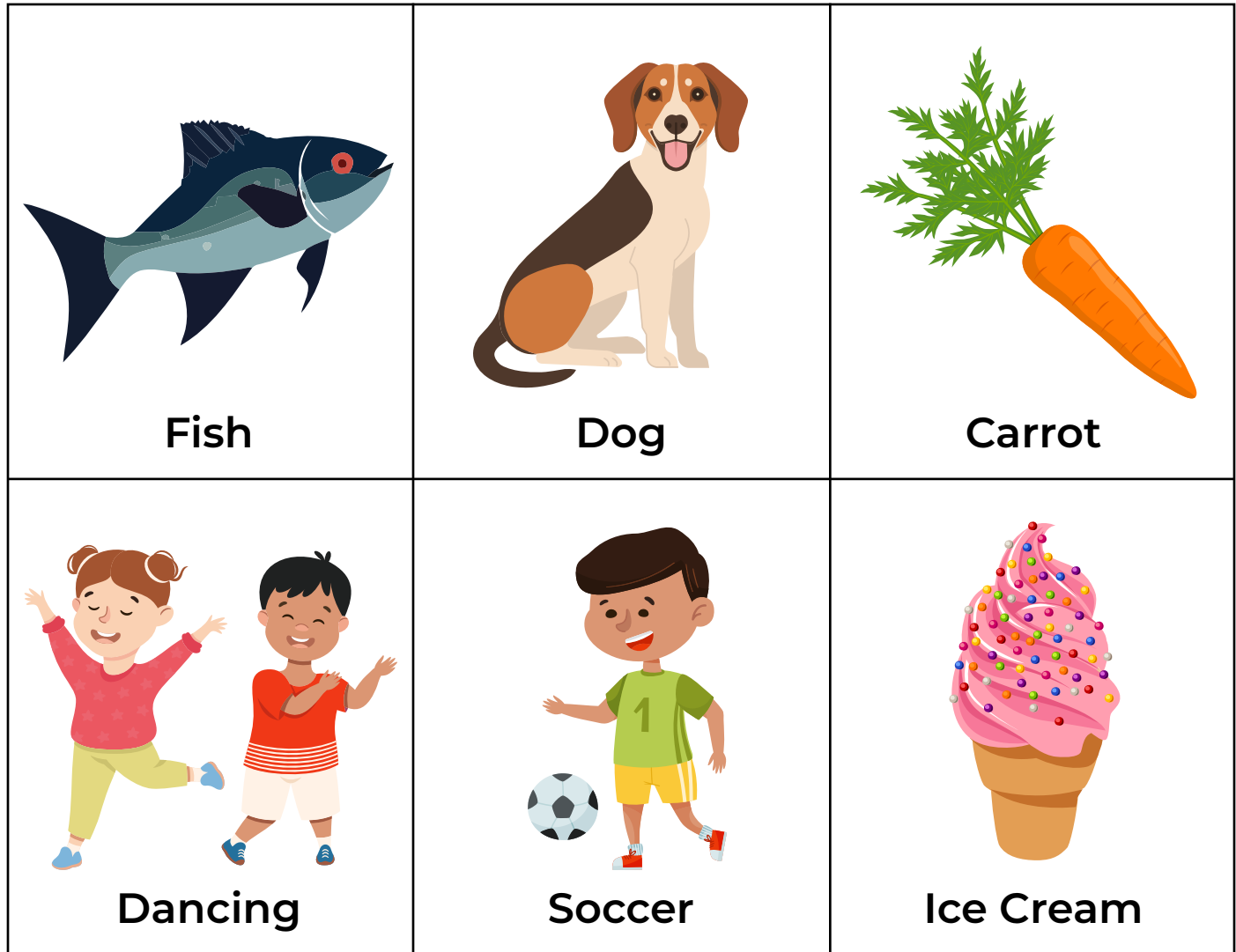


Remember to fill in your brief **Facilitator Notes and Reflections** (page 72).

## Lesson 7A - Words Make a Difference

### Activity: Like or Don't Like

Cut out along the solid lines



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### **Article 13**

**You have the right to seek, receive and share information in all forms (such as talking, writing, art, television, radio and the internet)—as long as the information is not damaging to you or to the rights of other people.**

*The Convention on the Rights of the Child*

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# The Right to Freedom of Expression

UDHR 19 and CRC 13

# Lesson 7B - Words Make a Difference

## Freedom of Expression

You have the right to seek, receive and share information in all forms (such as talking, writing, art, television, radio and the internet)—as long as the information is not damaging to you or to the rights of other people.

*The Convention on the Rights of the Child, Article 13*



### Learning Points

1. Everyone has a right to say what they think. But there are limits to this right.
2. We are not free to say things that will hurt or endanger other people.
3. Words can be used to make people feel good and to make them feel bad.
4. We should be thoughtful and kind about the way we say things and the words we use.

Display the Class Rules and mini posters.

### 1. WELCOME (5 minutes)

Sing the song, “Be Our Best” chant, verses 1 and 2 (p. 37)

### 2. REVIEW

- Would someone please share what your family or friends thought about the story of Peter and his brothers.
- Someone tell us about a time when you thought about what you were going to say that might hurt someone and how you changed what you said?

### 3. INTRODUCTION (5 minutes)

- Remember that there are 2 big documents that we keep talking about that give you different rights—the UDHR and the CRC.

Hold up Article 13, covering the bottom part.

Read or have a child read the first part (page 45).

- You have the right to seek, receive and share information in all forms (such as talking, writing, art, television, radio and the internet) . . .

