

COLEGA

A MANUAL FOR TEACHING CHILDREN'S RIGHTS

SECONDARY





A MANUAL FOR TEACHING CHILDREN'S RIGHTS

SECONDARY

Presented by

GO-HRE | GENEVA OFFICE
FOR HUMAN RIGHTS
EDUCATION

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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 and youth their rights, as well as
their responsibilities in the exercise of their rights.



Geneva Office for Human Rights Education: Our mission is to make human rights part of every child's education. We focus on children and youth worldwide, teaching them about their rights as stated in the *Universal Declaration of Human Rights*, as well as the *Convention on the Rights of the Child*. We provide **Colega** instruction materials at no cost to the educational organizations that wish to utilize them.

PERMISSION TO LOCALIZE COLEGA LESSONS

The Colega teaching 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 students not only their rights but also their responsibilities in the exercise of these rights.

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 with 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 first in Geneva, Switzerland, and now ever expanding to other countries throughout the world. GO-HRE is an affiliate of 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.

Grounded in the recognition of the inherent dignity of all human beings, as set out in the *Universal Declaration of Human Rights*, this manual is a compilation of best human rights education practices derived from our experience and creativity. 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 Wegeland Centre, and Equitas Play It Fair, to name a few. We readily acknowledge the publications of these organizations as the source material for some of the key 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 twofold:

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

The development of human rights behavior which increases knowledge and improves cultural climates based on human rights principles.

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 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* manual?

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

Who is *Colega* for?

1. **Students approximately ages 6 to 18.** The Primary Manual is for children ages 6 to 11. The Secondary Manual is for youth approximately ages 12 to 18. These manuals help instill human rights values 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 students 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, Glossary, UN Documents (UDHR and CRC), Sample Assessments, Mini Posters

How are the lessons structured?

1. Learning Points, Welcome and Review
2. Introduction and Development of the Human Rights Article for that lesson
3. Conclusion and Challenge
 - The **Challenge** includes the **responsibility** that goes with each lesson's human rights.

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 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 with your colleagues, as well as comments and/or suggestions.
5. **The lessons are designed to be taught consecutively.** If you teach them in a different order you will need to adjust the review material at the beginning of each lesson to match the challenge that was previously taught.

OVERVIEW

Colega Lesson Components

Each lesson in the manual follows the same six steps to simplify the teaching process. Open with a song, chant or poem. Review the challenge presented in the previous lesson and then introduce a new Human Rights Article(s). 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.



Lesson 1A–The Right to Equality

Right to Equality

UDHR Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world...

...The General Assembly proclaims this *Universal Declaration of Human Rights* as a common standard of achievement for all peoples and all nations...

Universal Declaration of Human Rights, Preamble (paragraphs 1 and 8)

Learning Points

1. Students will restate to a friend the purpose of human rights.
2. Students will describe the origin of the *Universal Declaration of Human Rights (UDHR)*

Lesson Outline

1. Welcome

Recite, chant, or sing “Be Our Best” Verse 1 (p. 3)

Or, select a song, poem or activity from your country or culture.

2. Review

Initial Student Assessment (p. 4)

Introduce human rights with the Initial Student Assessment to learn what your students know about human rights. Explain that this is a short questionnaire (not a quiz), and that there are no wrong answers.

Note: Keep the Initial Assessment to compare with the Final Assessment at the end of the course.

3. Introduction

Activity: Getting to Know You with the Talking Stick

Note: You may substitute any other object that fits your culture or area that serves the same purpose of allowing your students to speak and listen to each other.

Questions

1. Describe what it's like when you cannot find a way to say what you want to say. How does that make you feel?
2. Describe what it's like when you have difficulty hearing what someone else is saying. What do you do when this happens?
3. What is a rule that would help in these situations?
4. Hold up the talking stick. What am I holding? How is it used?

This is called a Talking Stick. A variety of groups of people in North America, Africa, Britain, China, Australia, New Zealand, and the Middle East used Talking Sticks anciently to ensure that everyone could be heard and respected in councils. When a person had the Talking Stick, it was their turn to speak. Everyone else listened. The people sat in a circle, suggesting that they all had an equal voice in the exchange of ideas.

This Talking Stick works in our class as a tool to help us have an opportunity to speak and to listen to others.

Instructions for the Teacher

- Divide students into pairs, and give each pair a stick or object to represent a talking stick.
- The person holding the stick shares their name and something that the partner may not know about them, then passes the stick to their partner who also shares their name and something their partner may not know about them. When both partners have finished, they raise their hands.

4. Development

World War II killed millions of people all over the world. After the war, in 1945, men and women from 18 countries and cultures created a set of articles for the whole world that would help everyone live together in peace.

They worked in a way similar to how the Talking Stick circle worked anciently where everyone had dignity and could be heard. Together these representatives wrote 30 articles or principles: the *Universal Declaration of Human Rights* (UDHR).

Read or have a student read the UDHR Preamble.

Show the picture of the United Nations on page 5 and discuss the points below.

- These 30 principles or articles are called **Human Rights**. They help us develop a global community.
- This document was written without reference to any particular culture, political system, or religion.
- These 30 articles declare the protection of the life, liberty, and security of every person. These articles define the human rights of all people. They proclaim the worth of every person on earth, making it clear that we all have equal value.
- These articles help us understand that when we have rights, we also have responsibilities to protect those rights for us and others.

5. Conclusion

Questions

1. What does universal mean? (*For the whole world and everyone in it*)
2. What is a declaration? (*A formal statement of principles*)
3. Why was it important to have people from different countries and cultures on the committee writing the *Universal Declaration of Human Rights*?

6. Challenge

- Make a Talking Stick or something similar that could be used the same way. Tell your family or friends about it.
- Use the Talking Stick to discuss human rights with your family or friends.

Lesson 1A–The Right to Equality

Welcome

Be Our Best

Recite, chant, or sing:

Dignity and children’s rights! Oh, dignity for ev’ryone!

Dignity and children’s rights! Oh, dignity! It can be done!

Musical notation for the first system of the song. It consists of a treble clef staff with a 2/4 time signature and a bass clef staff. The treble staff has a key signature of one flat (Bb) and contains a melody with notes G4, A4, Bb4, C5, Bb4, A4, G4. Chords F, Bb, C7, and F are indicated above the staff. The bass staff contains a bass line with notes G3, F3, G3, F3, G3, F3, G3, F3. Lyrics are written below the treble staff.

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,

Musical notation for the second system of the song. It consists of a treble clef staff with a 2/4 time signature and a bass clef staff. The treble staff has a key signature of one flat (Bb) and contains a melody with notes G4, A4, Bb4, C5, Bb4, A4, G4. Chords F, Bb, C7, and F are indicated above the staff. The bass staff contains a bass line with notes G3, F3, G3, F3, G3, F3, G3, F3. Lyrics are written below the treble staff.

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

Chant

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

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

Song

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

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

To hear the music, go to the **COUNTRIES** menu tab, select **FIJI**, and click on the button that says **Music**.

<https://go-hre.org/resources/music-english/>

Review

Initial Student Assessment

Use this assessment, or refer to it as an example to create your own.

Date: _____ Grade/Age: _____

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.



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Lesson 1B–The Right to Equality

Right to Equality

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Universal Declaration of Human Rights

Article 3

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

Universal Declaration of Human Rights

Article 29

Everyone has duties to the community in which alone the free and full development of his personality is possible.

