

7-12

Edukasyon sa Pagpapakatao

A Manual for Teaching
Children's Rights



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COLEGA

A MANUAL
FOR TEACHING
CHILDREN'S
RIGHTS

SECONDARY
GRADES 7-12





A MANUAL FOR TEACHING CHILDREN'S RIGHTS

SECONDARY

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 own 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 IS THE LESSON 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 best help 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, "Be Our Best" (page 4)

Welcome students warmly and teach just the chant as they begin arriving.

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. There are no wrong answers.

Assessment Instructions

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.



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.

- 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.

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?
- What does this image say to you?

After students answer, explain: This logo stands for children and their books, celebrating human rights education and learning. Next time we'll learn how a horrible war helped create a great set of rules called human rights.

5. CONCLUSION (5 minutes)

If you have not heard of the United Nations or human rights, that's okay. Lots of people don't know very much about them. And that's exactly what we're going to talk about next time.

Activity: Story, The Race (page 3)

- Raise your hand if you've ever been in a race.
- Read the story, including the final sentence.*
- 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: _____

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: _____ _____ _____		



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 66).

Activity: The Race



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

Spanish runner Ivan Fernandez was right behind him and recognized Mutai's confusion.

He started shouting to the Kenyan to keep running. But Mutai did not know Spanish and did not understand.



Realizing what was going on, Fernandez pushed Mutai over 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>)

Be Our Best

To hear the music go to: 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 1B - Born Free

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.

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

The Universal Declaration of Human Rights, Articles 1 and 3



Learning Point:

Students will understand what is meant by “human rights” and “free” and “equal.”

1. WELCOME (5 minutes)

Chant and sing the song, “Be Our Best” (page 4)

Begin the chant as students arrive. Teach Verse 1 when class starts.



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.

Allow students to choose no more than 3 rules from the list that they like best or think are most important. Include words RESPECT, RIGHTS, and DUTIES in the discussion:

- **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 again.

Let’s talk about another important set of rules.

- The United Nations or the U.N. committee included people from 18 different countries.
- Why would it be important to have people from different cultures on the committee?

Have someone **read Article 1 of the UDHR** (page 6).

Have everyone repeat it.

- Who is born free and equal in rights? What if you’re poor or live in a different country?

Show the **Right to Life mini poster** (page 7).

Have another student **read UDHR Article 3** (page 6).

- What 3 rights did you hear?
- Which one do you think is the most important?
- Can we have one without the others?
- 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, or to do, or to have.
- **A right is like a rule that exists because it is the fair thing to do.**

(Have the class repeat the last phrase together.)

5. CONCLUSION (5 minutes)

Question

- What would a **HUMAN** right be?

Guide students to recognize that a human right is a right we have **just because we’re 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, also known as the U.N., 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 U.N. 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's 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

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.

The Universal Declaration of Human Rights (UDHR)

Article 3

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

The Universal Declaration of Human Rights



Remember to fill in your brief **Facilitator Notes and Reflections** (page 66).

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The Right to Life, Freedom and Security

UDHR 3

Lesson 2A - I Have Rights

Equal and Inalienable Human Rights

The **inherent dignity and the equal and inalienable rights** of all human beings are the foundation of freedom, justice and peace in the world. The peoples of the United Nations have declared their faith in equal rights for men and women, and are determined to promote social progress, and better standards of life with greater freedom.

The Universal Declaration of Human Rights, Preamble



Learning Points

1. When human rights are upheld, everyone benefits.
2. The United Nations (or UN) has created a list of human rights and children's rights.
3. We should be able to exercise the rights agreed to by the UN.

1. WELCOME (5 minutes)

Chant and sing the song: "Be Our Best," Verse 2 (page 4).

2. REVIEW (5 minutes)

Activity: Ball Toss

Begin by tossing the ball to a student. The student says one thing she or he learned about the U.N. or Article 1, and then tosses the ball to another student who does the same.

3. INTRODUCTION (5 minutes)

Activity: Story, "The Old Man and His Sons" (page 9)

Discussion

- What do you think the father's meaning was?
- What was he trying to teach his sons before he died?

Unity brings strength. We all want to be safe and happy and fulfilled. For this to happen, **we need to look after one another.**

- What does the cord represent that bound the sticks together? How can rules or human rights help us live together peacefully?
- If you had problems in the community or at home, how would you begin to solve them?

QUOTE: "Never underestimate the power of a small group of committed people to change the world. In fact, it is the only thing that ever has."

- Margaret Meade, *Cultural Anthropologist*

- What does the word "committed" mean?
- What does this quote mean?

Activity: "Help or Hinder" (Race to the Top) (pp. 9 and 10)

Questions

- Why did Round 2 take less time?
- How is this game like society? (When we work together to help each other, everyone in society progresses more quickly.)
- What are some ways in life that people hold each other back?
- Has that ever happened in your own life?

4. DEVELOPMENT (10 minutes)

Show the **picture of the U.N.** (page 6).

- Last time we talked about the Universal Declaration of Human Rights or UDHR. It has 30 articles or rights. It is the law for the world.

Have a student read the explanation below the image of the United Nations (page 6).

5. CONCLUSION (5 minutes)

- Next time we'll look at the PREAMBLE to the UDHR. **PREAMBLE means "introduction."** The Preamble introduces the Declaration and explains how it helps us reach goals like the game we played.
- Listen closely for new words as we read the preamble: inherent and inalienable rights. We'll talk about them next time.

Have another student read the first part of the PREAMBLE.

- Who can tell me what kind of foundation in the world these words provide?

6. CHALLENGE

- Talk with your family or friends about some specific ways that we can bind ourselves together and live in such a way that everyone benefits.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 66).

Activity: The Old Man and His Sons

An old man had some sons who constantly quarreled and fought. As he was about to die, the father called his sons together and asked them to bring him a bunch of sticks. He tied the sticks into a bundle, and asked each son in turn to break the sticks in half. They tried with all their strength, but each son failed. Next, he untied the bundle, and handed each son a single stick and asked him to break it. They could break their sticks easily. "You see my meaning," he said. We are stronger when we work together than we are alone.

(Adapted, en.wikipedia.org/wiki/The_Old_Man_and_his_Sons.) Jan 24, 2024



Activity: Help or Hinder (Race to the Top)

If you have a large class, choose 12 students to demonstrate the activity, while the others observe. Divide them into 2 groups of 6 students each.

- The purpose of the game is to walk as fast as they can from one place to another (for example, around a building, up a wide staircase, from one tree to another, up a hill, or from one side of a room to the other, etc.).
- Separate the two groups so that you can talk to each of them privately.

Group A: Tell them that while you are talking to Group B, they should discuss the fastest way to reach the goal.

Group B: Instruct them privately to do their best to hold the other team back. They are not to touch the other students or be aggressive, but they may use tactics such as standing in someone's way, placing obstacles in the path, or trying to distract them.

Round 1

- Bring the two groups back together and tell them to start their walk.
- Using a clock or stopwatch, time how long it takes everyone to reach the finish point.
- Announce the time it took.

Lesson 2A - I Have Rights

Activity: Help or Hinder (continued)

Round 2

- Play again but ask the students to make the same journey with different rules.
- This time, everyone should help each other to reach the end as quickly as possible.
- Time how long it takes for all the students to make it to the finish line.
- Announce the time that it took to finish this round.

Optional Questions for Help or Hinder

- How does trying to stop someone else's progress hurt your own progress?
- How does it feel when someone tries to keep you from progressing?
- How do rules help everyone?

Preamble

The inherent dignity and the equal and inalienable rights of all human beings are the foundation of freedom, justice and peace in the world.

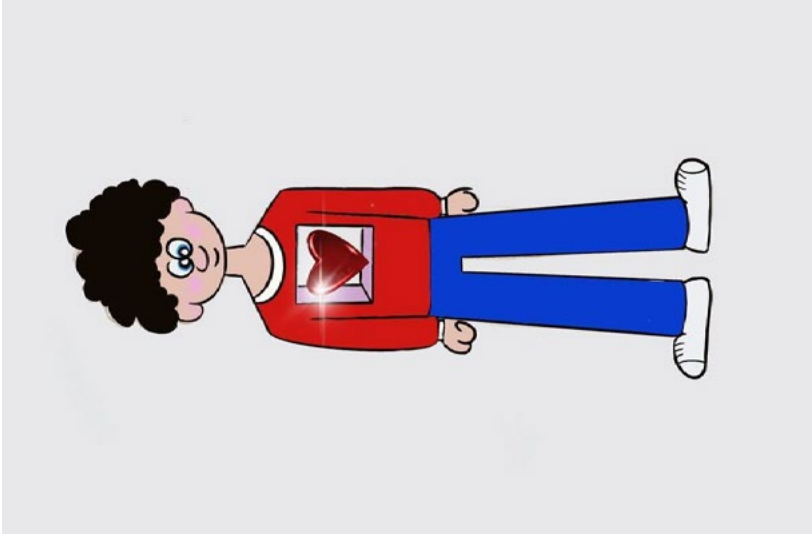
The Universal Declaration of Human Rights

“Never underestimate the power of a small group of committed people to change the world. In fact, it is the only thing that ever has.”