### True or false?

Raise your hand if you agree.

- We should be able to say things about other people that we know are not true.
- We should always be able to say whatever we like whenever we want to.

Ask the children to listen to what the last part of Article 13 says about saying things that are damaging or hurtful to other people.

Uncover the second part and read it:

. . . as long as the information is not damaging to you or to the rights of other people.

### Questions

- What kind of language would harm the reputation or rights of other people? Stereotyping?
- What happens when we call each other bad names?

Our words can be used to make people feel good or feel hurt and sad.

### 4. DEVELOPMENT (10 minutes)

Activity: Sad Face, Mad Face, Glad Face (page 45)

### 5. CONCLUSION (5 minutes)

Questions (using the Talking Stick)

- Why do you think that you didn't all make the same face for the same word?
- Why do some words mean different things to different people?
- Why does it matter **how** a word is said?
- Why does it matter **who** says the word?
- Why do people use words like these?



Give the children plenty of time to draw their own conclusions.

Song, “Kindness Begins with Me” (page 22)

How can our words show kindness?

Hold up and read the **Freedom of Expression mini poster** (page 43) and have the children read or repeat **Article 13** after you (page 45).

### 6. CHALLENGE

- This week let's write a word and then draw pictures around it to express how we feel about the word. You can use paper and pencil or draw in the sand or dirt with a stick.
- Tell your family or friends about the Right to Freedom of Expression, and explain your word and pictures to them.
- Share what you did when we meet again.

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**Article 13**

**You have the right to seek, receive and share information in all forms (such as talking, writing, art, television, radio and the internet). . .**

**. . . as long as the information is not damaging to you or to the rights of other people.**

*The Convention on the Rights of the Child*

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**Activity: Sad Face, Mad Face, Glad Face**



- Can you make a sad face?
- Can you make a mad face?
- Can you make a glad face?
- As I read some words to you, I want you to make the face that shows how the word I read makes you feel—sad or mad or glad. Write the word below each face; sad, mad, glad.

Choose 3 words from the list below. You may use other words, in keeping with your culture.

Read each word out loud in a neutral way. Give the children time to make an expression in response to each word.

**CRAZY, CURIOUS, COOL, HOT, FUNNY, SMART, DUMB, SURPRISED**



Remember to fill in your brief *Facilitator Notes and Reflections* (page 72).

# Lesson 8A - My Right to Be Me

## Right to Legal Recognition

You have the right to recognition everywhere as a person before the law.

You have the right to belong to a country and have a nationality.

*The Universal Declaration of Human Rights, Article 6 and 15*

You have the right to have your birth legally registered.

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

*The Convention on the Rights of the Child, Article 7 and 8*

### Learning Points

1. Each person has a right to have her or his birth legally registered.
2. Each person has a right to a name and a nationality.
3. Everyone has a right to be recognized as a person before the law.

**Teacher Preparation:** Before class, fill a container with rocks (or sea glass or shells or whatever is most common). Have students take a rock as they arrive and put it in a pocket or someplace non-distracting.

### 1. WELCOME (5 minutes)

Sing the song, “Be Our Best” (page 37)

### 2. REVIEW (using the Talking Stick)

Who would like to tell us about or show us the word and the pictures they drew to express how they feel about the word?

#### Questions

- How do you think he or she feels about the word he or she wrote? Look at the colors and textures, items included in the drawing.
- If you wrote this word, how would your drawings look the same?
- If you wrote this word, how would your drawings look different?

### 3. INTRODUCTION (5 minutes)

#### Activity: Differences and Similarities

Have students take out their rock and look at it. Then look at their neighbor’s rock.

#### Questions

- How are the two rocks different?
- How are the rocks like people in our class?
- How are we the same?
- How are we different?
- How do our experiences change us?



Remember your **Facilitator Notes and Reflections** (page 72)

### 4. DEVELOPMENT (10 minutes)

**Activity: Rap, “No One Just Exactly Like You”** (page 47)

Show the **Legal Recognition mini poster** (page 48)

- Would someone read **Articles 6 and 15** for us (page 47)?
- Would someone else read **Articles 7 and 8**?

#### Question

- So that we can be recognized or accepted by the law, what 3 things do we need that are different from everyone else?
  1. Our date of birth
  2. Our name
  3. Our nationality

### 5. CONCLUSION (10 minutes)

Where can this information can be found?

In most countries when a baby is born, this information is written down and kept in a government office: the baby’s name, his or her parents, and the things we’ve just talked about.

When YOU were born, your parents or the doctor probably filled out 2 documents:

1. **A REGISTRATION FORM** that stays with the government. (Write on the board.)
2. **A BIRTH CERTIFICATE** that stays with your parents. (Write on the board.)

We’ll talk about them next time. **Read Article 6** again all together (page 47).

### 6. CHALLENGE

- Look at your family members and write down or draw how they are the same.
- Write down or draw how each one is different.



**Article 6**

You have a right to recognition everywhere as a person according to the law.

**Article 15**

You have the right to belong to a country and have a nationality.

*The Universal Declaration of Human Rights*

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**Article 7**

You have the right to have your birth legally registered.

**Article 8**

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

*The Convention on the Rights of the Child*

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**Activity: Rap “No One Just Exactly Like You”**

There is no one just exactly like you.  
Like who?  
Like you, that’s who.  
There is no one just exactly like you!

You may have brown eyes  
Just exactly like your mother’s,  
But there’s no one just exactly like you.  
Like who?  
Like you, that’s who!