Universal Declaration of Human Rights

Learning Points

1. Students will explain what is meant by the terms human rights, free, and equal.
2. Students will list three rights related to their lives and personal safety.
3. Students will list three ways they can protect the rights and freedoms of others.

Lesson 1B–The Right to Equality

Lesson Outline

1. Welcome

Recite, chant, or sing “Be Our Best” Verse 2 (p. 3)

Or, select a song, poem, or activity from your country or culture.

2. Review

If you made a Talking Stick or used some other object, tell how you used it to talk to your family or friends about human rights.

3. Introduction

Read or have a student read Article 1 of the UDHR. (p. 6)

Questions

1. What does it mean to be free and equal?
2. Who is born free and equal in rights?
3. Do you have rights even if you are poor?
4. What does it mean when we say human rights? *A right is like a rule that exists because it is the fair thing to do. A human right is a right we all have just because we are human beings. Along with our rights, we have the responsibility and duty to respect the rights of others.*

Read or have a student read Article 3 of the UDHR. (p. 6)

Show the Life, Liberty, and Security of Person Mini poster on page 8.

Questions

1. What are the three rights named in Article 3? *Life, liberty, and security of person*
2. Why are these rights important to you and to your friends?
3. In many places in the world children struggle to live, to be free, and to feel safe. What can be done to help them?

Read or have a student read Article 29 of the UDHR. (p. 6)

Questions

1. What does duty mean? *A moral or legal obligation*
2. What does responsibility mean? *The act of accepting and acting on a duty that has been given to you.*
3. Who is your community?
4. What duty or responsibility do you have to your community?
5. How does your community help you grow?
6. How can you show respect for people who are not like you?

4. Development

Read the following story and show the picture. (p. 9)

“The Race”

Kenyan runner Abel Mutai was in a big race in Spain. He was only a few meters from the finish line, but he got confused with the signs in Spanish, and he stopped, thinking he had finished the race. Spanish runner Ivan Fernandez was right behind him and recognized that Abel was confused. Ivan started shouting to Abel Mutai to keep running.

However, Abel did not know Spanish and did not understand. Realizing what was going on, Ivan pushed Abel across the finish line to victory.

A reporter asked Ivan, “Why did you do this? You could have won the race.”

Ivan replied, “My dream is that one day we can all be winners.”

The reporter insisted, “But why did you let the Kenyan win?” Ivan replied, “I didn’t let him win. He was going to win. The race was his.”

“But you could have won!” the reporter argued.

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?”

<https://www.fairplayinternational.org/honesty-of-the-long-distance-runner>

5. Conclusion

Questions

1. Do you think both runners wanted to win the race? How do you know?
2. Why did Ivan push Abel ahead of him to win the race?
3. What are important things to remember when you race?
4. Why is winning not always the most important thing?
5. What would you have done and why?
6. How does this story relate to respecting the rights of others?

6. Challenge

- Tell your family or friends about Articles 1, 3, and 29 of the *Universal Declaration of Human Rights*, and that rights are like rules that are fair and apply to everyone just because we are human beings.
- Find a way you can respect someone’s rights and tell your family or a friend what you did.



Right to Life, Liberty, and Security of Person



Lesson 2A–Equal and Inalienable Human Rights

Equal and Inalienable Human Rights

Preamble: Right to Equality

1. Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world...

5. ...Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom...

8. ...The General Assembly, proclaims this *Universal Declaration of Human Rights* as a common standard of achievement for all peoples and all nations...

Universal Declaration of Human Rights, – Preamble, Paragraphs 1, 5 and 8.

Learning Points

1. Students will recognize and exercise the rights agreed to by the United Nations (UN) and show respect for the rights of others.
2. Students will explain how everyone benefits when human rights are upheld.

Lesson 2A– Equal and Inalienable Human Rights

Lesson Outline

1. Welcome

Recite, sing or chant “Be Our Best” Verse 3 (p. 3)

Or, select a song, poem, or activity from your country or culture.

2. Review

Tell us about how you respected someone else’s rights.

3. Introduction

In 1945 at the end of World War II, the UN appointed a committee of men and women from different countries and cultures, to create a set of principles for the whole world, known as the *Universal Declaration of Human Rights*. It lists 30 articles or principles that all of us should follow to ensure the life, freedom, and security of every person. These rights and the responsibility to honor the rights of others help us live together in harmony.

As we play a game think about how it relates to the objectives of the *Universal Declaration of Human Rights*.

Activity: “Help or Hinder” (Race to the Top)

- Divide eight students into two groups of four students each to demonstrate the game.
- The purpose of the game is to walk as fast as they can from one side of the room to another.
- 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 their path, or trying to distract them.

Round 1

- Start the walk. Using a clock or stopwatch, time how long it takes everyone in Group A to reach the finish point while being blocked by Group B.
- Announce the time it took. Have Group B stop blocking.

Round 2

- Play again and ask the students to make the same journey, but this time Group B should help Group A to reach the end as quickly as possible.
- Time how long it takes for Group A to make it to the finish line.
- Announce the time.

Questions

1. How does this game relate to the objectives of the *Universal Declaration of Human Rights*? Why were the articles written?

2. Why did Round 2 take less time than Round 1?
3. How is this game like society? *When we work together to help each other, everyone in society progresses more quickly.*
4. What are some ways in life that people hold each other back?
5. Has that ever happened in your own life?

4. Development

Activity: Story, “The Old Man and His Sons” (p. 12)

An old man had some sons who constantly quarreled. 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 to break the sticks in half. They tried with all their strength, but each son failed. Next, he untied the bundle, handed each son a stick, and asked him to break it. Each son could break his stick easily. “You see my meaning?” he said. “We are stronger when we work together than we are alone.”

Questions

1. What caused the old man to worry about his sons?
2. What made it easier to break the sticks?
3. What do you think the father was trying to teach his sons before he died? *Unity brings strength. We all want to be safe, happy, and fulfilled. For this to happen, we need to treat each other with respect and work together.*
4. What does the cord represent that bound the sticks together?
5. How can rules or human rights help us live together peacefully?
6. If you had problems in your community or at home, how would you begin to solve them?