- Margaret Meade, Cultural Anthropologist

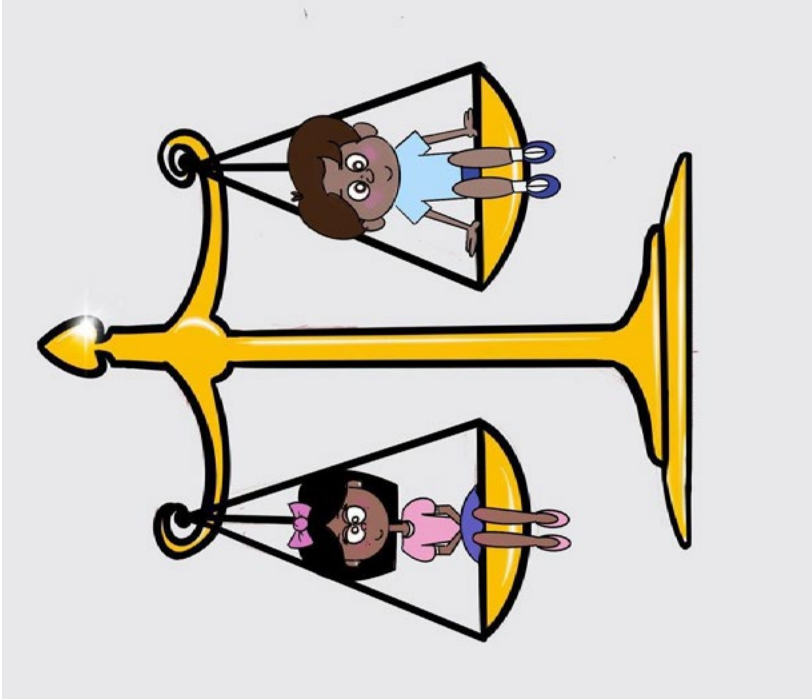
FACILITATOR TIPS

- Don't be afraid to set ground rules for discussions. To control your time, tell the students that you will ask some questions and you will only call on two or three people to answer.
- By laying the discussion ground rules first and then following through, you will have more cooperation when it is time to move on, and the lesson will go more smoothly.
- Ask for volunteers when you need a student to read. Choose a different student to read each time.
- **Class Rules:** As you hold class, display the short list of Class Rules somewhere in the classroom each week. Point them out occasionally as needed just as a gentle reminder.
- Please fill out your **Facilitator Notes and Reflections** along with today's date (page 66). Briefly note your thoughts for future reference:
 - How do I feel about what happened with today's lesson?
 - What might I do differently next time?



Inherent

This describes something that is inside or within you, a feeling that you are born with.



Equal

You are not the same. You are different from each other, but you have the same rights.



Inalienable

Something that must not change and cannot be taken from you.

Lesson 2B - I Have Rights

Equal and Inalienable Human Rights

The **inherent dignity and the equal and inalienable rights** of all human beings are the foundation of freedom, justice and peace in the world.

The peoples of the United Nations have declared their faith in equal rights for men and women, and are determined to promote social progress, and better standards of life with greater freedom.

The Universal Declaration of Human Rights, Preamble



Learning Points

1. Human rights are the basis for freedom, justice and peace in the world.
2. We are all born with rights that are **INHERENT, EQUAL** and **INALIENABLE**.
3. When human rights are upheld, everyone enjoys social progress and greater freedom.
4. The United Nations has created a list of human rights and children's rights.

1. WELCOME (5 minutes)

Chant and sing the song: "Be Our Best," teach Verse 3 (page 4)

2. REVIEW (5 minutes)

Would someone please share the ideas that you came up with from our discussion about binding ourselves together like the sticks in the story of the old man and the bundle of sticks?

3. INTRODUCTION (5 minutes)

- Remember the word "**preamble**"? It is the introduction to the UDHR.
- Let's find out WHY the United Nations commission wrote the UDHR. Listen for the words **inherent, equal and inalienable**. (For illustration see page 11)

Have a student **read the first sentence of the Preamble** (page 14).

Let's define the words **inherent, equal and inalienable**.

Activity: Preamble Vocabulary Parts 1 and 2, "Why the Preamble" and "Freeze Frame." Use images found on page 11. Instructions and vocabulary are on page 13.

4. DEVELOPMENT (5 minutes)

Teacher preparation: Use mini posters found in the Facilitator Toolkit, Section IV, starting on page 88.

Let's discover WHY they wrote the UDHR.

Ask another student to **read the second sentence of the Preamble** (page 14).

Questions (Remember to use the Talking Stick.)

1. What does this mean?
2. What were they trying to do? (Promote a better life with greater freedom.)
3. Can somebody think of a right that we have just because we are human beings?

As students name possible rights, show mini posters from the Toolkit. Or write them on the chalkboard. Suggest others they might miss.

- How about education? A family?

Explain that we're going to learn about many of these rights in the next few weeks.

5. CONCLUSION (10 minutes)

Re-state all the rights mentioned.

Questions

1. Why do we need Human Rights?
2. Someone tell us what **inalienable** means.
3. What is a **preamble**?
4. Who can tell us what **inherent** means?
5. Which human rights are inherent?
(**All** of them are inherent.)

We need a set of human rights to help us all live together in a way that everyone is treated fairly so people can live and progress in peace.

Raise your hand if you have ever heard of the *Convention on the Rights of the Child*. It was created after the UDHR. It also includes rights but they are especially for children up to the age of 18!

6. CHALLENGE

- Share your new words with your family and friends: Preamble, Inherent, Inalienable, Equal.
- Explain: We all have Human Rights, even if we don't always know what they all are.

Activity: Preamble Vocabulary

Part 1: WHY THE PREAMBLE (Images are found on page 11.)

Write three words on the board: **INHERENT, EQUAL, INALIENABLE.**

Have a student hold each image (found at the beginning of the lesson) as you explain the definitions.

- 1. INHERENT: Point to the Image.** What do you see here? Wait for an answer. Then ask more questions. What do you think the heart represents? And what did we just read? Explain that we are all born with dignity. It is inherent, a characteristic inside us.
- 2. EQUAL: Point to the image.** On the scales of Human Rights, men and women are equal in value. Does that mean they are the same? (No.) Then how are they equal? (They have the same rights.)
- 3. INALIENABLE: Point to the image.** This means something that cannot be taken away. It belongs to you, and it is indestructible. This young woman refuses to let you take away her human rights.

Read the first sentence of the Preamble again and have students define the 3 new words.

- **“The INHERENT dignity”**—means what kind of dignity? (The dignity you’re born with.)
- **“and the EQUAL and INALIENABLE rights of all human beings”**—means what kind of rights?

Accept all answers. (Rights that are the same and cannot be taken away.)

Read the whole sentence together: The **inherent** dignity and the **equal** and **inalienable** rights of all human beings—are the foundation of freedom, justice and peace in the world. Read it together again. *Point to the 3 words on the board as you say them.*

Part 2: FREEZE FRAME or PANTOMIME

Use either game to have students guess the 3 new words. Ask for volunteers and choose students to act out (Pantomime) or show the class (Freeze Frame) the words without speaking.

Freeze Frame: Explain that some students will use their bodies to create shapes that show the rest of the class the meaning of one of the new vocabulary words. Give the group a word.

1. Students in the group confer quietly about a shape that best communicates the word, and then create that shape with their bodies. They may make separate shapes or work together to create a single shape. When they decide on a shape, they FREEZE and hold still like a statue.
2. The class guesses the word. Give the class a time limit to guess.
3. Now ask each group to find a second shape for the same word, and challenge them to find a way to move from the first shape to the second. This encourages students to think flexibly.
4. The facilitator may comment from the side to guide the exploration, acting as a coach.

Pantomime: Give the group a word without letting the class know what it is. They quietly decide on a way to act it out, either together or as one individual. They do not “freeze” in place, and they cannot use words. Give the class a time limit to guess.

FIRST WORD Select 3 students to come to the front of the class. Show them the first word.

INHERENT: A feeling or characteristic inside you.

SECOND WORD Select 3 pairs of students and show them the second word.

EQUAL: You are different from each other, but you have the same rights.

THIRD WORD Select 3 more students. Show them the third word. They follow the same pattern.

INALIENABLE: Something that does not change and cannot be taken away from you.



These games can teach the students new skills, as well as important new vocabulary words. Having some students move around while others guess what they’re doing will cement the words in their minds. The more they play either game, the more flexible they will become in both mind and body.

Lesson 2B - I Have Rights

The Preamble

1. The inherent dignity and the equal and inalienable rights of all human beings are the foundation of freedom, justice and peace in the world.
2. The peoples of the United Nations (all the countries who are members of the U.N.) have declared their faith in (or their support for) equal rights for men and women, and are determined to promote social progress, and better standards of life with greater freedom.

The Universal Declaration of Human Rights

To read the complete preamble of the UDHR go to;
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

How to deal with an issue when somebody breaks a rule.

1. Confront the student in a nice voice, and ask, “Which rule have you not kept?”
2. The student will mention the rule.
3. Discuss the responsibilities of everyone to work for the common good in the classroom.
4. Ask the student not to do that particular behavior again.
5. Move on.
6. Make an extra effort to compliment that student in the future.

Students will respond differently as you deal with this issue, but you can improvise as you move through these steps, using the basic structure, adapting to the situation.



Remember to fill in your brief *Facilitator Notes and Reflections* (page 66).

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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 the human rights in the Universal Declaration without distinction of any kind, no matter what your race, skin color, sex, language, religion, opinions, family background, social or economic status, birth or nationality.

The Universal Declaration of Human Rights, Article 2



Learning Points

1. Everyone is entitled to all the same rights and freedoms without distinction or difference.
2. Discrimination against anyone is a violation of human rights.
3. Women and men are equally well suited for most tasks.

1. WELCOME (5 minutes)

Sing the song, "I'll Walk with You" (page 17)

Have everyone stand up. Teach the words.

2. REVIEW (5 minutes)

Activity: Preamble Values, Please! (page 18)

3. INTRODUCTION (10 minutes)

Activity: Where's My Chair? (page 18)

While half are seated and half standing, **show the Discrimination mini poster** (page 15).

Questions

- What do you see?
- What do you think this child is feeling?
- Can anyone tell us about a time they had these kinds of feelings?
- For those of you who are standing, do you feel equal to everyone else? (No.)
- But since you all have equal rights, why don't you all feel equal? (Accept all answers.)

Now tell all students, standing or sitting, that they may choose to sit or stand. They may walk around the room freely for one minute.

End the activity and have students bring the rest of the chairs back and take their seats.

4. DEVELOPMENT (5 minutes)

*Question: What is **discrimination**?*

Write the word on the board or flip chart. Explain that Article 2 talks about discrimination.