You may have a smile  
That looks just like your neighbor’s,  
But there’s no one just exactly like you.  
Like who?  
Like you, that’s who!

You may have a twin  
Who looks just like a copy,  
But there’s no one just exactly like you.  
Like who?  
Like you, that’s who!

No matter how tall,  
No matter how small,  
There is no one just exactly like you!



- If desired, the children can clap or tap on their desks in rhythm with the words.
- Allow children to make up new verses and add motions if they wish.
- The rap can also be used as a jump rope chant.



# The Right to Legal Recognition

UDHR 6 and 15, and CRC 7 and 8

# Lesson 8B - My Right to Be Me

## Right to Legal Recognition

You have the right to recognition everywhere as a person before the law.

You have the right to belong to a country and have a nationality.

*The Universal Declaration of Human Rights, Article 6 and 15*

You have the right to have your birth legally registered.

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

*The Convention on the Rights of the Child, Article 7 and 8*



### Learning Points

1. Each person has a right to have her or his birth legally registered.
2. Each person has a right to a name and a nationality.
3. Everyone has a right to be recognized as a person before the law.

Display the **Class Rules and mini posters**.

### 1. WELCOME (5 minutes)

Greet the children. Ask them to sit in a circle.

Rap, “**No One Just Exactly Like You**” (page 47)

### 2. REVIEW (5 minutes)

Please share what you discovered about how your family members are the same or different.

### 3. INTRODUCTION (5 minutes)

There is **NO ONE** exactly like you. We’re each different from any other person in the world.

Point to the **Legal Recognition** mini poster (page 48).

Read **UDHR Articles 6 and 15** (page 50)

- *The Universal Declaration of Human Rights* says we have a right to be accepted as a person and to have a nationality.

### 4. DEVELOPMENT (10 minutes)

*Question (using the Talking Stick)*

How can you be accepted as a person?

Show the **sample birth certificate** (page 50).

The best way you get accepted as a person is to have a birth certificate. That tells people who you are and not somebody else.

*Question*

Where do you suppose we get a birth certificate?

(Wait for answers.)

Every time a baby is born, information about the baby is written down on a piece of paper and kept in a government office.

- YOU probably have a birth certificate that may look like this or it may be different.

Point out the lines for the birth date and place, and the mother’s and father’s names. Explain that some information might be the same, but no birth certificates will be ALL the same.

Rap, “**No One Just Exactly Like You**” (page 47)

**Activity: Lost in the Storm** (page 51)

The country where you are born is also known as a **nation**. Can someone tell us what the word “**nationality**” means (Nation or country where you were born.)

**Activity: What Is My Nationality?** (page 51)

### 5. CONCLUSION (5 minutes)

Read **UDHR Articles 6 and 15 together** (page 47).

Show the sample Birth Certificate again.

*Question*

Why is a birth certificate important?

Place the mini poster with the other posters where the children can see it.

### 6. CHALLENGE

- Find out if you have a birth certificate.
- Tell us what your nationality is the next time we are together.

**Article 6**

**You have a right to recognition everywhere as a person according to the law.**

*The Universal Declaration of Human Rights*

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**Article 15**

**You have the right to belong to a country and have a nationality.**

*The Universal Declaration of Human Rights*

---



**Birth Certificate**

**Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**Place of Birth:** \_\_\_\_\_

**Mother's Name:** \_\_\_\_\_

**Father's Name:** \_\_\_\_\_

### Activity: Lost In The Storm

Would someone like to pretend to be a boy or girl who gets lost during a storm? We will ask you some questions.

Wait for a student to volunteer. Then tell the story, inserting the student's name.

This is our friend, **(student's name)**. She/ he traveled to another country with her/his parents. While they were walking down the street in a new city, suddenly a huge storm came up. People began running around looking for protection from the wind and heavy rain. In all the confusion, **(student's name)** and her/his parents got separated, and they couldn't find each other!

**Ask the student:** How did you feel, **(student's name)**? What did you do?

**Ask the class:** How can we help her/ him get back to his/her parents? What information might help?

Suggestions:

- What is your whole name?
- When were you born?
- Where were you born?
- What is your mother's name?
- What is your father's name?

Tell the student: Let's give this information to the people in charge of the city. They will know how to help you find your parents.

### Activity: What Is My Nationality?



Ghana



Ivory Coast



Brazil



New Zealand



Italy



Canada

A nationality is like a membership of a country, and it's an important part of your identity. It also means you have protection and benefits from the government, and a language and culture that you share with other people.

If you were born in the Philippines, you would be Filipino. If you were born in Italy, your nationality would be Italian.

- Ask 4 children to come to the front of the class. Whisper the name of a different country in the ear of each student. For example, BRAZIL, JAPAN, ITALY, CANADA.
- Stand behind the first child, and ask her/him to say the name of her country for everyone to hear.
- Then ask the class what her/his nationality would be. Help the class if they don't know, or congratulate them if they do.
- Move to each of the other students in turn, and do the same.

Thank the students and remind everyone that nationality is an important part of their identity.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 72).

# Lesson 9A - Child Labor Is Just Not Fair

## Freedom from 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.

*The Convention on the Rights of the Child, Article 32*



### Learning Points

1. You have a right NOT to work if the working hours interfere with your school and study times.
2. You have a right NOT to work if that work is dangerous or harmful to your health.