5. Conclusion

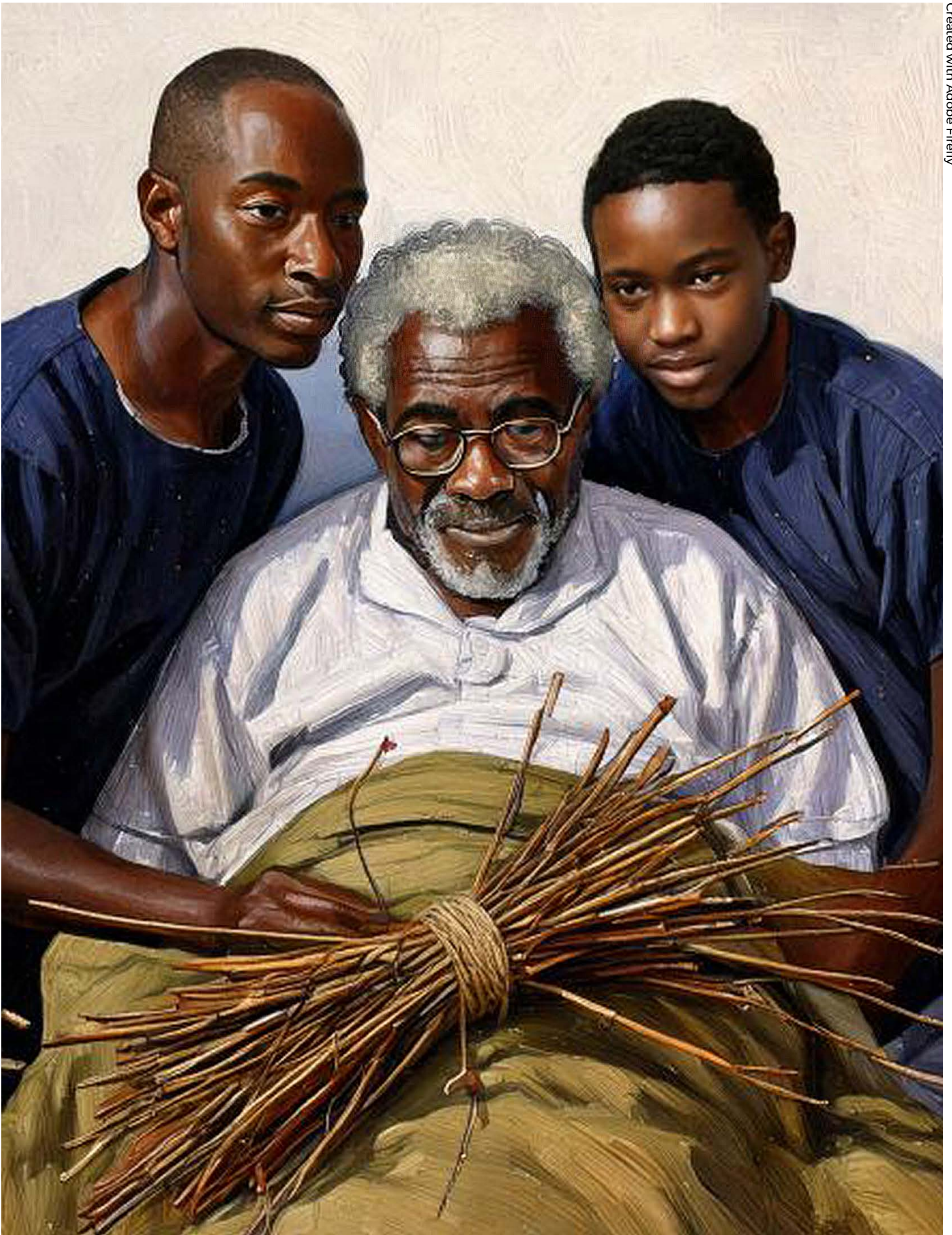
“Never underestimate the power of a small group of committed people to change the world. In fact, it is the only thing that ever has.” - *Margaret Mead, Cultural Anthropologist*

Questions

1. What does the word committed mean?
2. What point does Margaret Mead make?
3. Is it easier to make a change for the better by yourself or with others?

6. Challenge

- Talk with your family or friends about some specific ways we can bind ourselves together and live so that everyone benefits.
- Show respect for the ideas of others around you, as you work in a group. Find ways to work together productively.



Lesson 2B–Equal and Inalienable Human Rights

Equal and Inalienable Human Rights

Preamble: Right to Equality

1. Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world...

5. ...Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom...

8. ...The General Assembly, proclaims this *Universal Declaration of Human Rights* as a common standard of achievement for all peoples and all nations...

Universal Declaration of Human Rights

Article 3

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

Universal Declaration of Human Rights

Learning Points

1. Students will review the rights agreed to by the United Nations (UN).
2. Students will demonstrate the meaning of the words inherent, equal, and inalienable.
3. Students will explain how everyone benefits when human rights are upheld.

Lesson 2B–Equal and Inalienable Human Rights

Lesson Outline

1. Welcome

Recite, chant, or sing “Be Our Best” Verse 3. (p. 3) Or, select a song, poem, or activity from your country or culture.

2. Review

Remember the story about the old man and his sons? Someone tell us specific ways you found to bind yourself to your friends or family so that everyone benefited. What was the challenge?

3. Introduction

Read the Preamble to the *Universal Declaration of Human Rights* and Article 3. (p. 13)

Questions

1. Why do you think the United Nations Commission wrote the *Universal Declaration of Human Rights*?
2. What is a preamble? *An introductory statement designed to help us know the reasons for and the intent of a document.*

4. Development

Have a student read the UDHR Preamble. (p. 13)

Listen for the words: **inherent, dignity, equal, and inalienable.** They all apply to rights.

Questions

1. What does the word inherent mean? *An inborn, permanent, essential, or characteristic attribute.*
2. What does dignity mean? *A state or quality of being worthy of honor or respect.*
3. If we all have inherent dignity, what does that mean?
4. When did we receive that dignity? *When we were born.*
5. Why did we receive it? *Because we are a member of the human family.*
6. Which of the human rights are inherent? *All of them.*
7. What does the word equal mean? *The same in value; a person or thing considered to be the same as another in status or quality*
8. Must people be the same to be equal? *No. Men and women are equal in value, but they are not the same.*
9. How are they equal? *They have the same rights.*
10. What does the word inalienable mean? *Unable to be taken away or transferred from the possessor. It is indestructible.*
11. Can your rights be taken away by someone? *If we have rights just because we are human, our rights can be violated but they cannot be taken from us. They are part of us.*

Read paragraph 1 of the Preamble again.

1. What foundation do the words inherent, equal, and inalienable build? *Freedom, justice, peace in the world*
2. How do these three words build a foundation?

Have a student read paragraph 5 of the Preamble.

1. The UDHR confirms faith in three things. What are they? *Fundamental human rights, the dignity and worth of the human person, and the equal rights of men and women.*
2. What will equal rights for men and women achieve in the world? *Social progress, better standards of life and larger freedom.*

Have a student read paragraph 8 of the Preamble.

What will honoring human rights achieve? *A common standard of achievement for all peoples and all nations.*

Activity: Pantomime Vocabulary Words

Ask for volunteers to act out or pantomime three vocabulary words, without speaking – **equal, inalienable, inherent.** They may make separate shapes or work together to create a single shape to communicate the meaning of the word. The class will guess the word.

Select three students to come to the front of the class. Show them the first word. Allow the class to guess the word.

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

Follow the same steps with the next two words.

Inalienable: Something that cannot be taken away. It is indestructible.

Inherent: A characteristic inside us. We are all born with dignity. It cannot be taken away.

5. Conclusion

Show the Life, Liberty, and Security of Person Mini Poster. (p. 8)

Read or have a student read Article 3 of the UDHR.

Questions

1. What three rights did you hear in Article 3? *Life, Liberty, and Security of Person*
2. How could you define these words in your life today?
3. Which one do you think is the most important? Why?
4. Can we have one without the others? Why or why not?

6. Challenge

- Share your new words with your family or friends: Preamble, Inherent dignity, Inalienable, Equal.
- Explain to a friend how human rights are the foundation of life, liberty, and security. Include the idea that we all have human rights.

Lesson 3A–Freedom From Discrimination

Freedom from Discrimination

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Universal Declaration of Human Rights

Learning Points

1. Students can explain that everyone is entitled to all the same rights and freedoms without distinction or difference.
2. Students can discuss why discrimination against anyone is a violation of human rights.
3. Students will give examples of how women and men are equally well-suited for most tasks.

Teacher Note: These lessons focus mainly on two kinds of discrimination, gender and disability. However, Article 2 includes many others. Feel free to focus on any types of discrimination you feel need to be discussed in your area.

Lesson 3A–Freedom From Discrimination

Lesson Outline

1. Welcome

Select a song, poem, or activity from your country or culture.