Have a student read **Article 2 from the UDHR** (page 18).

Explain: **Discrimination** is treating each other unequally or without dignity or respect, or denying rights to another person.

Questions (Remember to use the Talking Stick.)

- Did anyone feel discriminated against when you didn't have a chair?
- If this is discrimination, what can you do about it?
- In what ways are the women in our communities or families treated differently than men?
- If this is discrimination, what can we do to decrease this in our families or communities?

Have everyone read **Article 2** together (page 18).

- What does "without distinction" mean?

Guide the students to recognize that it means "no matter what." No matter what their race or language, etc., they **all** have **all** the human rights that everyone else has.

- Tell us about a time when someone you know was treated differently than others.

5. CONCLUSION (5 minutes)

Activity: Does It Fit? (page 18)

6. CHALLENGE

- Explain what discrimination is to your friends and family.
- Pay attention to examples of discrimination this week in your community.
- Be kind and include people who are experiencing discrimination.

I'll Walk With You

To hear the music go to: www.go-hre.org/music

D Em

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

RH. LH.

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.

**If you don't walk as most people do,
Some people walk away from you.
But I won't! I won't!**

**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 3A - Is this Discrimination?

Activity: Preamble Values, Please!

Draw the following game on the board or flipchart.

		H					
--	--	---	--	--	--	--	--

	Q			
--	---	--	--	--

								B		
--	--	--	--	--	--	--	--	---	--	--

Answers:
INHERANT
EQUAL
INALIENABLE

1. You may play by teams or call on individual students.
2. Begin with three letters already filled in.
3. Each player gets one turn to guess a letter, until all the boxes are filled.
4. On the board or in the margins of the paper where students can see them, keep track of the wrong letters guessed. Example: S D X crossed out.

Activity: Where's My Chair?

Teacher preparation: Remove or fold up half of the classroom seats.

- After the remaining seats are filled, explain to the students left standing that they are not allowed to sit during the discussion.
- Return to the lesson, and proceed with the PHOTO and QUESTIONS.

Activity: Does It Fit?

Write the following words on the board in 2 columns or on small pieces of paper in 2 separate stacks.

STACK 1

Black
Female
Poor
Talented
Caring
Peaceful
African
Male
Christian

STACK 2

Superhero
Scientist
Leader
Teacher
Writer
Muslim
President
Athlete
Celebrity

- Have a student pick a word from each list or draw a word from each pile, and read them to the class.
- Decide as a class if the two words fit together.
- Why or why not?

Repeat two more times with different students.

Question

What does this activity show us about discrimination?
(Anybody can be anything – these lists do not discriminate.)

Article 2

You have all the human rights in the Universal Declaration without distinction of any kind, no matter what your race, skin color, sex, language, religion, opinions, family background, social or economic status, birth or nationality.

The Universal Declaration of Human Rights

Lesson 3B - Is this Discrimination?

Freedom from Discrimination

You have the right to protection against discrimination. This means that nobody can treat you badly because of your color, sex, or religion, or if you speak another language, have a disability, or are rich or poor, or any other quality of yours or your parents or guardian.

The Convention on the Rights of the Child (CRC), Article 2



Learning Points

1. Everyone is entitled to all the same rights and freedoms without distinction or difference.
2. Discrimination against anyone is a violation of human rights.
3. Most tasks can usually be done by both women and men.

Display Class Rules and mini posters

1. WELCOME (5 minutes)

Sing the song, "I'll Walk with You" (page 17)

2. REVIEW (Use the Talking Stick as needed)

- What is this song (or poem) telling us?
- What does our logo remind us about?
- Who can tell us what "inherent" means?

3. INTRODUCTION (15 minutes)

Show the **Discrimination mini poster** (page 15)

- Who remembers what discrimination means?

Have a student read **Article 2** of the *Convention on the Rights of the Child* (page 21).

- Let's play a game and think about how it relates to discrimination.

Activity: Orange Mania

Teacher preparation and instructions (page 20).

4. DEVELOPMENT

Questions after the game

- Was it easy for you to get through the obstacle course?
- What problems did you run into because of your physical restriction?
- How did you overcome your challenges and solve your problems?
- How did your coach help you?

5. CONCLUSION (10 minutes)

Story: My Mother Doesn't Work (page 21)

Read the story about Zara who tells her friend about her family.

Questions (Use the Talking Stick as needed)

- Does Zara's mother work?
- What were some of her everyday tasks?
- Could those only be done by a woman?
- How does this story show discrimination?
- What other kinds of discrimination are there?
- Can someone share an example of discrimination about age? Religion? Language?

Guide the students to recognize that there are many different kinds of discrimination, including whether you are male or female.

Read **Article 2** again, this time together (page 21).

Questions

- What have you learned about discrimination today?
- How has this lesson changed your thoughts about discrimination?

6. CHALLENGE

Do at least one of the following:

- Share the story of Zara's mother.
- Share the game Orange Mania with your family and friends.
- Think about something you can do this week, even if it is something small, to help prevent discrimination in your family or your community.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 66).

Lesson 3B - Is this Discrimination?

Activity: Orange Mania

Preparation: Create an obstacle course in the classroom or outside using chairs or masking tape on the floor as “walls.” Students cannot step outside the chairs or the masking tape (or however you’ve marked the path) while playing the game. Provide an orange or other small object.

Make the Physical Disability Strips: You can use the same disability more than once. Duplicate this set as needed for your group.

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

Using the set of **Physical Disabilities strips**, fold each strip of paper in half so the students 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 student of each pair to be the “coach” and the other to be “disabled.” They must then complete a short obstacle course or activity together while acting out their parts, either as the coach or the one with a disability.
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” student carries the object through the obstacle course while tossing the orange (or object) in the air.
4. For instance, if a student 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 student 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**.
- 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.)

Article 2

You have the right to protection against discrimination. This means that nobody can treat you badly because of your color, sex, or religion, or if you speak another language, have a disability, or are rich or poor, or any other quality of yours or your parents or guardian.

The Convention on the Rights of the Child (CRC)

Story: My Mother Doesn't Work

Zara tells her friend about a typical day for her mother and father:

There were 16 kids in our family, but only nine of us are still alive.

My mother gets up at four in the morning, fetches water and wood, makes the fire and cooks breakfast. Then she goes to the river and washes clothes.

My father works in the field, about three kilometers away from home. He leaves the house by six in the morning.

After washing the clothes, my mother goes to town where she grinds our corn and buys what we need in the market. When she gets back, she cooks the midday meal.

At noon, my mother carries my father's lunch to him and then goes back home to take care of the chickens and pigs while she looks after my younger brothers and sisters. My mother prepares supper so that it is ready when all of us get home around six o'clock.

After supper, it takes a while to get everything cleaned up, but my mother usually gets to bed about nine o'clock. My father is already asleep by then.

When Zara finishes, her friend asks Zara if her mother has a job. Zara says, "No, my mother doesn't work."

Questions:

- Does Zara's mother work?
- What might happen if Zara's mother didn't accomplish her daily tasks?
- What were some of her everyday tasks?
- Could those only be done by a woman?
- Why is the work she does sometimes not recognized?
- How could this be considered discrimination?
- What other kinds of discrimination are there?
- Can someone share an example of discrimination about age? Religion? Language?

Guide the students to recognize that there are many different kinds of discrimination, including whether you are male or female.

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

Lesson 4A - No Bullying Allowed

Freedom from Bullying

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

The Universal Declaration of Human Rights, Article 3

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

The Universal Declaration of Human Rights, Article 5



Learning Points

1. Rights and rules help to keep us safe.
2. Bullying occurs when someone purposely does something to hurt or to make you feel bad, and they do it more than once.
3. You have the right to be protected from being bullied or hurt or mistreated in mind or body.
4. Kindness is always the right thing to do.

Display Your Class Rules where students can see them.

1. WELCOME (5 minutes)

Sing the song: "Kindness Begins with Me" (page 23)

- Have the music playing as students arrive, or use your own song that makes this point.
- Read the words and sing or read the lyrics.

Questions

- What does this song say about being kind?
- Who should be kind?

2. REVIEW (5 minutes)

Remind the students about the classroom rules from their first weeks together.

Questions

- Someone please tell us which of our class rules is your favorite and why.
- Why do we have rules in our class? With our families? On the soccer field?
- How do you feel about rules?

3. INTRODUCTION (5 minutes)

Rules are like our human rights. **Article 5** is a human right that protects us from bullying.

Call on a student to read **Article 3** and explain what it means. Call on another student to do the same with **Article 5** (page 23).

Questions

- Who can tell us what bullying is?

Bullying is purposely doing something to hurt someone or to make someone feel bad, and doing it more than once.

- Does anyone ever have a right to hurt other people? (Only in self defense.)

4. DEVELOPMENT (5 minutes)

Show the Bullying mini poster (page 25).

- What can you tell about the young boy?
- How does the photograph make you feel?
- What could make him feel sad or unsafe?
- Would someone like to share a time when you have ever felt that way?
- Can you think of a time when you helped someone who was in danger or felt sad?

5. CONCLUSION (10 minutes)

As a student hands out paper and pencils, ask: What does bullying look like?

Activity: Paper Mash-up (page 24)

After the activity, explain that it takes courage to stop a bully.

Point out this important fact: **More than half of most bullying will stop in LESS THAN 10 SECONDS when someone intervenes on behalf of the victim.**

Activity: How to Stop a Bully (page 24)

- What are some phrases you can use to stop a bully? (Write answers on the board. Other suggestions are at the end of the lesson on page 24.)
- Choose 2 or 3 phrases from the board and have students repeat them to each other a couple of times.

6. CHALLENGE

- Tell family and friends that it takes less than 10 seconds to stop most bullying.
- Brainstorm and role play together about what you can do when you see bullying.

Kindness Begins with Me

To hear the music go to: www.go-hre.org/music

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. The first system has four measures. The second system has four measures, with the final measure marked 'slower'. Fingerings are indicated by numbers 1-5. Chords are indicated by letters above the staff: F, Gm, C7, and F.