**Teacher preparation:** Cut out the word strips (page 53). Display Class Rules and mini posters.

### 1. WELCOME (5 minutes)

**Sing the song, “Be Our Best”** chant, verses 1 and 2 (p. 37)

### 2. REVIEW (5 minutes)

- Everybody who has a birth certificate, stand up and shout, “Hooray!”
- If you don’t have one, remember to ask your parents about it when you go home today. Stand up and shout, “I will!”

**Activity: Order in the Court, Word Strips** (page 53)

- Ask 3 children to come up and stand with their backs to the class.
- Give each child one of the word strips for UDHR Article 6, **out of order**.
- Explain that you want them to put the words in order and then show them to the class.

When the words are properly arranged, **repeat Article 6** together.

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

### 3. INTRODUCTION (5 minutes)

**Show Child Labor mini poster** (page 55).

- Raise your hand if you have ever heard of the phrase “Child Labor.”
- What do you think it means?

**Show and read CRC Article 32** (page 53).

Before reading, tell the children to listen carefully and raise their hands if they hear what it says about their health, or about their education, which means going to school.

**Read:** You should be protected from work that is dangerous to your health . . .

**Pause and ask:** What kind of work? (Wait for answers.)  
Continue: or work that interferes with your education.

**“Interfere”** means to stop or interrupt or make things hard. Work that would stop your education by making it hard for you to go to school is called Child Labor.

### 4. DEVELOPMENT (10 minutes)

*Questions. (Allow all responses.)*

- What happens when you cannot go to school?
- What kind of work do you think you will be able to do when you grow up if you cannot go to school and learn how to read and write and do arithmetic (or numbers)?

**Activity: Child Labor Photos From Around the World, Pantomime** (pp. 53, 54)

When finished, congratulate the children and tell them to “Turn, turn, turn, and let’s sit down, down, down.”

### 5. CONCLUSION (5 minutes)

Some work is good for children. It helps them learn how to care for themselves. It helps their families when their children help with family chores at home and in the fields.

**Ask for 2 reasons** that Child Labor is bad.

- It’s bad for your health.
- You can’t go to school.

### 6. CHALLENGE

- Tell your family or friends about Child Labor.
- Explain why Child Labor is bad: It’s bad for your health, and you can’t go to school.
- Tell them about the difference between Child Labor and helping with family chores.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 72).

### Activity: Order in the Court, Word Strips

Cut out and mix up the word strips below so that they are not in the proper order.

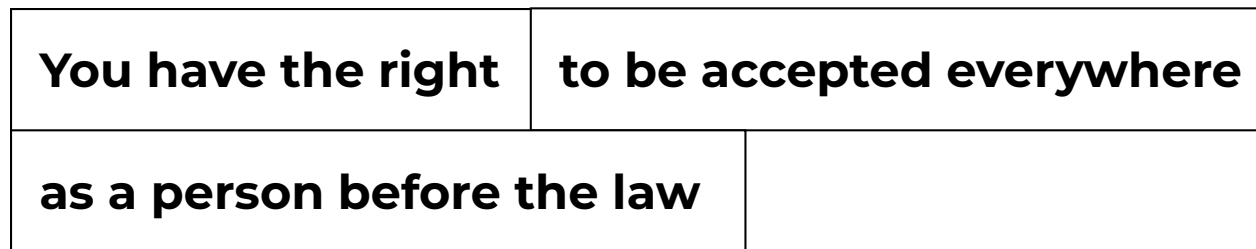
Ask the children to put the words in order and then turn around to show everyone.

When they turn around, stand behind them.

Tell the class to hold up their thumbs if they AGREE with what you are going to say.

- Hold your hand above the child with the first word strip and say: "This one is right."
- If most children hold up their thumbs, move to the next child, and do the same. Repeat.
- If they are all in the right order, congratulate the 3 children and let them sit down.
- If they are not right, ask the class to help them put the words in the right order.

When the words are properly arranged, repeat Article 6 together.



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### *Article 32*

**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.**

*The Convention on the Rights of the Child*

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### Activity: Child Labor Photos

**Show photos on page 54 and read the descriptions.** Have all the children stand up.

Let's pretend we're in these pictures working, and we'll pantomime what they're doing.

#### **Examples;**

- **Boys in field:** Show me how hard you're hoeing. Good. Let's do it together while we count to 10.
- **Girls in gold mine:** What should we do to show that we're working really hard crushing the rock into powder? Let's ALL do it while we count to 10.
- **The boy in the ceramic factory:** How fast can you pull the dishes out of the chemicals? Let's count to 10 as we pull.

Show each photo again and have each child turn to someone next to them and tell them why this is Child Labor.

## Lesson 9A - Child Labor Is Just Not Fair

### Activity: Child Labor Photos From Around the World



These boys live in Malawi. They are using tools called hoes to break up the dry soil and dig up any weeds they may find. Their backs get very tired from bending over for many hours as they dig. The boys are not wearing any shoes to protect their feet. The hoes are heavy, and can sometimes slip and cut them. They work all day and cannot go to school.



These girls work for a gold mining company in Benin. They are using bricks or stones to crush a soft rock called limestone into a powder that may contain gold. The powdered limestone is toxic and gets in their lungs because they are not wearing masks.

This picture was taken during the daytime. Do you think they have time to work and also go to school?



This boy works in a ceramic factory in India that makes plates, bowls and cups. He works all day and often has to get into the ceramic pit to pull out the dishes. He gets coated with the bad chemicals. No one else likes to get in the pit, but he has to do that dirty job.