2. Review

Activity: Preamble Values, Please! (p. 17)

Draw the game on the board or flip chart.

- Call on individual students to guess letters. Begin with three letters already filled in.
- Each player gets one turn to guess a letter until all the boxes are filled.
- On the board or margins of the paper where students can see them, keep track of the wrong letters guessed.

Answers: **Inherent, Equal, Inalienable**

3. Introduction

Read or have a student read Article 2 from the Universal Declaration of Human Rights. (p. 15)

Explain that Article 2 talks about **Discrimination**.

Question

1. What is discrimination? *Discrimination is treating one another unequally or without dignity or respect, or denying rights to another.*

4. Development

Read Article 2 together. (p. 15)

Questions

1. What does without distinction mean? *It means no matter what. No matter what our race or language, sex, religion, etc., we have all the human rights that everyone else has.*
2. Tell about a time when someone you know was treated differently than others. In what ways?

Read the Story: My Mother Doesn't Work

Zara tells her friend about a typical day for her mother and father: There are sixteen children 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 at about nine o'clock. My father is already asleep by then.

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

Questions

1. Who works in the family?
2. Why might someone say that Zara's mother doesn't work?
3. What were some of her daily tasks?
4. Could those only be done by a woman?
5. Why is the work she does sometimes not recognized?
6. How are the women and men in our communities and families treated differently?
7. Could this be considered discrimination?
8. If this is discrimination, what can we do to decrease this in our families or communities?
9. What other kinds of discrimination are there? Discuss other examples of discrimination listed in Article 2, such as age, race, religion, and language.

There are many different kinds of discrimination.

5. Conclusion

Activity: Does It Fit? (p. 17)

Instructions:

- Write the list of words on the board in two columns or on small pieces of paper in two separate stacks.
- Have a student pick a word from each list or draw a word from each pile, and read them to the class.
- Ask if the two words fit together. Why or why not?

6. Challenge

- Share the story of Zara's Mother with your family or a friend.
- Explain to your family or a friend what discrimination means.
- Pay attention to examples of discrimination this week in your community and think about what you can do to help.

Lesson 3A–Freedom From Discrimination

Review

Activity: Preamble Values, Please!

Draw the game on the board or flip chart.

		h					
--	--	----------	--	--	--	--	--

	q			
--	----------	--	--	--

								b		
--	--	--	--	--	--	--	--	----------	--	--

Answers:
Inherent,
Equal,
Inalienable

1. Call on individual students to guess letters. Begin with three letters already filled in.
2. Each player gets one turn to guess a letter until all the boxes are filled.
3. On the board or margins of the paper where students can see them, keep track of the wrong letters guessed.

Conclusion

Activity: Does it Fit?

Write the list of words on the board in two columns or on small pieces of paper in two separate stacks.

Column 1	Column 2
Black	Superhero
Female	Scientist
Poor	Leader
Talented	Teacher
Caring	Writer
Peaceful	Muslim
African	President
Male	Athlete
Christian	Celebrity

1. Have a student pick a word from each list or draw a word from each pile, and read them to the class.
2. Do the two words fit together? Why or why not?
3. What does this activity show us about discrimination? *Anybody can be anything. There is no discrimination in the list.*



Right to Freedom from Discrimination

Lesson 3B–Freedom From Discrimination

Freedom from Discrimination

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Universal Declaration of Human Rights

Article 23

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

Convention on the Rights of the Child

Learning Points

1. Students can identify examples of discrimination.
2. Students can explain why discrimination against anyone is a violation of human rights.
3. Students can describe what is necessary for those with disabilities to lead a full and independent life and participate in the community.

Teacher Note: 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. More information is included in the Facilitator Toolkit.

Lesson 3B– Freedom From Discrimination

Lesson Outline

Teacher Note: Prior to the beginning of the Welcome, send half of your students to stand in the back of the class. Explain to the students standing that they are not allowed to sit during the Welcome and Review parts of the lesson discussion.

1. Welcome

Select a song, poem, or activity from your country or culture.

2. Review

Have a student read Article 2 of the UDHR. (p. 19)

Share examples of discrimination you saw this week in your community. Were you kind to people who were experiencing discrimination? How did you help?

For those of you who are standing, do you feel equal to everyone else? Since you all have equal rights, why don't you all feel equal? Accept all answers.

Have students standing return to their seats.

3. Introduction

Show the Right to Freedom from Discrimination mini poster. (p. 18)

Read or have a student read Article 23 of the CRC. (p. 19)

Questions

1. What does the word disability mean? *A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions).*
2. How do persons with disabilities experience discrimination? Share examples.
3. What is meant by special care, support, and education?
4. How can someone with a disability have a full and independent life and participate in the community?

4. Development

Read the story: Matt Scott, Paralympic Wheelchair Basketball Athlete (p. 21)

Activity: How Does It Feel?

Have two students sit back to back. Give one student a paper with an abstract shape on it, and the other student a blank piece of paper and a pencil. Without either student seeing the other, the student with the drawing must explain to the

student with the blank paper and pencil how to draw the shapes.

Question

What problems did you face? How did it feel?

Have students try to complete different tasks using only the hand they do not use to write. Play catch or hand out papers one at a time.

Question

What problems did you face? How did it feel?

Set up chairs in different locations around a basketball hoop, or use a container in your classroom as a hoop. Students take turns shooting a ball into the hoop or container while sitting in a chair.

Questions

1. What problems did you face?
2. What skills would you need to develop? What would help you?

<https://www.dvusd.org> and <https://adayinourshoes.com>

5. Conclusion

Discuss the following questions with the class.

Questions

1. What kinds of things can leave someone with a disability? *Birth defects, medical conditions, accidents, war, etc.*
2. What helped Matt Scott overcome the challenges of spina bifida?
3. What kind of discrimination did Matt experience?
4. How did he overcome it?
5. What qualities did Matt need to succeed with his goal to play basketball?
6. What did Matt do to prepare himself for his future employment?
7. How can we help those with disabilities achieve their objectives?

6. Challenge

- Tell your family or a friend the story of Matt Scott and how he succeeded in becoming a Paralympic athlete.
- Think about something you can do this week, even if it is something small, to help prevent discrimination in your family or community.
- Find out what services are available within your community for those with disabilities.

Lesson 3B–Freedom From Discrimination

Development



Matt Scott, Paralympic Wheelchair Basketball Athlete

Matt Scott was born in Detroit, Michigan, USA, with a birth defect called spina bifida, a condition in which the baby's spinal cord does not fully develop. This left him paralyzed from the waist down. He later had both feet amputated. He was fitted with a wheelchair at an early age and learned how to navigate his school and community.

Matt said that people with disabilities face adversity. Many people look only at the limitations, saying a person in a wheelchair has no options in sports, but Matt began playing wheelchair basketball when he was fourteen years old. He was recruited by the United States Men's National Wheelchair Basketball Team directly out of high school. He also played in college at the University of Wisconsin, while earning a B.A. in Sociology. He is married and has two children.

Matt has competed in every summer Paralympic Game since high school graduation. He and his team steadily improved, moving from a 7th place finish in 2004 to a bronze medal in 2012 in London, a gold medal in 2016 in Rio, and a gold medal in 2020 in Tokyo. Matt made his debut as a reporter for NBC Universal's coverage of the 2024 Paris Summer Paralympic Games. Matt is known for his commitment, persistence, and discipline. He advocates for inclusion and universal participation in sports.