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."

slower

Article 3

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

The Universal Declaration of Human Rights

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

Lesson 4A - No Bullying Allowed

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. Now 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 if someone is experiencing abuse or they are afraid because someone is bullying them?
2. Why is it important that we all feel safe?
3. How can we help each other feel safe?

Activity: How To Stop A Bully

These phrases are suggestions only. Students should choose their own. Remind them that any phrases they use to stop a bully are not meant to insult or attack the bully. They're meant to show your strength of character and that you care about the person being bullied.

Stop it!

Not cool!

Knock it off.

Cut it out.

That was not funny.

That was mean.

That's bullying.



Remember to fill in your brief *Facilitator Notes and Reflections* (page 67).

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The Right to Protection from Torture or Bullying

UDHR 5 and CRC 23

Lesson 4B - No Bullying Allowed

Freedom from Torture or 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

Government should protect you from all forms of violence, abuse or neglect by your parents or anyone else who looks after you.

The Convention on the Rights of the Child, Article 19



Learning Points

1. Bullying occurs when someone purposely does something to hurt or to make you feel bad and does it more than once.
2. It is difficult to stop the bully.
3. A Bystander stands by and watches the bullying but does nothing to stop it.
4. An Upstander stands up to the bully and looks for ways to stop him or her.

1. WELCOME (5 minutes)

Sing the song, “Kindness Begins with Me” (page 23) or a song or poem of your own choice with the same message.

2. REVIEW (5 minutes)

Questions

- What is the message from the song?
- Why is kindness always the right thing to do?

Activity: Kindness Circle

- Sit in a circle. Starting with one student, take turns saying something she/he likes about each person.
- When finished: Would someone please share how that made you feel?



With a large group, create more than one circle by counting off (1, 2, 3, 4). Tell all the “ones” to make a circle, all the “twos” to make another circle, and so on. Each circle follows the instructions above.

3. INTRODUCTION (10 minutes)

Ask 2 students to read UDHR Article 5 and CRC Article 19 (page 27).

Questions:

- What are the Important words?
- What is different about these two articles?

Story: “Nikola and the Bullies” (page 28)

Tell students to think about the words from the UDHR and CRC Articles above as they listen to the story.

4. DEVELOPMENT (5 minutes)

Questions

- How might this story have ended differently?
- How was Stefan stopped?
- What was so remarkable about Nikola?
- How are Dragana and Vera **Upstanders**?

An **UPSTANDER** is a person who sees bullying, and **STANDS UP** to the bully by speaking out to stop it or getting help from a trusted adult.

- If they just stood there and watched what was happening, what would you call them?
- Have you ever heard of a **BYSTANDER**? What do you think a bystander is?

A **BYSTANDER** sees bullying, and **STANDS BY** and watches, and does nothing to stop it.

5. CONCLUSION (5 minutes)

- What part of the story shows that sometimes adults need to step in? (The security guards)
- Who would like to remind us of some of the phrases we shared last time that could help to stop a bully (page 24)?

Show the **Bullying mini poster** on page 25 and read **Article 5 together as a class**.

6. CHALLENGE

- Be an **Upstander**. Decide right now not to be a bystander the next time you see someone being bullied.
- Kindness is always the right thing to do. Think how you can share it. For one whole day, treat everyone you meet with kindness and respect.



It is important to coach our youth to use powerful, assertive phrases to respond to inappropriate behavior from others. **It is never acceptable for any young person to be bullied. Ultimately, it is up to adults to STOP the bullying.**

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

Article 19

Government should protect you from all forms of violence, abuse or neglect by your parents or anyone else who looks after you.

The Convention on the Rights of the Child

Reminder: Optional Conclusions

- Were we able to get rid of the scars or lines on our crumpled papers in our last lesson?
- What did the lines represent?
 - It is very difficult to take back unkind words, actions or behaviors.
 - It takes only a few seconds to hurt someone.
 - It is hard to fix the hurt but, it can be done.
- How would our world, school and family be different if everyone did more kind things?
- What is the opposite of kindness that we discussed last time?
- Who would like to share or demonstrate what you practiced for stopping a bully?



Remember to fill in your brief **Facilitator Notes and Reflections** (page 67).

Lesson 4B - No Bullying Allowed

Story: Nikola and the Bullies

Most days Nikola was at the park shooting his basketball with a few friends. The girls from school enjoyed watching them play. One day as the boys were shooting baskets, Stefan and his buddies appeared, and began chanting and calling Nikola and his friends ugly names.

Ask: What do you think is going to happen?

After allowing for responses, continue the story.



As he had done on other occasions, Stefan swaggered up to Nikola and took the ball. "You can play with us if you want, but it's my ball," responded the younger boy, as Stefan began shoving him. When the girls at the fence saw the pushing and shoving, they sprang into action, especially when they saw Stefan pushing hard enough that Nikola fell backwards to the ground.

Ask: Who is the bully and who is the victim? Why do you think that?

Lesson 4B - No Bullying Allowed

“Come on, Vera!” called Dragana as she turned to run back toward the school. “We can’t just stand here and watch them bully Nikola!” As they reached the school, the girls began screaming. “Please help! Nikola needs help, now!”

Students and security guards went rushing back to the park with them, where they found Nikola still lying flat on his back. Helping him to his feet, Nikola’s friends quickly turned around and headed toward the basketball court, ready to take on the bullies.

“Wait!” yelled Nikola. He stepped forward and began walking slowly toward Stefan and his buddies. A hush fell over the crowd. “Give me the ball,” Nicola said quietly, stretching out his hand. Glancing quickly around at the growing crowd, Stefan reluctantly gave up the ball, and began backing away. Much to his surprise, Nikola leaned forward and thrust out his hand in a gesture of friendship. Stefan immediately grabbed it, and the two boys shook hands followed by a fist bump.

With a huge smile, Nikola tossed the ball to Stefan and motioned everyone else to join in a friendly game of basketball before returning to class.



Canace Puffer - Generated by Adobe Firefly

Lesson 5A - Family, a Beautiful Thing

Right to Marriage and Family

Your family has the main responsibility for guiding you so that as you grow up, and your evolving capacities increase, you can learn to use your rights properly. Government should respect this right.

The Convention on the Rights of the Child, Article 5



Learning Point:

Help students recognize that parents and families have a role in supporting and guiding their children to make good decisions as their abilities grow and develop.

1. WELCOME (5 minutes)

Chant and sing the song: “Be Our Best” (page 4)

The song will be part of the review.

2. REVIEW

Activity: Questions in a Box (page 31)

Everyone stands in a circle with the teacher in the middle. Students pass the Question Box around while the group sings Verse 1 of “Be Our Best.” When the teacher holds up the Talking Stick, the song stops, and the student holding the box pulls out a question and answers it. Others can help. Start the song again and continue passing the box. End the game after 4 questions.

3. INTRODUCTION (15 minutes)

Ask a student to read Article 5 (page 31)

Tell the class to listen for a very interesting idea called “your evolving capacities.” It means “your growing abilities” or “as you mature.”

Show the **Marriage and Family mini poster** (page 33), and explain that families are so important that one of the CRC Articles focuses on the family.

Question: What is this article saying?

Show Family Photographs (page 32)

- What kinds of families do you see?
- How does this relate to growing up or “evolving capacities” in article 5?
- Who is it that guides your decisions?
- Why do we need a family? (More optional questions about families are found on page 31.)

Explain that even though your family may not look like one of the photos, the people you live with are your family. We need each other.

Activity: The Human Chair

1. Have students get in groups of 3.
2. Two people form the chair:
3. With your right hand, grab your left wrist or forearm. Your partner does the same.
4. Both of you, with your left hand, grab just below your partner’s bent, right elbow, forming a square-shaped “chair.”
5. Lower the “chair,” and let the third person sit on the “chair” with their arms around the shoulders of the chair people.
6. Carry the sitting person a few steps.
7. Make sure students do this activity safely!



If your class is very large, you may have only 2 or 3 groups demonstrate.

4. DEVELOPMENT (5 minutes)

- Was it easier or harder to carry someone with the help of another person? Why?
- What would happen if the passenger bounced around or hit one of the carriers?

5. CONCLUSION (5 minutes)

- How is this chair activity like living in whatever kind of family you have? (Each person has a different role or strengths that help others, we learn cooperation, each one is important.)
- Why are families such a beautiful thing, no matter what they look like?

6. CHALLENGE

- This week, think about how someone that you know handled a difficult situation. Be ready to share it in class next time.
- If appropriate, try using a Talking Stick to discuss problems and strengthen your family. You sit in a circle and pass the Stick to each person. Each one identifies 3 things:
 - The problem
 - What he/she can do to solve it
 - What he/she needs from others.(Calling the Circle, Christina Baldwin)

Activity for Review: Questions in a Box

Write or print each question on a separate strip of paper.

1. What does the word “Bullying” mean?
2. What is an Upstander?
3. What is a Bystander?
4. With whom does kindness begin?
5. Give us a phrase that you could use to stop a bully.

Answers:

1. **Bullying** occurs when someone purposely does something to hurt or to make you feel bad, and does it more than once.
2. **An Upstander** is a person who sees bullying and STANDS UP to the bully by speaking out to stop it or getting help from a trusted adult.
3. **A Bystander** is a person who sees bullying and STANDS BY watching, doing nothing to stop it.
4. **Kindness** begins with me.
5. Stop it! Not cool! Knock it off. Cut it out. That was not funny. That was mean. That is bullying.

Article 5

Your family has the main responsibility for guiding you so that as you grow up and your evolving capacities increase, you can learn to use your rights properly. Government should respect this right.

The Convention on the Rights of the Child

Optional Questions About Families

- How is our **community or city** a family?
- How is our **country** a family?
- How are countries that came together to write the Human Rights like a family?
- How are we a **world** family?



Remember to fill in your brief *Facilitator Notes and Reflections* (page 67).