# The Right to Protection from Child Labor

UDHR 23 and CRC 32

# Lesson 9B - Child Labor Is Just Not Fair

## Freedom from 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.

*The Convention on the Rights of the Child, Article 32*



### Learning Points

1. You have a right NOT to work if the working hours interfere with your school and study times.
2. You have a right NOT to work if that work is dangerous or harmful to your health.
3. Child Labor is not the same as helping with chores at home.

**Display Class Rules and mini posters. Remember the Talking Stick.**

### 1. WELCOME

Sing the song, “Be Our Best” verse 1 (page 37)

### 2. REVIEW (5 Minutes)

Show a photo from last week’s lesson.

- Last week we talked about children who sometimes have to work too hard. Who remembers what we call that kind of work?
- Why is Child Labor bad?

### 3. INTRODUCTION (10 minutes)

**Activity: Rupinder’s Story, Parts 1 and 2** (page 57)

- Rupinder was only 10 years old when he had to start working on a coffee plantation.
- Read Rupinder’s story to the children in his own words. Ask questions after each Part.

#### Part 1, Questions

- Why did Rupinder’s parents take him out of school?
- Why did Rupinder go to the city?
- What do you think is going to happen to Rupinder?
- What was wrong with the kind of work that Rupinder was doing?

#### Part 2, Question

- Why does Rupinder think education is so important?

### 4. DEVELOPMENT (10 minutes)

- Does this mean that children should not do any kind of work, or that you shouldn’t help with chores at home?
- What is the difference between the kinds of work or chores you do at home and the kinds that are called “Child Labor”?
- Is some work too dangerous for children?

### Activity: Thumbs Up!

Tell the children to show you a “thumbs up” for the kinds of work that are NOT Child Labor.

- Weed the family garden
- Crush rocks all day to find gold
- Wash the dishes after dinner
- Hoe the fields all day wearing no shoes
- Look after your little brothers and sisters while your mom cooks dinner
- Look after your little brothers and sisters all day, every day

Point to the **Child Labor mini poster** (page 55).

- What are the problems that you see with the jobs that are too long and dangerous?

**Read CRC Article 32** together (page 53).

- Who is supposed to protect children?
- What are at least 2 kinds of work that are bad for children?

**Song and chant, “Be Our Best”** (page 37) Teach verse 3.

- Who deserves dignity and who has value?

### 5. CONCLUSION (5 minutes)

Explain that if children are able to go to school, they also have some duties.

#### Questions

- What kind of work would you like to do when you grow up?
- What should you be doing now so that you can be ready to do that kind of work?
- What is your responsibility if you get to go to school?

### 6. CHALLENGE

- Tell your family about Rupinder.
- Tell them about the difference between Child Labor and helping with family chores.

### Activity: Rupinder's Story

**Part 1:** My name is Rupinder and I am 13 years old. My parents work on a coffee plantation. When I was young, I went to school for two years. But when I was 8, my parents told me I had to stay home and look after my younger sisters and brothers. When I was 10, I started working on the coffee plantation too, during picking seasons. I worked from 6 in the morning until 10 at night. One day while I was working, I hurt my arm. Now I can't work on the plantation anymore. My parents can't afford to keep me at home if I don't work, so I came to the city. I thought I could find work here. But I cannot read and write, so it is hard. What I really want is to go to school and learn to be an engineer or a builder.

**Part 2:** I know it's hard for parents who don't have enough money, or who have lots of children. I understand that there are families in villages that need their children to work on the farm. I understand that if the children didn't work, the family might not eat very well. But the important thing is: How are the children being treated? Are they being asked to do things that are hurting them? Are they going to school even part-time? If a working child doesn't get an education, that child will grow up to be uneducated and poor. And his children will remain poor. It will never change.



Remember to fill in your brief *Facilitator Notes and Reflections* (page 72).

# Lesson 10A - I Get to Go to School

## The Right to a Quality Education

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.

*The Universal Declaration of Human Rights, Article 26*

Education should prepare you for life. You have a right to learn about your rights.

*The Convention on the Rights of the Child, Article 29*



### Learning Points

1. Children have a right to a quality education.
2. Education should prepare you for life.
3. You have a right to learn about your rights.

**Teacher preparation:** copy each question on page 59 onto a separate slip of paper for the REVIEW Activity. Read over the story of Malala so that you can look at the children while telling the story. It will be more interesting for them.

**Display Class Rules and mini posters.**

### 1. WELCOME (5 minutes)

**Sing the song and chant, “Be Our Best”** (page 37)

### 2. REVIEW

**Activity: Questions in a Box** (page 59)

### 3. INTRODUCTION (10 minutes)

We’re going to learn about the RIGHT to go to school and get an education.

**Activity: The Story of Malala** (page 60)

Malala is from Pakistan, a country near India. She was only 15 years old when some people tried to hurt her just because she said girls should have the right to go to school.

**Show the picture of Malala** and tell her story.

*Questions*

- How do you know that education was important to Malala?
- How do you know that she was brave?

### 4. DEVELOPMENT (10 minutes)

*Remember to use the Talking Stick.*

Show the **Education mini poster** (page 61)

- What do you see here?
- Read **UDHR Article 26** (page 60)
- What 2 things does this tell us?

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

Ask a student to read **CRC Article 29** (page 60).

*Questions*

- Without an education, do you think you would know how to read and write... or about human rights... or about the *Universal Declaration of Human Rights*?
- Who do you think is going to take care of you after you grow up and leave your home?
- What will you need to take care of yourself after you leave home?
- Tell me some jobs that you might be able to do to earn money when you grow up.
- Why do you think it is important to know about your rights?