<https://sportaction.eu/inspiring-paralympic-stories/congress.gov/117/meeting/house/115198/HHRG-117-PW05-Bio-Scottm-20221117.pdf>

Lesson 4A–Freedom From Inhuman Treatment

Freedom from Inhuman Treatment

Article 3

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

Universal Declaration of Human Rights

Article 5

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

Universal Declaration of Human Rights

Learning Points

1. Students will explain to others the meaning of torture, cruel, inhuman or degrading treatment or punishment.
2. Students can define bullying and give specific examples.

Lesson 4A—Freedom From Inhuman Treatment

Lesson Outline

1. Welcome

Song Suggestion: “Kindness Begins with Me” (p. 24)

Or, select a song, poem, or activity from your country or culture.

2. Review

Share something you did recently to help prevent discrimination in your family or community. What did you discover about services available in your community for the disabled?

3. Introduction

Have a student read Article 3 and explain what it means. (p. 22)

Questions

1. What does security of person mean? *To feel secure and safe*
2. How do we feel when we are attacked or threatened? *Unsafe, uncomfortable, upset*
3. What behaviors could cause us to feel afraid this way?

4. Development

Read or have a student read Article 5 (p. 22)

Question

1. What does it mean to torture? *To cause someone terrible pain*
2. What is cruel treatment or punishment? *Willfully causing pain or suffering to others with no feeling or concern about it*
3. What is inhuman treatment or punishment? *Treatment that causes intense physical or mental suffering*
4. What is degrading treatment? *Treatment that is extremely humiliating and undignified*
5. What is a word that could be used to describe these behaviors? *Bullying*
6. What is bullying? *Bullying is the use of force, coercion, hurtful teasing or threat, to abuse, aggressively dominate or intimidate. The behavior is intentional and habitual. The bully seeks power over someone perceived as more vulnerable.*
7. What are some forms of bullying that you have observed? *May include: threats, rumors, physical or verbal attacks, exclusion of a person from a group on purpose, hitting, kicking, pinching, spitting, tripping, pushing, taking things that do not belong to you, mean or rude comments or gestures, cyberbullying*

Activity: Paper Mash-up - Bullying Is...

Instructions

Pass out paper and pencils.

1. Ask students to write ‘Bullying is...’ at the top of their paper. Students take one minute to draw a simple picture or words about what bullying looks like. Bullying is something that somebody does on purpose to make you feel bad or hurt you, and the person does it many times. For example: making fun of your clothes, hitting, pushing, teasing, calling names, taking things without permission, saying things about you behind your back, cyberbullying, sending mean notes, emails, or texts.
2. When finished, have students pair up. Give them two minutes to discuss their pictures and words.
3. Ask students to follow these instructions:
 - Crumple your paper into a ball, nice and tight.
 - Unfold your picture and smooth it out as flat as possible.
 - Describe the condition of your picture now.

Questions

1. Were we able to get rid of the wrinkles on our crumpled papers?
2. What did the wrinkles represent? *It’s difficult to take back unkind words or actions.*
3. What can we do if someone is experiencing abuse or they are afraid because someone is bullying them?
4. Why is it important that we all feel safe?
5. How can we help each other feel safe?

Even though it may be hard to repair the damage done by a bully we can try to report bullying when we see it, and offer support to the person being bullied.

5. Conclusion

Discuss the following questions with the class.

Questions

1. What is bullying? *Bullying is the use of force, coercion, hurtful teasing, or threat to abuse, aggressively dominate or intimidate. The behavior is intentional and habitual. The bully seeks power over someone perceived as more vulnerable*
2. Where can bullying happen? *Before, during or after school, on the playing field, in the neighborhood, on the internet, anywhere*
3. Why do people bully others? *To sustain social power or status, to prove allegiance to a group, to fit in, to exclude others, to control behavior*
4. Why is it important that we all enjoy life, liberty, and security of person?

6. Challenge

- Talk with your family or friends about the definition of bullying.
- Ask them to share their experiences with bullying.

Lesson 4A—Freedom From Inhuman Treatment

Welcome

Kindness Begins With Me

Words and music: Clara W. McMaster

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 contains the first two lines of the song, and the second system contains the last two lines. Each system has a vocal line on a treble clef staff and a bass line on a bass clef staff. Chords are indicated by letters above the vocal line: F, Gm, C7, and F. Fingerings are indicated by numbers 1-5 below notes. The tempo is marked 'Simply' with a quarter note equal to 60-69 beats per minute. The instruction '(Conduct two beats to a measure.)' is provided. The lyrics are: '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."'. The final phrase 'Kind-ness be - gins with me.' is marked 'slower' and has a fermata over it.

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

To hear the music, go to the **COUNTRIES** menu tab, select **FIJI**, and click on the button that says **Music**.

<https://go-hre.org/resources/music-english/>



Right to Protection from Torture, Cruel, or Inhuman Treatment

Lesson 4B–Freedom From Inhuman Treatment

Freedom from Inhuman Treatment

Article 3

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

Universal Declaration of Human Rights

Article 5

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

Universal Declaration of Human Rights

Learning Points

1. Students will define bullying.
2. Students will explain the difference between an Upstander and a Bystander.
3. Students will discuss methods to deal with bullying.
4. Students can explain why it is important to report bullying to someone they trust.

Lesson 4B–Freedom From Inhuman Treatment

Lesson Outline

1. Welcome

Song Suggestion: “Kindness Begins with Me” (p. 24)

Or, select a song, poem, or activity from your country or culture.

2. Review

Share an example of bullying that a friend or family member shared with you. How does that example compare to the ones you have seen or experienced? How are they the same? How are they different?

3. Introduction

Ask a student to read Article 5 and explain what they think it means. (p. 26)

Ask another student to read Article 3 and explain how it relates to Article 5. (p. 26)

Questions

1. How do these articles work together to protect us from harm?
2. What do we call someone who purposely and repeatedly uses force, coercion, hurtful teasing, or threats to abuse or aggressively dominate or intimidate someone?
A bully

4. Development

We often recognize bullying when it happens, but what should we do to make the bully stop? Accept all answers.

The Six ‘R’s’ for Handling Bullying

1. **Recognize** bullying.
Know it when you see it.
2. **Review** where to get help.
Sometimes it’s dangerous to try to stop a bully. Where can you go to get help if you need it? Review your local resources and policies.
3. **Report** bullying.
Researchers report that 57% of incidents of bullying stop within ten seconds when someone intervenes on behalf of the victim. (Polanin, Espalage & Pigott, 2012)

Do you remember the definition of an **Upstander**? A *person who sees bullying and stands up to the bully by speaking out to stop it or getting help from a person with authority.*

Sometimes it is not safe to physically stop a bully, but we can report it and get help.

4. **Reject** standing by and doing nothing.

What is a **Bystander**? *A person who sees bullying and stands by, watches, and does nothing.*

5. **Reassure** and support the victim of bullying.
6. **Refuse** to bully.

Activity: What Do I Do? (p. 28)

Tell the stories and ask students what they would do to help stop the bullying.

Teacher Note: Change student names and examples as necessary to match your culture.

5. Conclusion

Discuss the following questions with the class.

Questions

1. What are the six methods for dealing with a bully?
2. Why isn’t it always safe to stand up to a bully? What can you do instead?