Lesson 5A - Family, a Beautiful Thing

Family Photographs



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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

Every adult has the right to marry and have a family if they wish. Men and women have the same rights when they are married, or when they are separated. No one can force you to get married. The family is the most important unit of society and should be protected.

The Universal Declaration of Human Rights, Article 16



Learning Points

1. The family is the most important unit of society and should be protected.
2. When you are legally of age (usually 18 years old) you have the right to marry or not marry.

Preparation: Display the mini posters and class rules.

1. WELCOME (5 minutes)

Sing the song, “Be Our Best” chant (page 4)

2. REVIEW

Remember to use the Talking Stick.

- Would someone tell us about your experience using the Talking Stick with your family?
- Turn to the person next to you and share the story of someone who did something difficult.

3. INTRODUCTION (10 minutes)

Have a student read UDHR Article 16 (page 35).

Ask students to listen for at least four important things about the family as the student reads.

Questions

What did you hear? Accept all answers.

1. Every adult has the right to marry and have a family if they wish.
2. Men and women have the same rights when they are married or separated.
3. No one can force you to get married.
4. The family is the most important unit of society and should be protected.

Activity: Balkissa The Girl Who Said “No” to Marriage

Show the picture of Balkissa and read the story (page 35).

Explain: While I read the story, think about the people and what they say, because we will act it out afterwards.

4. DEVELOPMENT (15 minutes)

Activity: Drama in the Family (page 35)

Questions

- Who can help us act it out?
- Who are the people in this story?
- Who remembers what happens in the story?

The Play

1. Assign characters.
2. Talk through each action.
3. Allow students to create their own dialogue based on the story.
4. Have them come to the front of the room and step forward whenever it is their turn to speak.

Read Article 16 together again.

5. CONCLUSION

- Why would it be important for families to counsel with each other?
- How did knowing about her human rights help Balkissa?
- What are the laws in your country about child marriage?
- How does knowing about your human rights help you in your life?

6. CHALLENGE

- Counsel with your family about the family story that you shared at the beginning of class today, and how it was resolved.
- Invite your family to consider other possible solutions.
- Ask them to act it out with you.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 67).

Article 16

Every adult has the right to marry and have a family if they wish. Men and women have the same rights when they are married, or when they are separated. No one can force you to get married. The family is the most important unit of society and should be protected.

The Universal Declaration of Human Rights

Activity: Balkissa, The Girl Who Said “No” to Marriage

When Balkissa was 12 years old, her father promised her as a bride to her cousin when she turned 16. She did not want to marry her cousin and quit school. But when she turned 16, marriage preparations began. She asked her parents to stop the marriage, but her mother had no power. Her father couldn't help her because in their tradition the oldest uncle, who was her cousin's father, had the right to make these decisions for the children of his siblings.

Where could she get help? Balkissa asked her school principal what to do. He told her about a group who helped her take legal action against her father and uncle for forcing her into a marriage she did not want. In court, Balkissa's uncle claimed it had been a big mistake. The case was dropped.



Balkissa thought she had won. But then her uncle threatened to kill her unless she married her cousin! Balkissa quickly escaped to a women's shelter. Fortunately, her uncle realized he might end up in jail if he carried out his threat, and he finally gave up. In the meantime, Balkissa's mother and father decided they wanted nothing to do with forced marriage.

Balkissa continued with her education, even going to medical school. Now she speaks to school groups, encouraging girls to follow her example. “I'm not saying don't marry,” she tells them. “But you should choose the right moment to do so.” She explains that forced early marriage often is linked to terrible violence in the marriage, and to the deaths of premature babies and of the young child brides who get pregnant before their bodies are ready for pregnancy.

(Adapted: Sarah Buckley, BBC News, <http://www.bbc.com/news/magazine-35464262>)

Activity: Drama In The Family

Actors: Father, Balkissa, Mother, Principal, Lawyer, Uncle, Judge

Actors talk through each action and create dialogue. They come to the front of the room for the drama.

Scene 1: Father and Balkissa. What does Father tell Balkissa? How does she respond?

Scene 2: Balkissa, Mother and Father. What does Balkissa ask her mother and father to do? What does each say in response?

Scene 3: Balkissa and Principal. What does she ask him? Where does he send her? Why?

Scene 4: Balkissa, Lawyer, Judge and Uncle. In court, what does the Lawyer ask Balkissa? What does her Uncle say?

Scene 5: Uncle. What does the Uncle threaten to do? Why does he finally change his mind?

Scene 6: Facilitator and Balkissa. Facilitator asks Balkissa, “What did you do after the trial?” “What do you tell other girls now about marriage?”

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 if we want to do that.

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 4)

2. REVIEW

Would someone like to tell us about your experience in acting out the family story of a person who did something difficult?

3. INTRODUCTION (10 minutes)

Activity: Six photos (page 37)

Let's look at the pictures related to UDHR Article 18, Freedom of Religion or Belief. These photos show different children practicing different religions and beliefs.

Questions (Use the Talking Stick as needed.)

- What do you see in the photos?
- How did each child express her/his religion differently?
- 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 38)

Write the words **RELIGION** and **THOUGHTS** on the chalkboard.

Have a student read Article 18.

Question: What do these words mean?

Vocabulary

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

Read Article 18 again together. Ask students to listen for 3 things as they read.

Questions

What three things did you notice?

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

As the youth respond with their answers, write them briefly below the word **RELIGION** on the chalkboard:

1. To have
2. To change
3. To teach

Question

What do these things mean about the way you are free to live your religion or belief?

5. CONCLUSION (10 minutes)

Activity: Share songs of worship.

Invite students to teach a song to the class that is meaningful to them when they worship. Join together in singing songs that express beliefs.

Let multiple people share songs.

Ask: Why is this song special to you? *If no one volunteers, share one of your own.*

6. CHALLENGE

- Find someone with a different belief or religion than yours.
- 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 67).

Activity: Six Photos - 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



The Right to Freedom of Religion or Belief

UDHR 18 and CRC 14

Lesson 6B - I Can Choose

Freedom of Religion or Belief

You have the right to think and believe what you want, and to practice your religion, as long as you are not stopping 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 Point:

We should show respect for other religions and beliefs while exercising our own religion or belief.

Display the Class Rules and the mini poster (page 38)

1. WELCOME (5 minutes)

Sing the song, “Be Our Best” chant and verse 1 (page 4).

2. REVIEW

Who would like to share something new that you learned when you talked with a person who has a different belief or religion than yours?



If no one responds, share an experience of your own.

3. INTRODUCTION (5 minutes)

Activity: News Flash—Religions Work Together

Read and discuss the news story (page 40).

Questions

- In what ways did these events surprise you?
- How do you feel about the way the Muslims reacted after hearing about the attack on the Catholic church?
- What would you have done?
- Who has the right to her or his own religion or belief?
- If you built a House of Religions, what would it look like – round, square, rectangular?

4. DEVELOPMENT (10 minutes)

Have a student **read Article 14 of the CRC** (page 40).

Point to the **Freedom of Religion or Belief** mini poster (page 38). As you explain that this Article tells us about our right to freedom of religion or belief.

Questions

- If we have the right to our own beliefs and religion, how should we treat people who have different beliefs than we do?



Remember to fill in your brief **Facilitator Notes and Reflections** (page 67).

- What about people who don't want to have any religion at all? Do they have the same rights as people who have a religion?
- How do we show respect if we don't agree?
- What are some beliefs that we may have in common?
- How do your parents guide you in religious matters?

Guide students to remember that we are all equal in dignity and respect.

5. CONCLUSION (10 minutes)

- How have people of other faiths treated you?
- How did it make you feel?
- Describe a time when you were not able to express your beliefs.
- How can you respect the beliefs of other people while practicing your own?
- What if people change their beliefs? Is that wrong? How can we still support them?
- What are some values that most people have in common no matter what their religion or belief? (Kindness, love for others, honesty, helpfulness, protection from robbery and murder, etc.)
- How does respecting the religion or beliefs of others improve our lives?

Read Article 14 together as a class (page 40).

6. CHALLENGE

- This week, make a list of some of the values we all have in common no matter what our religion or belief.
- Share the list with your family.

See optional activities on page 40.

Lesson 6B - I Can Choose

Article 14

You have the right to think and believe what you want, and to practice your religion, as long as you are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

The Convention on the Rights of the Child

Activity: News Flash, Religions Work Together

Following an attack on a Catholic church in France, Muslims across the country attended Catholic Mass in solidarity with those affected. Their action sent a powerful message of community togetherness, showing that hatred has no place in either religion.

This uniting of faiths doesn't only occur after a tragedy. The House of Religions in Switzerland brings an impressive eight religions together under just one roof! There are spaces for Sikhs, Bahá'is and Jews, as well as a Christian church, a Hindu temple, a Turkish alevi cemevi, a Buddhist center, and a Muslim mosque, all of which open out into a dialogue room where meetings and community events can take place for members of all beliefs.

By focusing on the good things we share, we can help spread the word that our differences are less important than the things we have in common: values of love, compassion, respect, fairness, and equality.

(benjerry.co.uk/whats-new/2016/religions-work-together)

Optional Challenge Activity: Make a “How I Can Help” List

Many religions encourage their members to help others. Those who do not follow a religion often help other people, too. What are some ways you could do this? Talk with your family. Make a list of how you might work together to be helpers. Here are some ideas:

1. Do chores for a neighbor or family member who is elderly.
2. Volunteer for an organization that helps people.
3. Make a card for someone who is sick.

What else can you think of?

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The Right to Freedom of Expression

UDHR 19 and CRC 13

Lesson 7A - Words Make a Difference

Freedom of Expression

You have the right to freedom of expression. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way as long as the information is not damaging to you or to others.

The Convention on the Rights of the Child, Article 13



Learning Points

1. You have the right to have and express your own opinions.
2. You have the right to find out things and share what you think with others.

1. WELCOME (10 minutes)

Sing the song, "Be Our Best" (page 4)

2. REVIEW

Activity: Limited Expression

- Who can tell us about a value that we share no matter what our religion or belief?