### 5. CONCLUSION (5 minutes)

- Why did someone try to hurt Malala?
- Why do you think you should study and try to learn everything you can in school?

We are fortunate to KNOW about our rights and to HAVE the Right to Education so we can all go to school.

**Song, “This Little Light of Mine”** (page 62)

- What do we call the document that tells us about our rights?  
The Universal... Declaration... of... Human Rights!

### 6. CHALLENGE

- Share the story of Malala with your friends and family, and we’ll talk about it next time.
- Tell your family about everybody’s right to have an education.



Remember **Facilitator Notes and Reflections** (page 73).

### Activity: Questions In A Box

Cut out the questions below. Fold them in half and put them in a container so that the questions cannot be easily seen.



*Time will not allow for more than 2 questions per team. Save the extra questions to use at the end of the lesson or for another occasion.*

#### Explain to the Children:

- I'm going to count to three.
- Before I get to three, girls go to the right, and boys go to the left.
- 1, 2, 3—GO!

#### How to play: Divide the class into 2 teams.

- Choose one child from each team. Flip a coin or draw straws to see which team goes first.
- First person takes a question from the box and gives it to the facilitator to read out loud.
- She turns to the team and asks for a collective answer, which she announces to the facilitator.
- If the answer is correct, her team gets a point.
- If no one on the team knows the answer, the other team has a chance to answer.
- If they get it right, they get a point.
- If no one gets it right, facilitator answers the question, no one gets a point, and game continues.
- It's now the other team's turn to have a player choose a question.
- No matter who gets a point, the teams alternate answering questions.
- The team with the most points wins.
- Switch back and forth between the teams quickly so the review doesn't take too long.

<b>1. What is the name of the special document that has all our rights?</b>	<b>2. How many rights does a person with disabilities have?</b>
<b>3. What do we call the rights that we all have?</b>	<b>4. Name any two rights that we have.</b>
<b>5. What's the word for ignoring people who are different than we are?</b>	<b>6. What is the name of the wonderful document that's just for children?</b>
<b>7. What is wrong with Child Labor?</b>	<b>8. What happened to Rupinder when he went to the city to work?</b>

#### ANSWER KEY FOR THE FACILITATOR

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. The Universal Declaration of Human Rights</li> <li>2. All of the Human Rights</li> <li>3. Human Rights</li> <li>4. Any rights mentioned in the lessons</li> <li>5. Discrimination</li> </ol> | <ol style="list-style-type: none"> <li>6. The Convention on the Rights of the Child</li> <li>7. It can be bad for your health if it keeps you from going to school.</li> <li>8. He couldn't find work because he couldn't read or write.</li> </ol> |
|--|---|

## Lesson 10A - I Get to Go to School

### Malala Yousafzai

Pakistan is a beautiful country but more than half the girls there don't go to school even though most of the boys do. However, Malala was very lucky because her father was in charge of a big school and he thought girls should go to school. So Malala went to school every day and was very happy.

Then there was a war in her country, and the soldiers from the enemy side came to her town. They said girls couldn't go to school, but Malala and her friends refused to obey them. They loved school and they kept going. So the soldiers issued a death threat against Malala but nobody thought they would actually kill a young girl.

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, got on board, and shouted,



commons.wikimedia.org/wiki/File:Malala\_Yousafzai

“Who is Malala?” Then he fired at her, hitting Malala in the head before he ran away. Malala almost died. People around the world were shocked and angry. The government of Pakistan made a new law called the Right to Free and Compulsory Education. Compulsory means that it's something you have to do. So the new law meant that school was free and that you had to go. That was amazing.

Malala survived the attack, and later she graduated from a good university. She is now married, and she speaks all over the world in favor of education, especially for girls.

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### **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.**

*The Universal Declaration of Human Rights*

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### **Article 29**

**Education should prepare you for life.**

*The Convention on the Rights of the Child*

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# The Right to a Quality Education

UDHR 26 and CRC 29

## This Little Light Of Mine

To hear the music go to: [www.go-hre.org/music](http://www.go-hre.org/music)

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!

### Instructions

- Explain that this song (or poem) talks about a light that represents the many new things we're learning and that we can share with our families and our community to make our lives better.
- Ask the children to stand and form a semi-circle with you (the facilitator) in the middle.
- Sing (or recite) the first verse by yourself, and add motions if you wish.
  - “This little light of mine” represents what I'm learning.
  - “I'm gonna let it shine” means I'm going to share it with everyone I know.

**Sing (or say)** it one more time, and have the children join you as you go along.

Point to the students in the circle to encourage them to sing (or say) and do the motions with you.

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!

**Ask:** Where are we going to shine? Everywhere!

Point to the students as before, encouraging them to sing (or say) it with you.

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!

**And that's what we're going to do: We're going to let our light shine everywhere by sharing the things we've learned about our human rights!**



# Lesson 10B - Our Duty to Each Other

## Right to Quality Education

You have a duty to the other people in your community, and you should protect their rights and freedoms.

*The Universal Declaration of Human Rights, Article 29*

Education 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.

*The Convention on the Rights of the Child, Article 29*



### Learning Points

1. You have a duty to other people, and you should protect their rights and freedoms.
2. Education should prepare you for life and encourage you to be respectful of others.
3. You have a right to learn about your rights.

**Teacher preparation:** Prepare cards for the Rights and Responsibilities game.

### 1. WELCOME (5 minutes)

Sing the songs, “This Little Light of Mine” verse 1 (page 62)

### 2. REVIEW AND QUESTIONNAIRE (10 Minutes)

Would someone like to share what your family thought about the story of Malala and everyone’s right to education?