Show the Right to Protection from Torture, Cruel or Inhuman Treatment mini poster on page (p. 25)

Read Article 5 together as a class. (p. 26)

6. Challenge

- Tell your family or a friend about Article 5 in the UDHR and how it applies to bullying. Describe to them the six methods you can use to deal with bullying.
- Explain the difference between an Upstander and a Bystander.
- Be an Upstander. Decide right now not to be a Bystander the next time you see someone being bullied.

Lesson 4B–Freedom From Inhuman Treatment

Development

Activity: What Do I Do?

Tell the stories below and ask students what they would do to help stop the bullying.

Story 1

Ella and her family moved to a new neighborhood. She had lots of friends, both boys and girls. Unfortunately, two girls in her neighborhood were jealous of Ella. They began spreading rumors and lies about her on the internet, saying that her behavior was not good. Soon other girls in the neighborhood thought Ella was not good and their parents didn't want them to be friends with her.

- What could you do to be an Upstander in this situation?

Story 2

Heather was very tall for her age and she had an illness that affected her appearance. She was often the object of ridicule, teasing, and taunting. Heather didn't feel like she had value, even though she was very smart and good at school.

- What could you do to be an Upstander in this situation?

Story 3

John began losing hearing when he was seven years old. At first, he loved his hearing aids because he could finally hear what others were saying. When he got into secondary school, he had to remove the hearing aids and put them in his locker when he played soccer or climbed ropes in the gym. One day he came back from soccer and found the hearing aids were missing. Some of the boys laughed and pointed to another row of lockers. When John turned the corner, he saw his hearing aids on the ground, smashed.

- What could you do to be an Upstander in this situation?

Story 4

Nikola liked playing basketball with his friends after school. One day Stefan came to the court and started calling Nikola and his friends ugly names. Stefan walked up to Nikola and took his ball. Nikola told Stefan and his friends that they could play, but the basketball was his. Stefan began shoving Nikola so hard he fell to the ground. His friends started calling Nikola names and laughing at him as they passed the ball around above him.

- What could you do to be an Upstander? Is it safe?

Story 5

Simon is worried about going to school. Everyone knew he was different from others. He wore different clothes, and ate different food. He was slowly learning the language, but he sounded different. One day he was surrounded by a group of boys just beyond school. The boys hit, kicked, and spit on Simon. They called him rude names and told him to go back where he came from. A group of students gathered around to watch.

- What could you do to be an Upstander? Is it safe?

Story 6

Mara saw what was going on. Girls were whispering, passing notes, and laughing. She knew she was the target of their fun because they had done the same thing online. She didn't even look at her phone anymore. Now the same thing was happening at school. She wanted to be invisible.

- What could you do to be an Upstander?

Lesson 5A–Right to Marriage and a Family

Right to Marriage and a Family

Article 16

- 1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- 2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- 3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Universal Declaration of Human Rights

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Convention on the Rights of the Child

Learning Points

1. Students will be able to define the meaning of family.
2. Students will understand why families are important to their evolving capacities.

Lesson 5A–Right to Marriage and a Family

Lesson Outline

1. Welcome

Select a song, poem, or activity from your country or culture.

2. Review

Activity: Questions in a Box (p. 31)

Everyone stands in a circle with the teacher in the middle. Students pass the Question Box around while the group sings a song. 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 four questions.

3. Introduction

Show the The Right to Marriage and a Family mini poster and read article 16, point 3 (p. 32)

Families are so important that one of the UDHR and CRC Articles focuses on the family.

What is the definition of family? *The natural and fundamental unit of society. A group of people who are related by birth, marriage, adoption, or strong emotional bonds, and who live together or care for each other. Families can include parents, grandparents, children, siblings, aunts, uncles, and pets. Family members usually love and care for each other. Families can look very different from each other.*

Read or have a student read the Convention of the Rights of the Child, Article 5. (p. 29)

Questions

1. What are the responsibilities of your parents or those legally identified to care for you?
2. How do those responsibilities change as you grow?
3. What does **evolving capacities** mean? *The increasing ability to make reasoned decisions in different parts of a child's life.*

4. Development

Show Family Photographs (p. 33)

Questions

1. What kinds of families do you see?
2. How does this relate to growing up or your evolving capacities in Article 5?
3. Who is it that guides your decisions?
4. Why do we need a family?

While your family may not look like one of these photos, the people you live with are your family. We need each other.

Questions

1. Is it possible to expand the meaning of family?

2. What does the word kinship mean? *A family-like relationship telling us how we are connected to one another. A complex, universal system.*

Show the picture of Mother Teresa, read the text, and ask the questions. (p. 34)

Mother Teresa, universally admired for her charitable work, diagnosed the world's ills in this way, "We've just forgotten that we belong to each other." Kinship is what happens to us when we refuse to let that happen. With kinship as the goal, other essential things fall into place; without it, no justice, no peace. *Boyle, Gregory. Tattoos on the Heart. Free Press, New York, 2010*

Questions

1. How is the community that we live in like a family?
2. How is our country like a family?
3. How are the countries that came together to write the *Universal Declaration of Human Rights* like a family?
4. How is our world like a family?
5. What do you think about what Mother Teresa said concerning kinship?
6. How does the Preamble of the UDHR support the definition of kinship and the human family?

5. Conclusion

Activity: Human Chair (p. 35)

Questions

1. Was it easier or harder to carry someone with the help of another person? Why?
2. What would happen if the passenger bounced around or hit one of the carriers?
3. How is this activity like living in whatever kind of family you have? *Each person has a different role or strengths that help others. Each one is important. We learn cooperation.*
4. How does this activity relate to the idea of kinship and a universal family?
5. Why are families a beautiful thing, no matter what they look like?

6. Challenge

- This week ask your family or a friend to tell you how they handled a difficult situation. Who helped them?
- If appropriate, try using the Talking Stick (from Lessons 1A & 1B) to discuss an issue or situation in your family. Sit in a circle, passing the Stick to each person. Each one identifies three things:
 1. The concern, issue, or situation.
 2. What he or she can do to address it.
 3. What he or she needs from others.

Lesson 5A–Right to Marriage and a Family

Review

Activity: Questions in a Box

Everyone stands in a circle with the teacher in the middle. Students pass the Question Box around while the group sings a song. 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 four questions.

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

1. What does the word bullying mean?

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

2. What is an Upstander?

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. What is a Bystander?

A Bystander is a person who sees bullying and STANDS BY watching, doing nothing to stop it.

4. What are some of the methods you can use to deal with bullying?

- *Recognize bullying.*
- *Review where to get help for someone being bullied.*
- *Report bullying.*
- *Reject standing by and doing nothing.*
- *Reassure and support the victim of bullying.*
- *Refuse to bully.*

5. 57% of bullying will stop within how many seconds when someone intervenes on behalf of the victim?

Ten seconds.