After one of the students shares, ask another student **(Student A)** to cover his /her mouth.

Ask a different student **(Student B)** to cover his/her ears. They must keep mouth and ears covered as the REVIEW continues.

- Have 2 or 3 other students share common values that we all have no matter our beliefs.
- Student B can speak if he/she wishes to answer the review question, but must keep his/her ears covered.

3. INTRODUCTION

End the game and have a student **read Article 13** from the CRC about Freedom of Expression (page 43).

4. DEVELOPMENT (10 minutes)

Questions

- What do you think about the requests I made of Students A and B?
- Were they free to find out things and share them with other people?
- Student A, how did you feel during the game with your mouth covered?
- Student B, how did you feel with your ears covered?
- How did the rest of you feel knowing that someone could not speak or hear as well as you could?
- Can you think of a time when you were not able to express yourself? How did it feel to keep thoughts and feelings inside?

- Can you think of a time when you felt like nobody was listening?
- What are some external forces that keep you from expressing yourself or feeling understood?

Have a student read CRC Article 13 again (page 43).

- What human right do you think this refers to?

5. CONCLUSION (10 minutes)

Activity: Malala's Story and Picture (page 43)

Read and discuss Malala's story.

Questions

- What was Malala advocating?
- How does the story of Malala relate to Article 13?
- What are some other ways to express yourself besides speaking?

(Write their suggestions on board or paper.)

Show the Freedom of Expression mini poster (page 41).

- How does this relate to Freedom of Expression?

6. CHALLENGE

- Use one of the following ways to express your feelings about the community you live in: write a poem or draw a picture or sing a song, or write a rap, etc.
- Share it with your family and tell them about the Right to Freedom of Expression.
- Bring it back with you next time to share it with the rest of us.

Activity: Malala's Story

Malala Yousafzai was born in Pakistan in 1997. Pakistan is a beautiful country, but more than half the girls there didn't go to school even though most of the boys did. This bothered Malala a lot. Her father was the headmaster of a school where she was a student, and he was a big defender of education for girls.

When enemy soldiers came to her town, they said girls couldn't go to school. However, Malala and her friends refused to obey them. So the soldiers issued a death threat against her but that still didn't stop her from going to school and telling other people about what she was doing. She even gave a talk called, "How Dare [They] Take Away My Basic Right to Education?"



Nobody thought the soldiers would actually kill a young person. 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 jumped on board, and shouted, "Who is Malala?" Then he fired at her, hitting Malala in the head before he ran away.

Even though Malala almost died, she didn't give up. Today she continues to speak out in favor of education, especially for girls. When she was only 17 years old, she received the Nobel Peace Prize for doing the best work in the whole world to promote peace. Malala was the youngest person ever to receive that award.

People everywhere were outraged that someone would try to kill a girl just because she wanted to go to school. Pakistan swiftly passed a new law, the Right to Free and Compulsory Education, for the first time in that country's history.

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

On the day that Malala turned 18, she was at the opening of a school for girls in Lebanon. She said, "Today on my first day as an adult, on behalf of the world's children, I demand of leaders that we must invest in books instead of bullets."

Article 13

You have the right to freedom of expression. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way, as long as the information is not damaging to you or to others.

The Convention on the Rights of the Child



Remember to fill in your brief **Facilitator Notes and Reflections** (page 68).

Lesson 7B - Words Make a Difference

Freedom of Expression

You have the right to freedom of expression. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way as long as the information is not damaging to you or to others.

The Convention on the Rights of the Child, Article 13



Learning Point:

You have the right to have and express your own opinions in different ways as long as it is not damaging to you or others.

Display Class Rules and mini poster (page 41)

1. WELCOME (5 minutes)

Sing the song, “Be Our Best” (page 4)

2. REVIEW

Point to the **Freedom of Expression** miniposter (page 41).

- Last week you were challenged to express yourself in a different way, such as writing, drawing or singing. Find a partner and share with each other what you created to express your feelings about your community.
- What did you understand about how your partner felt?

3. INTRODUCTION (10 minutes)

Activity: Article 13, partially covered (page 45)

Have a student read the **first part of Article 13:**

You have the right to find out things and share what you think with others, by talking, drawing, writing or any other way...

- Stop the reader at this point, and explain that the writers of this article added something more about a limit on this right.
- **Uncover the bottom part, and allow the student to finish reading:**

... as long as the information is not damaging to you or to others.

4. DEVELOPMENT (10 minutes)

Questions

- Are there times when we shouldn't say what we're thinking? What kinds of things?
- Have you ever heard someone say something that wasn't true about someone else?



Remember to fill in your brief **Facilitator Notes and Reflections** (page 68).

- How did it affect the person who told the untruth?
- How did it affect the person who was lied about?

Read Article 13 together as a class.

Activity: Quoting Famous People (page 45)

- Ask the students to discuss in their group what the quote means to them. Do they agree or disagree with the famous person?
- Select a spokesperson from each group to share with the whole class what their group learned from the quote.

5. CONCLUSION (5 minutes)

Point to the **Expression mini poster again.** (page 41)

Question:

If you have freedom of expression or the right to express yourself, what would your responsibility be?

Guide students to understand that:

- They need to make sure that what they say is true or accurate.
- If they want their voices heard and respected, they also need to listen respectfully to others.

6. CHALLENGE

- Think about the quotes and share one with your family and friends.
- Think of a word that communicates “Freedom of Expression.” Sketch the word on a piece of paper and create designs or drawings around that word that relate to it.
- Bring your sketches to class next time.

Article 13

You have the right to freedom of expression. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way. . .

. . . as long as the information is not damaging to you or to others.

The Convention on the Rights of the Child

Activity: Quoting Famous People

Divide the class into three or four groups. Share one of the quotes listed below with each group. Duplicate quotes for extra groups if needed.



“I do not approve of what you say, but I’ll defend to the death your right to say it.”

- Voltaire

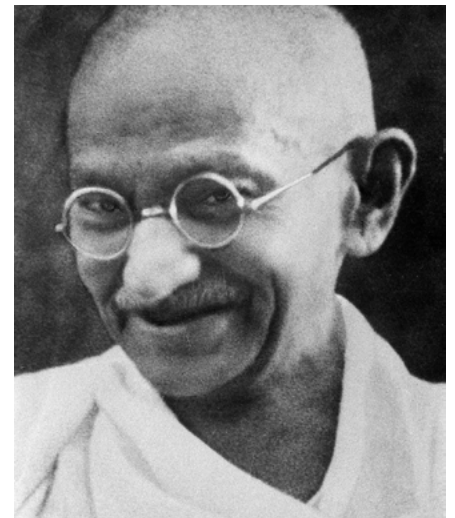
French Philosopher and Writer



“I raise up my voice — not so I can shout but so that those without a voice may be heard. We cannot succeed when half of us are held back.”

- Malala Yousafzai

Pakistani Advocate for Female Education



“I want freedom for the full **EXPRESSION of my personality.”**

- Mahatma Gandhi

Leader of the Indian Independence Movement

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)

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

2. REVIEW (Use the Talking Stick)

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

Questions

- How do you think he or she feels about the word he/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?

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 Name
 2. Our Date of Birth
 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, date of birth, place of birth.

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 Articles 6 and 15** 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.



Remember **Facilitator Notes and Reflections** (page 68).

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

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

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!
Like who?
Like you, that's who!



- 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 have your birth legally registered, and be recognized as a person before the law. Government should respect your right to a name, a nationality and family connections.

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

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

The Universal Declaration of Human Rights, Article 6 and 15



Learning Points

Everyone has the right to be recognized as a person before the law, and to have their birth and nationality legally registered.

1. WELCOME (5 minutes)

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

2. REVIEW

Let’s play “Picture This” where you draw 1 of the 3 unique things you wrote down or drew about a friend or family member. Who wants to share first?

(Courage, kindness, curly hair, sense of humor, friendly, etc.)

Have a student draw and everyone else guess.

3. INTRODUCTION (5 minutes)

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

- **Ask 2 students to read Articles 7 and 8 from the Convention on the Rights of the Child** (page 50).
- Looking at the mini poster, what distinguishes the child in this picture as a person, different from all other people in the world?

Wait for the students to answer. Sometimes it takes a little longer.



- **is name, birth date, the place where he was born, and the names of his parents.**
- Where could someone find this information about YOU? *(In most countries, this information is usually written down and kept in a government office.)*
- Do you know where such an office is in your country? *(If not, ask an adult who might know.)*

4. DEVELOPMENT (10 minutes)

Activity: Sample Birth Registration Form

Show the sample form on page 50

Have the students fill in the sample form or write in their notebooks as much information as they know about themselves.

Questions

- Is your name written down and recorded in a government office? (Wait for answers.) *If it is, then you’re recognized everywhere as a person born in your country, with legal rights.*
- Why is it important to have your name and birth information written down and saved in a government office? (Wait for answers.) *That is the way that you are recognized as a person before the law.*

Read Article 7 and 8 together (page 50).

5. CONCLUSION (10 minutes)

- What should you do if for some reason your birth was not registered with the government?
- **Remember:** With every right, you have a responsibility not only for yourself but for others as well. You should make sure that you are registered. Remind your friends to do the same. Talk to your parents and apply for a registration of your birth if necessary.

6. CHALLENGE

Let’s do 3 things this week:

- Share the information on the **sample birth registration form** with your family.
- Ask your family if your birth has been registered. Ask them for help if necessary.
- Bring back the information in your notebook, or copy the information about your Registration Form into your notebook.

Lesson 8B - My Right To Be Me

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

Sample Birth REGISTRATION Form

Child	1. Child's Name (Given, Middle, Surname)	2. Time of Birth	3. Sex	4. Date of Birth (day/month/year)
	5. Where the child was born (Village, Town or City)		6. State, District or Province / Country	
Mother	7. Mother's current legal name (Given, Middle, Surname)		8. Date of Birth (day/month/year)	
	9. Mother's Name prior to first marriage (Given, Middle, Surname)			
	10. Mother's Birthplace (Village, Town or City / State, District, or Province / Country)			
Father	11. Father's Name (Given, Middle, Surname)		12. Date of Birth (day/month/year)	
	13. Father's Birthplace (Village, Town or City / State, District, or Province / Country)			



Remember to fill in your brief **Facilitator Notes and Reflections** (page 68).