**Activity: Final Student Assessment** (page 64)

Do this before going on with the lesson.



See Lesson 1A for this same assessment. Following today’s lesson, compare the first assessment with today’s assessment to see how much the children have learned since the beginning of the course. Please give this information to your supervisor.

There are no wrong answers. After each question, count the number for each answer and record it on the assessment.

### Activity: Assessment Review

After the assessment, review the questions, calling on different children.

- What do you know about the United Nations?
- What are Human Rights?
- Which human right means the most to you?

### 3. INTRODUCTION (5 minutes)

Show Our Duty mini poster (page 69) and read or ask a student to read **UDHR Article 29** (page 65).



Remember your brief **Facilitator Notes and Reflections** (page 73).

### Questions

- What does the word “duty” mean?
- Who is your “community”?
- What duty do you have to your community?

Ask another student to read **CRC Article 29** (page 65).

- How can you show respect to your parents?
- How can you show respect for your country?

### 4. DEVELOPMENT (5 minutes)

- If you have a right to education and a right to learn about your rights, what do you think your duties are to your community?

Guide the children to recognize that they should study hard in school, and share what they have learned about human rights with other people.

If there is time, consider other rights and corresponding duties as well, such as Expression or Family or Discrimination.

### 5. CONCLUSION (5 minutes)

- Which are more important – our rights or our duties to each other?

**Activity: Rights and Responsibilities** (page 65)

Let’s play a game about our rights and our responsibilities or duties.

**Song and Chant: “Be Our Best”** all the way through!

(Page 37)

### 6. CHALLENGE

- Tell your family about your duty to your community.
- Study hard and share the things you have learned about human rights with other people.
- Tell a friend or someone in your family about your favorite human right.

## Lesson 10B - Our Duty to Each Other

### Final Student Assessment - Lesson 10B

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.

### Article 29

**You have a duty to the other people in your community, and you should protect their rights and freedoms.**

*The Universal Declaration of Human Rights*

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### Article 29

**Education 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.**

*The Convention on the Rights of the Child*

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## Song and Chant: Be Our Best

**The words are found on page 37.** Remind the students that this song (or poem) talks about our human rights. And it talks about our duty to use our voices to share the things we've learned and to make sure that our families and our community have their human rights, too, so that we can all live in freedom and rejoice. And that's what we're going to do: We're going to be our best, yes, me and you!

## Activity: Children's Rights and Responsibilities Match-Up

**Preparation before 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.

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.

**The object of the game** is to 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?

**Our duties to each other are just as important as our human rights.**

## Lesson 10B - Our Duty to Each Other

### Activity: Children's Rights and Responsibilities Match-Up

Cut along the solid lines.

#### Freedom of Expression



The right to express your own opinion and be taken seriously.



The responsibility to listen respectfully to others.

#### Child Labor



The right to be protected from child labor.



Amelio Choqué

The responsibility to be helpful to others in your family and community.

Activity: Children's Rights and Responsibilities Match-Up

Cut along the solid lines.

**Discrimination**

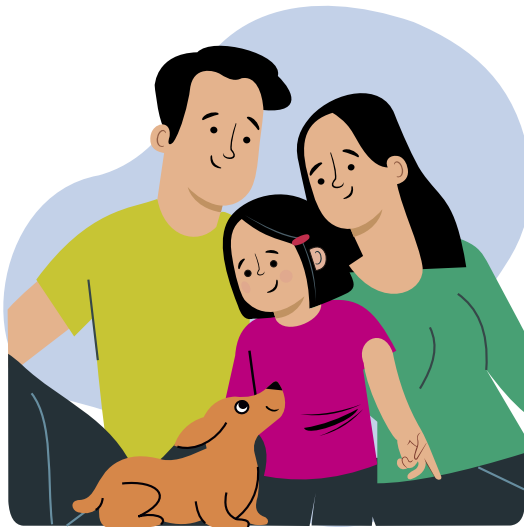


The right to be protected from discrimination and to be treated respectfully by others.



The responsibility to be kind and to be the best person you can.

**Family**



The right to a family and someone who cares for you.



The responsibility to show love and care for others.

## Lesson 10B - Our Duty to Each Other

### Activity: Children's Rights and Responsibilities Match-Up

Cut along the solid lines.

#### Education



The right to a quality education.



The responsibility to study and show respect for your teachers and others.

#### Life, Liberty and Security



The right to life, liberty and security.



The responsibility to care for yourself and your community.

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# Our Duty to Each Other

UDHR 29

# Facilitator Notes and Reflections

Briefly note your thoughts for future reference.

<b>Lesson 1A</b>	_____
	Date
How do I feel about what happened with today's lesson?	
What would or should I do differently next time?	

<b>Lesson 1B</b>	_____
	Date
How do I feel about what happened with today's lesson?	
What would or should I do differently next time?	

<b>Lesson 2A</b>	_____
	Date
How do I feel about what happened with today's lesson?	
What would or should I do differently next time?	

<b>Lesson 2B</b>	_____
	Date
How do I feel about what happened with today's lesson?	
What would or should I do differently next time?	

<b>Lesson 3A</b>	_____
	Date
How do I feel about what happened with today's lesson?	
What would or should I do differently next time?	

<b>Lesson 3B</b>	_____
	Date
How do I feel about what happened with today's lesson?	
What would or should I do differently next time?	



## Facilitator Notes and Reflections

Briefly note your thoughts for future reference.

**Lesson 4A** \_\_\_\_\_  
Date

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

What would or should I do differently next time?