1. What does the word bullying mean?

2. What is an Upstander?

3. What is a Bystander?

4. What are some of the methods you can use to deal with a bully?

5. How fast can bullying stop if someone intervenes?



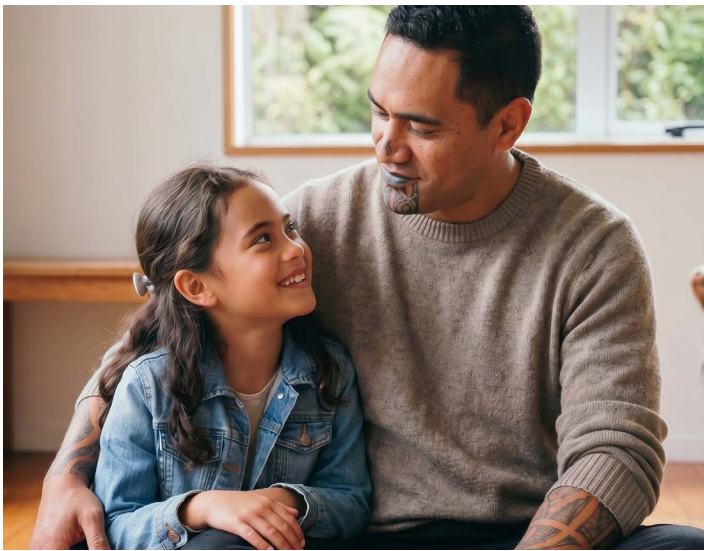
Right to Marriage and a Family

Lesson 5A–Right to Marriage and a Family

Development

Family Photographs

Licensed through iStock and Adobe Stock



Development

Mother Teresa



Mother Teresa, universally admired for her charitable work, diagnosed the world's ills in this way, "We've just forgotten that we belong to each other." Kinship is what happens to us when we refuse to let that happen. With kinship as the goal, other essential things fall into place; without it, no justice, no peace. *Boyle, Gregory. Tattoos on the Heart. Free Press, New York, 2010*

The Preamble of the UDHR supports the idea of kinship as it relates to the human family.

"Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world...

...The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations..."

Universal Declaration of Human Rights, Preamble, (paragraphs 1 and 8)

Lesson 5A–Right to Marriage and a Family

Conclusion

Activity: The Human Chair

1. Divide students into groups of three.
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 human chair.
5. Lower the human chair, and let the third person sit on the human 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 large, you may have only two or three groups demonstrate.



<https://www.wikihow.com/Do-a-Two-Person-Arm-Carry#/Image:Do-a-Two-Person-Arm-Carry-Step-8.jpg>

Lesson 5B–Right to Marriage and a Family

Right to Marriage and Family

Article 16

- 1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- 2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- 3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Universal Declaration of Human Rights

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Convention on the Rights of the Child

Learning Points

1. Students explain why families are important for direction and guidance in exercising their rights.
2. Students will outline the protections they enjoy concerning marriage.

Lesson 5B–Right to Marriage and a Family

1. Welcome

Select a song, poem, or activity from your country or culture.

2. Review

- Tell us about your experience in using the Talking Stick with your family.
- Turn to the person next to you and share the story of a family member or friend doing something difficult. Could you make a story or a play out of this narrative?

3. Introduction

Have a student read UDHR, Article 16. (p. 36)

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

Questions

1. Why is the family the fundamental group unit of society?
2. What do the words men and women of full age mean in relation to marrying? *A person must be a legal age to marry*
3. Who has rights when it comes to marrying? *Both men and women*
4. What does the word dissolution mean when applied to marriage? *The end or termination of the marriage*
5. Does dissolution affect the rights of the husband and wife? *No, they remain equal*
6. Who can force you to marry? *No one*

4. Development

Activity: Balkissa the Girl Who Said No to Marriage

Tell the story of Balkissa. Ask the students to listen to what the people in the story say, because they will act this story out afterwards.

Teacher Note: Another option would be to have students imagine that they are a character in the story. Then they can discuss how they would feel rather than acting it out.

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. Her mother said she had no power to stop it. Her father said he couldn't help 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 that helped her take legal action against her father and uncle for forcing her into a marriage she did not want. In court, the lawyer asked Balkissa if she wanted to marry her cousin. The judge threatened to put the uncle and father in jail. Balkissa's uncle claimed the whole thing was 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. Balkissa's father reminded her uncle that he might end up in jail if he carried out his threat. 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 is often linked to terrible violence in marriage. It also leads to the deaths of premature babies and of young child brides who get pregnant before their bodies are ready for pregnancy. (Adapted from Sarah Buckley, BBC News, <http://www.bbc.com/news/magazine-35464262>)

Activity: Drama in the Family (p. 38)

Follow the instructions on page 38. The class will act out the story of Balkissa.

Read Article 16 again. (p. 36)

5. Conclusion

Questions

1. Why is it important for families to talk and work together?
2. How did knowing about her human rights help Balkissa?
3. What are the laws in your country about child marriage?
4. How does knowing about your human rights help you in your life?

6. Challenge

- Talk with your family or a friend about the story of Balkissa and how the story was resolved.
- Invite your family or a friend to talk about other possible solutions to the story.
- Research the laws regarding marriage in your country.

Activity: Drama in The Family

Characters in the story: *Balkissa, Father, Mother, Principal, Lawyer, Uncle, Judge*

As you identify characters select students to come to the front of the class so that they can step into each scene.

What are the main scenes in this drama? Talk through each scene, allowing students to create their own dialogue based on the story.

Scene 1: Father and Balkissa

What does Father tell Balkissa?
How does she respond?

Scene 2: Balkissa, Mother and Father

What does Balkissa ask Mother and Father to do?
What does each say in response?

Scene 3: Balkissa and Principal

What does Balkissa ask Principal?
Where does he send her? Why?

Scene 4: Balkissa, Lawyer, Uncle, and the Judge

In court what does Lawyer ask Balkissa?
What does Balkissa say?
What does Uncle say?
What does the Judge say?

Scene 5: Uncle, Balkissa, Father and Mother

What does Uncle threaten to do?
What does Balkissa do?
What does Father say to Uncle?
What do Mother and Father say about forced marriage?

Scene 6: Teacher and Balkissa

Teacher asks Balkissa: What did you do after things were settled in your family?
What do you tell other girls now about marriage?

Lesson 6A–Freedom of Religion and Belief

Freedom of Religion and Belief

Article 18

Everyone has the right to freedom of thought, conscience, and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship, and observance.

Universal Declaration of Human Rights

Learning Points

1. Students will discuss why Freedom of Religion is important.
2. Students will identify the various rights related to elements of practice of thought, conscience and religion.
3. Students will state why it is important to be able to change their beliefs or religion.

Lesson 6A—Freedom of Religion and Belief

Lesson Outline

1. Welcome

Select a song, poem, or activity from your country or culture.

2. Review

After sharing the story of Balkissa, did you find other possible solutions?

Share any research you found about marriage laws in your country. How do those laws work with human rights?

3. Introduction

Read UDHR, Article 18, and show the Right to Freedom of Thought, Conscience, and Religion mini poster. (p. 41)

Questions

1. What are thoughts? *Ideas and opinions*
2. What is conscience? *Inner feelings telling you what is right or wrong in thoughts and behavior*
3. What is religion? *A set of spiritual beliefs and practices*
4. What are beliefs? *Trust, faith, or confidence in someone or something*
5. Why was it important to include an article about freedom of thought, conscience, and religion in the *Universal Declaration of Human Rights*?
6. What conflicts have you observed related to freedom of thought, conscience, and religion in families and your community? How could respecting others' beliefs help resolve these conflicts?
7. Why is it important to be able to exercise this right alone or in community with others, in public or private?
8. Why is it necessary to be able to exercise our religion or belief in teaching, practice, worship, and observance?
9. Who has access to this freedom? What if someone's religion or belief is different from those around them?

4. Development

Activity: Six Photos - Freedom of Religion or Belief (p. 42)

Questions

1. What do you see in these photos?
2. How did each person express his/her religion differently? Be specific.
3. What different religions or beliefs exist in your community?
4. How do you express your religion or belief?
5. When was a time you were not able to express your beliefs?
6. How can you respect others' beliefs while practicing your own?