Lesson 9A - Child Labor Is Just Not Fair

Freedom from Child Labor

You have the right to work, to choose your work, and to work in good conditions.

The Universal Declaration of Human Rights, Article 23

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

You have the right to:

1. Choose your work and to be treated fairly.
2. Work in safe conditions.
3. Get an education.

1. WELCOME (5 minutes)

Sing the song, “Be Our Best” (page 4)

2. REVIEW

- Who remembered to ask about your Birth Registration?
- Someone tell us what you learned about it.

3. INTRODUCTION (15 minutes)

Show the **Child Labor** mini poster (page 54)

Questions

- Raise your hand if you have ever heard of the phrase “child labor.”
- What do you think it means?
- What kind of work is not “child labor”?

So far, we’ve been learning about the rights we have to help us do different things. Today we’re going to talk about a right that **protects us**.

Let’s read the articles from the UDHR and the CRC that help us define “child labor.”

Have 2 students read **Article 23 from the UDHR and Article 32 from the CRC** (page 53).

Activity: Picture This and Pair Share (page 52)

- Divide the youth into pairs for discussion. Then divide the group into 3 sections, giving each section a different story.
- One student in each section will read the story and then the section will break into pairs to discuss these questions:
 1. Does this situation describe “child labor”?
 2. What part of the articles about child labor was not honored?

4. DEVELOPMENT (5 minutes)

Call the sections back together after their short discussion. Allow one minute for a student from each group to show their picture and describe what is happening.

Questions

- How are these stories similar?
- How does it impact your community or the youth if they do hard labor or work long hours when they are young?
- What is the difference between children doing chores, or helping at home and child labor?

Optional questions at the back of the lesson.

5. CONCLUSION (5 minutes)

Have a student read CRC Article 32 again (page 53).

Questions

- How does this right protect you against Child Labor?
- What are the 3 kinds of work that young people should not be doing? (*Write on the board as they answer: Dangerous, prevents education, unfair treatment.*)
- If the children cannot go to school and learn how to read and write and do math, what kind of work do you think they will be able to do when they grow up?

6. CHALLENGE

- Share the stories of Teresa, Kojo and the field workers with your family and friends.
- Ask how they feel about Child Labor.
- Write down your thoughts and feelings about Child Labor to share with us next time.

Lesson 9A - Child Labor Is Just Not Fair

Activity: Picture This and Pair Share



Teresa was offered a job in another city and told that she would have time to go to school. When she arrived there, she found that the good job was really a trap, and she wasn't allowed to go to school. Her "boss" took her work papers, and she was forced to work 18 hours a day doing housework. She had no holidays or days off. She was constantly threatened with being sent home without money or education.



Kojo works in a ceramic factory that makes plates, bowls and cups. He often has to get into the ceramic pit and gets coated with the chemicals. No one else likes to get in that pit, but he has to do that dirty job.



These boys work in the fields where the soil is dry and hard. They use sharp hoes to break up the ground and dig up weeds. Their backs get tired and sore from bending over all day as they work. They are not wearing shoes to protect their feet from the heavy hoes that might slip and cut them.

Article 23

You have the right to work, to choose your work, and to work in good conditions.

The Universal Declaration of Human Rights

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

Additional Discussion Questions

- How did these stories make you feel?
- What is the biggest challenge you and your family have with work?
- How can you prepare yourself while you're young to support yourself and your family when you're an adult?



Remember to fill in your brief **Facilitator Notes and Reflections** (page 68).

Lesson 9A - Child Labor Is Just Not Fair

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The Right to Protection from Child Labor

UDHR 23 and CRC 32

Lesson 9B - Child Labor Is Just Not Fair

Freedom from Child Labor

You have the right to work, to choose your work, and to work in good conditions.

The Universal Declaration of Human Rights, Article 23

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 the right NOT to work if the working hours interfere with school and study times.
2. You have a right NOT to work if that work is dangerous or harmful to your health.
3. When you are of full age, you have a right to choose your work.

1. WELCOME (5 minutes)

Sing the song, “Be Our Best” (page 4)

2. REVIEW

Show the **Child Labor mini poster** (page 54). Who would like to share your thoughts or feelings about child labor?

3. INTRODUCTION (15 minutes)

Activity: Rupinder’s Story

Read or have a student read the story in Rupinder’s own words. After the story ask the questions on page 56.

This is a true story.

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.

Then, 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 working, I hurt my arm.

Now I can’t work on the plantation any more. My parents can’t afford to keep me at home if I don’t work, so I came to the city, but I couldn’t find work here. It’s difficult because I cannot read or write. I really want to go to school, and learn to be an engineer or a builder.

4. DEVELOPMENT (5 minutes)

Activity: Rupinder’s Shoes (page 56)

Explain: We are going to step into Rupinder’s shoes and

think about his situation. After the activity, have each group briefly report.

Questions

- What do you want to learn to do when you grow older?
- Can you think of a way that you can become an engineer or builder?
- What can you do to get more education?
- What have you learned by being a good observer?
- Who can help you?

Explain: Rupinder isn’t the only one this happened to. Millions of children and youth around the world work long, hard hours every day. The places they work are often dirty and sometimes unpleasant or even dangerous. We call that kind of work “Child Labor.”

5. CONCLUSION (5 minutes)

Show Child Labor Photos (page 52)

Questions

- What kinds of work are these children doing?
- If they work during the day, what are they not doing?

Have a student read UDHR 23 (page 56).

- What does it say about working conditions?

Have another student read CRC Article 32 (page 56).

- What should government do to protect you from Child Labor?
- If these rights are not honored, what can you do to work around it?
- As a facilitator, what can you do to help? See suggestions on the next page.

6. CHALLENGE

- Think about work you would like to do when you grow up, and what training you will need.
- Be prepared to share your thoughts with the rest of the class next time.



Remember **Facilitator Notes and Reflections** (page 68).

Lesson 9B - Child Labor Is Just Not Fair

Activity: In Rupinder's Shoes

Divide the class into 4 groups. Give each one a different section of the story with questions to discuss among themselves. They can choose a spokesperson to report when they get back together.

- **Young Rupinder, you may go to school.**

What are you able to do?

What can you do to learn all you can in school? How will school help you?

- **8-year-old Rupinder, you cannot attend school anymore.**

"We need you to take care for your younger siblings, so we can work on the coffee plantation."

Is there a way you can keep studying at home?

Can you talk to your teacher or another adult?

What can you learn while caring for young children?

What can you do to make your home a learning place? What can you teach your siblings?

- **10-year-old Rupinder, you must now work on the coffee plantation.**

"We need the money in order to feed the family."

Is there any way you can go to school before or after you work?

How can observation help you by using your eyes, ears and mind to learn important things about working on the plantation?

Are there ways you can keep learning in the ways that you learned in school?

How can you learn to be more effective in your work?

How can you work with others to improve conditions and success?

How can you learn to be safe in your work? How can you keep up with the long hours of work?

- **Older Rupinder, I'm sorry that you got hurt working on the coffee plantation.**

"We cannot keep you at home if you cannot work. Go find work in the city."

Where will you go to find work?

What skills do you need in order to find work?

Where will you live and what will you eat?



As a facilitator, you may have students who are struggling with these issues. Consider ways in which you might be able to help. Perhaps you can discuss this as a school community, beginning with other teachers, school administrators and parents.

Article 23

You have the right to work, to choose your work, and to work in good conditions.

The Universal Declaration of Human Rights

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

Lesson 10A - I Get to Go to School

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. Education can help young people like William Kamkwamba make a difference (page 59).

1. WELCOME (5 minutes)

Sing the song, "This Little Light of Mine" (page 58)

2. REVIEW (5 minutes)

- What job did you think of that you would like to have when you grow up?
- And what kind of training would you need to be able to do it?

Accept a response from 2 students.

3. INTRODUCTION (5 minutes)

Have a student read UDHR Article 26 (page 58).

- What is this article telling us? (You have a right to a quality education and to go to school. You should be able to learn a profession.)

Have another student read CRC 29 (page 58).

- What is this article telling us?
(Education should prepare us for life.)

Show the Right to Education mini poster (page 61).

Questions

- What do you see in this photo?
(Children attending school)
- What might be some challenges they face with their education or that you have faced with yours?
- Who would like to tell us about a time when you learned something that has been very important or helpful to you?

4. DEVELOPMENT (10 minutes)

Activity: The Boy Who Harnessed the Wind (pages 59, 60)

This is a true story about a young man who learned useful information that helped him build something extremely important. Show the picture of the windmill and tell the story.

After reading the story ask the questions found on page 59.

5. CONCLUSION (5 minutes)

- In what ways might your education help your family, friends or community?
- What do you need to learn?
- Who can help you learn it?

6. CHALLENGE

- Tell your family and friends about William and how he saved his village from the drought.
- Ask yourself what you would like to share with your family or friends about the importance of getting an education.
- Share it with them.



Remember **Facilitator Notes and Reflections** (page 69).

This Little Light Of Mine

To hear the music go to: 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!

(Repeat verse 1)

Sing through the song once or twice to familiarize the students with the music and the words.
Have the students make up their own motions.

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

Article 29

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

The Convention on the Rights of the Child

Activity: The Boy Who Harnessed the Wind

The Story of William Kamkwamba

William Kamkwamba was a young schoolboy from Malawi, who had a talent for fixing radios. He spent his free time looking through the local junkyard for electronic components that he could use to make or fix things for his friends and neighbors. However, his family were farmers who struggled against poverty and poor farming conditions, and could not afford to pay his tuition fees, so he was forced to drop out of school. Fortunately, William persuaded his science teacher to let him continue attending his class, and to give him access to the school's library where he learned about electrical engineering and energy production.