**Lesson 4B** \_\_\_\_\_  
Date

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

What would or should I do differently next time?

**Lesson 5A** \_\_\_\_\_  
Date

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

What would or should I do differently next time?

**Lesson 5B** \_\_\_\_\_  
Date

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

What would or should I do differently next time?

**Lesson 6A** \_\_\_\_\_  
Date

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

What would or should I do differently next time?

**Lesson 6B** \_\_\_\_\_  
Date

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

What would or should I do differently next time?

## Facilitator Notes and Reflections

Briefly note your thoughts for future reference.

### Lesson 7A

\_\_\_\_\_ Date

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

What would or should I do differently next time?

### Lesson 7B

\_\_\_\_\_ Date

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

What would or should I do differently next time?

### Lesson 8A

\_\_\_\_\_ Date

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

What would or should I do differently next time?

### Lesson 8B

\_\_\_\_\_ Date

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

What would or should I do differently next time?

### Lesson 9A

\_\_\_\_\_ Date

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

What would or should I do differently next time?

### Lesson 9B

\_\_\_\_\_ Date

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

What would or should I do differently next time?

## Facilitator Notes and Reflections

Briefly note your thoughts for future reference.

<b>Lesson 10A</b>	_____
	Date
How do I feel about what happened with today's lesson?	
What would or should I do differently next time?	

<b>Lesson 10B</b>	_____
	Date
How do I feel about what happened with today's lesson?	
What would or should I do differently next time?	

**Additional Notes:** \_\_\_\_\_

\_\_\_\_\_

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# 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.

## Facilitator Toolkit

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](http://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 - joice.  
 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](http://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](http://www.go-hre.org/music)

# I'll Walk With You

D Em

If you don't walk as most peo-ple do,

R.H. L.H.

G A7 D G A7 D

Some peo-ple walk a - way from you, But I won't! I won't! If

Em G A7 D

you don't talk as most peo-ple do, Some peo-ple talk and laugh at you, But

G A7 D Em D

I won't! I won't! I'll walk with you. I'll talk with you. That's

Em A7 D

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](http://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, and the second system contains the last two lines. Chords are indicated above the vocal line: F, Gm, C7, and F. Fingerings are shown with numbers 1-5. 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](http://www.go-hre.org/music)

# This Little Light of Mine

Piano

The musical score is written for piano and voice. It consists of four systems of music. The first system shows the piano introduction with a treble clef and a bass clef. The second system starts at measure 6 and includes the lyrics 'mine I'm gon-na let it shine This lit-tle light of mine'. The third system starts at measure 11 and includes the lyrics 'I'm gon-na let it shine This lit-tle light of mine I'm gon-na let it'. The fourth system starts at measure 16 and includes the lyrics 'shine Let it shine - Let it shine - Let it shine -'. The score includes various musical notations such as treble and bass clefs, a key signature of one flat (B-flat), a 4/4 time signature, and triplets in both the piano and vocal parts.

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](http://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. \_\_\_\_\_

The first system of music is in 4/4 time. The treble clef staff starts with a C major chord and contains a melody with a triplet of eighth notes (marked '3') and a quarter note (marked '4'). The bass clef staff has a bass line with a triplet of eighth notes (marked '3') and a quarter note (marked '1').

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. \_\_\_\_\_

The second system of music continues the melody. The treble clef staff has a G7 chord, a quarter rest (marked '7'), and a triplet of eighth notes (marked '3'). The bass clef staff has a quarter note (marked '1') and a quarter note (marked '4').

I know you, \_\_\_\_\_ and you know me, \_\_\_\_\_  
 I help you, \_\_\_\_\_ and you help me, \_\_\_\_\_  
 I love you, \_\_\_\_\_ and you love me, \_\_\_\_\_

The third system of music continues the melody. The treble clef staff has a quarter note (marked '3'), a quarter note (marked '4'), and a quarter note (marked 'F'). The bass clef staff has a quarter note (marked '4').

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

The fourth system of music concludes the piece. The treble clef staff has a G7 chord, a quarter rest (marked '7'), and a triplet of eighth notes (marked '3'). The bass clef staff has a quarter note (marked '1').

To hear the music go to the **RESOURCES** tab on the website: [www.go-hre.org/music](http://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 23





# Our Duty to Each Other

UDHR 29



# The Right to a Quality Education

UDHR 26 and CRC 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, and CRC 7 and 8



# The Right to Freedom of Religion or Belief

UDHR 18 and CRC 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.

## Facilitator Toolkit

**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](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](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><b>Read the questions aloud and have students mark the answers with an X in the boxes under Yes or No.</b></p>	<p><b>YES</b></p>	<p><b>NO</b></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: \_\_\_\_\_

<b>Read the questions aloud and have students mark the answers with an X in the boxes under Yes or No.</b>	<b>YES</b>	<b>NO</b>
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
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  - 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

Report cases of learner abuse, neglect, violence, discrimination, exploitation, and bullying at the LRPO hotline:

**LEARNERS TELESAFE CONTACT CENTER HELPLINE**

**#33733**

✉ [weprotectlearners@deped.gov.ph](mailto:weprotectlearners@deped.gov.ph)

✉ [lrpo@deped.gov.ph](mailto:lrpo@deped.gov.ph)

☎ 0945-175-977

☎ (02) 8632-1372

f DepEd Learner Rights and Protection Office



**Para sa mga katanungan o puna, sumulat o tumawag sa:**

Department of Education - Bureau of Learning Resources (DepEd-BLR)

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