But while William was learning all he could, the country began to experience a terrible drought. There was no way to bring water to the village. Plants and animals were dying, including his family's crops. Then they were robbed of their meager grain stores, and there were riots and thieving as the people fought desperately against starvation. Seeking to save his village from the drought, William used the information he'd been studying and the materials he had scavenged earlier, and he created a small prototype of a windmill that could power an electric water pump.

However, to build a larger windmill for the village, William needed his father's permission to dismantle the family bicycle for parts. But it was the only bicycle in the village and the family's last major asset, so his father refused to take the risk. It wasn't until William's dog died of starvation that his mother intervened and convinced his father to reconsider and allow William to use the bicycle. With the help of his friends and the few remaining members of the village, they built a full-size wind turbine which allowed the villagers to bring water to the village, saving the people from starvation. Today William is busy helping other villages do the same thing, making life better for everyone.

(Adapted, https://en.wikipedia.org/wiki/William_Kamkwamba)

Questions

- What challenges did William and his family face?
- How did the villagers feel about their challenges?
- Can you find the bicycle in the picture?
- How did education help William save his village even though he was quite young?
- What are some difficulties William faced getting an education when he was growing up?
- Why was the windmill so important to the village?
- What was unique about the windmill?
- What did William do before he began to build the windmill?

Lesson 10A - I Get to Go to School

William Kamkwamba's First Bicycle Windmill



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The Right to a Quality Education

UDHR 26 and CRC 29

Lesson 10B - Our Duty to Each Other

Right to a 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 Universal Declaration of Human Rights, Article 26



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.

Display Class Rules and mini posters.

1. WELCOME (5 minutes)

Sing the song, “This Little Light of Mine” (page 58)

Questions

- How are you going to let your light shine?
- How are you going to share what you've been learning with friends and family?

2. REVIEW (5 Minutes)

Final Student Assessment (page 63)

Administer the assessment before the lesson. This is the same one used in Lesson 1A. It is used in this lesson to determine how much students have learned.

- After each individual response, ask the students to explain what they know about that question before going on.
- After each question, count the number for each answer. Record it on the assessment form.
- **After the class is over**, take time to compare this with the results from the Initial Student Assessment in Lesson 1A. Keep this for your own future reference. Report the final results to your supervisor.

3. INTRODUCTION (5 minutes)

Question:

Which human right do you appreciate the most and why?

Allow 2 or 3 students to respond, but don't go beyond 5 minutes for answers.

Show the **Duty mini poster** (page 65) and ask one of the students to **read UDHR 29** (page 64).

4. DEVELOPMENT (10 minutes)

Activity: Picture This, My Rights and My Duties (page 64)!

Explain that each right carries a duty to respect and protect the rights of others. *Play the game.*

5. CONCLUSION (5 minutes)

Activity: The Human Knot (page 64)

Let's do an experiment.

- Invite students to stand in a circle, facing inward, shoulder to shoulder.
- If there are more than 10-12 players, you can create two groups and organize a competition between them. The first group to finish can help the second group.

Questions

- How is this game like having Human Rights for everyone?
- Why is our duty to each other just as important as our own rights?
- Did you ever want to quit or think you might not be able to undo the knot?
- What strategy or method worked best in undoing the knot?
- If we played this again, how would you try to undo the knot more quickly?

6. CHALLENGE

- Follow Malala's example (page 43) of courage in sharing her right to education. As the leader of the UN said, “She is a brave and gentle advocate of peace who became a global teacher just through the simple act of going to school.”

- Be an advocate of peace by going to school and learning as much as you can.

- Let your light shine by taking responsibility for what we've learned about our human rights and sharing it with others—with everyone everywhere we go!

Final Student Assessment - Lesson 10B

Date: _____ Grade: _____

Student Name: _____ Male: _____ Female: _____

Location: _____ Rural: _____ Urban: _____

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



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

Lesson 10B - Our Duty to Each Other

Activity: Picture This - My Rights And My Duties!

1. Divide the class into Team A and Team B. Choose a person from Team A to be an artist.
2. Tell the teams that they are trying to guess the **name of the Human Right and a matching Responsibility**. They get 1 point for guessing the correct Right. They get additional points if they get duties or responsibilities that go with it.
3. Carefully show a Right only to the artist from Group A without the rest of the class being able to see it (either as a mini poster or just the title written on a piece of paper).

2 Protection against Discrimination	18 Freedom of Religion or Belief
3 Life, Liberty and Safety	19 Freedom of Expression
5 Torture or Bullying	23 Child Labor
6 Recognition as a Person	26 Education
16 Marriage and Family	29 Duty

4. Artist from Team A draws a picture on the board to illustrate the Human Right, while Team A tries to guess what the Right is. The artist may not speak or use actions or sounds, just drawing. Time the activity for 2 minutes while Team A guesses. If Team A guesses correctly, they get a point.
5. They get additional points if they identify duties that go with it – within the 2-minute time limit.
6. If Team A does not guess the correct Right, allow Team B to guess what the artist is trying to draw. If Team B guesses correctly, they get a point, as well as additional points for duties.
7. Then show everyone the poster or written words for that Right.
8. Now choose an artist from Team B. Show artist B a different poster, and Team B guesses. And so on. Use only the number of Rights that you have time for.

Accept all logical answers. Congratulate everyone.

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

Activity: The Human Knot

- Have students stand in a circle and 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 student is holding the hands of two different people.
- Have them open their eyes, and explain that they have to 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.

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



After everyone is “unknotted,” have the students return to their seats for the discussion.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 69).

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Our Duty to Each Other

UDHR 29

Facilitator Notes and Reflections

Briefly note your thoughts for future reference.

Lesson 1A _____
Date

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

What would or should I do differently next time?

Lesson 1B _____
Date

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

What would or should I do differently next time?

Lesson 2A _____
Date

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

What would or should I do differently next time?

Lesson 2B _____
Date

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

What would or should I do differently next time?

Lesson 3A _____
Date

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

What would or should I do differently next time?

Lesson 3B _____
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.

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

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

Additional Notes: _____

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

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

Here We Are Together

The musical score is written in 3/4 time with a key signature of one flat (Bb). It consists of three systems of music, each with a treble and bass clef staff. The lyrics are: "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." Chord markings include F and C7. Fingerings are indicated with numbers 1, 4, and 5.

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

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

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

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

I'll Walk With You

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

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 covers the lyrics: "I want to be kind to ev-'ry-one, For that is right, you see. So I". The second system covers: "say to my-self, 'Re-mem-ber this: Kind-ness be-gins with me." The score includes various musical notations such as notes, rests, and accidentals. Chord symbols (F, Gm, C7) are placed above the vocal line. Fingerings (1-5) are indicated for both hands. A "slower" marking is placed below the bass line for the final phrase. The piece concludes with a double bar line.

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

This Little Light of Mine

Piano

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

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

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

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

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

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

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

We Are Different

Rhythmically ♩ = 116-120

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

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

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

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

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

Section IV: Mini Posters

Child Labor

Discrimination

Duty

Education

Expression

Life, Freedom and Security

Marriage and Family

Recognition Before the Law

Religion or Belief

Torture or Bullying



The Right to Protection from Child Labor

UDHR 23 and CRC 32



The Right to Protection from Discrimination

UDHR 2 and CRC 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

Child-Friendly Version

The Convention on the Rights of the Child

Article 1, Definition of a child

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

Article 2, Freedom from discrimination

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

Article 3, The child's best interest

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

Article 4, Enjoying the rights in the Convention

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

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

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

Article 6, Right to life and development

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

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

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

Article 8, Preservation of identity

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

Article 9, Separation from parents

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

Article 10, Family reunification

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

Article 11, Protection from illegal transfer to another country

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

Article 12, Respect for the child's opinion

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

Article 13, Freedom of expression and information

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

Article 14, Freedom of thought, conscience and religion

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

Article 15, Freedom of association and peaceful assembly

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

Article 16, Privacy, honor and reputation

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

Article 17, Access to information and media

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

Article 18, Parents' joint responsibilities

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

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

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

Article 20, Alternative care

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

Article 21, Adoption

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

Article 22, Refugee children

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

Article 23, Disabled children

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

Article 24, Healthcare and health services

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

Facilitator Toolkit

Article 25, Periodic review of treatment

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

Article 26, Benefit from social security

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

Article 27, Adequate standard of living

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

Article 28, Right to education

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

Article 29, The aims of education

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

Article 30, Children of minorities and native origin

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

Article 31, Leisure, play and culture

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

Article 32, Child labor

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

Article 33, Children and drug abuse

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

Article 34, Protection from sexual exploitation

The government should protect you from sexual abuse.

Article 35, Protection from trafficking, sale, and abduction

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

Article 36, Protection from other forms of exploitation

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

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

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

Article 38, Protection of children affected by armed conflict

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

Article 39, Rehabilitation of child victims

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

Article 40, Juvenile justice

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

Article 41, Respect for higher human rights standards

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

Article 42, Making the Convention widely known

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

Articles 43-54, Duties of Governments

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

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

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

Section VII: Assessments

Initial Student Assessment

Final Student Assessment

Initial Teacher Assessment

Final Teacher Assessment

Initial Student Assessment



Date: _____ Grade: _____

Student Name: _____ Male: _____ Female: _____

Location: _____ Rural: _____ Urban: _____

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



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

Facilitator Toolkit

Final Student Assessment



Date: _____ Grade: _____

Student Name: _____ Male: _____ Female: _____

Location: _____ Rural: _____ Urban: _____

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



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



Initial Teacher Assessment

Date: _____

Name: _____

School: _____

Grade: _____

Position: _____

Rural: _____ Urban: _____

Check the number that best applies:

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

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

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

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

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



Final Teacher Assessment

Date: _____

Name: _____

School: _____

Grade: _____

Position: _____

Rural: _____ Urban: _____

Check the number that best applies:

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

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

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

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

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

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

✉ 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)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Adress: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph

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