7. How does respecting others' beliefs make everyone's lives better?

5. Conclusion

Read or have a student read UDHR, Article 18 again.

This right guarantees that we can do three things.

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

Questions

1. Why is it important that we have the right to our own thoughts, conscience, religion, and beliefs?
2. Why is it important to be able to change our religion or beliefs?
3. Why is it important to be able to manifest our religion or beliefs in teaching, practice, worship, and observance?

6. Challenge

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



Right to Freedom of Thought, Conscience, and Religion

Lesson 6A–Freedom of Religion and Belief

Development

Activity: Six Photos–Freedom of Religion or Belief

Christian



Hindu



Licensed through iStock and Adobe Stock

Muslim



Atheist (No Religion)



Jewish



Buddhist



Lesson 6B– Freedom of Religion and Belief

Freedom of Religion or Belief

Article 18

Everyone has the right to freedom of thought, conscience, and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship, and observance.

Universal Declaration of Human Rights

Article 14

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.

Convention on the Rights of the Child (Child Friendly Version)

Learning Points

1. Students will identify their rights related to freedom of thought, conscience and religion.
2. Students will describe how they can exercise their rights in connection with worship and observance, while respecting the rights of others to do the same.

Lesson Outline

1. Welcome

Select a song, poem, or activity from your country or culture.

2. Review

What did you learn 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

Activity: News Flash, Religions Work Together

Read and discuss the news story.

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, Baha'i 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.

Questions

1. In what ways did these events surprise you?
2. How do you feel about the way the Muslims reacted after hearing about the attack on the Catholic church? What would you have done?
3. Who has the right to his/her own religion or belief?
4. How can we increase tolerance for a variety of religions?
5. What do you think a House of Religions should do?
6. If you built a House of Religions, what design would you use?

4. Development

Have a student read Article 14 of the CRC on page 43. Show the Right to Freedom of Thought, Conscience, and Religion mini poster (p. 41).

This Article tells us about our right to freedom of religion or belief.

Questions

1. If we have the right to our own beliefs and religion, how should we treat people who have different beliefs than we have?
2. 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?
3. What is an example of someone who was not allowed to practice their religion?
4. How do we show respect if we don't agree?
5. What are some beliefs that we may have in common?
6. How do your parents guide you in religious matters?

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

5. Conclusion

Questions

1. How have people of other faiths treated you? How did it make you feel?
2. Can you describe a time when you were not able to express your beliefs? Explain your feelings.
3. How can you respect the beliefs of other people while practicing your own?
4. What if people change their beliefs? Is that wrong? How can we still support them?
5. 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.*
6. How does respecting the religion or beliefs of others improve our lives?

6. Challenge

- Design your own House of Religions.
- 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 or a friend.
- Many religions encourage members to help others. Those who do not have a religion often help other people, also. Talk with your family or a friend about ways you could help someone in your community. *Ideas: Help a younger child learn something new. Help an elderly person with a task. Join a service group.*

Lesson 7A–Freedom of Opinion and Expression

Freedom of Opinion and Expression

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Universal Declaration of Human Rights

Article 13

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.

Convention on the Rights of the Child

Learning Points

1. Students will explain what it means to have the right to freedom of opinion and expression.
2. Students will explain a variety of ways to share what they think with others.

Lesson 7A–Freedom of Opinion and Expression

Lesson Outline

1. Welcome

Select a song, poem, or activity from your country or culture.

2. Review

Have students share designs for their House of Religions and discuss reasons for the different layouts.

Activity: Limited Expression

What are the values 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 mouths and ears covered as the REVIEW continues.
- Have two or three 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

Read UDHR, Article 19 about Freedom of Opinion and Expression (p. 45)

Questions

1. What do you think about the requests made of Students A and B?
2. Were they free to find out things and share them with other people?
3. Student A, how did you feel during the activity with your mouth covered?
4. Student B, how did you feel with your ears covered?
5. How did the rest of you feel knowing that someone could not speak or hear as well as you could?
6. Can you think of a time when you were not able to express yourself? How did it feel to keep thoughts and feelings inside?
7. Can you think of a time when you felt like nobody was listening?
8. What are some external forces that keep you from expressing yourself or feeling understood?

Read UDHR, Article 19 again.

What human right do you think this refers to?

Show The Right to Freedom of Opinion and Expression mini poster. (p. 47)

4. Development

Activity: Malala’s Story (p. 48)

Read the story about Malala Yousafzai.

5. Conclusion

Read CRC, Article 13 about the right to seek and receive information. (p. 45)

Questions

1. How does the story of Malala relate to Article 13?
2. What are some other ways to express yourself besides speaking? *Writing, art, television, radio, and the Internet, etc.*
3. How do I know if my sources are reliable? Ask yourself these questions:
 - Who is the author or authority?
 - What is the purpose of the content?
 - Is it accurate?
 - Who is it from?
 - Why does this source exist?
 - How does this source compare to other sources?

6. Challenge

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



Right to Freedom of Opinion and Expression

Lesson 7A–Freedom of Opinion and Expression

Development



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Activity: Malala’s Story

Malala Yousafzai was born in Pakistan in 1997. More than half the girls there didn’t go to school even though most of the boys did. This bothered Malala. Her father was headmaster of her school and a big defender of education for girls.

When soldiers came to her town, they said girls couldn’t go to school. However, Malala and her friends refused to obey. 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 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. She has been described 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.”

Lesson 7B–Freedom of Opinion and Expression

Freedom of Opinion and Expression

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Universal Declaration of Human Rights

Article 13

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.

Convention on the Rights of the Child

Learning Points

1. Students will justify why they have the right to seek, get and share their own opinions as long as the information is not damaging to them or to others.
2. Students will discuss the variety of ways to create information to share using various sources (e.g. writing, art, television, radio, and the Internet).
3. Students will identify their rights and responsibilities in expressing themselves with others.

Lesson 7B—Freedom of Opinion and Expression

1. Welcome

Select a song, poem, or activity from your country or culture.

2. Review

Show The Right to Freedom of Opinion and Expression mini poster. (p. 47)

You were challenged to express your feelings in the form of a poem, picture, song, or rap about the community you live in. Turn to a person nearby and share what you both created.

Question

What did you understand about how your partner felt about their community?

3. Introduction

Activity: Article 13 (p. 49)

Part 1

Note to Teacher: Cover Part 2 of the Article

Have a student read the first part of Article 13, stopping after the word internet.

Explain that the writers of this article added something more about a limit on this right.

Uncover Part 2

Allow the student to finish reading the article.

4. Development

Questions

1. What are the times when we shouldn't say what we're thinking?
2. Have you ever heard someone say something that wasn't true about someone else?
3. How did it affect the person who told the untruth?
4. How did it affect the person who was lied about?

Read Article 13 together as a class.

Activity: Quoting Famous People

Divide the class into three groups. Share one of the quotes listed below with each group.

"Resentment is like drinking poison and then hoping it will kill your enemies."

Nelson Rolihlahla Mandela - South African anti-apartheid activist, politician, and statesman

"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

Questions

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

Show The Right to Freedom of Opinion and Expression mini poster again. (p. 47)

Question

1. If you have 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.*
2. What should you do regarding the source of your information? *Double-check that it is a reliable and trustworthy source of information.*

6. Challenge

- Think about the quotes we used in class and be able to summarize one to share with your family or friends.
- Find a quote that you like and bring it to class next time.

Lesson 8A–Right to Legal Recognition

Right to Legal Recognition

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Universal Declaration of Human Rights

Article 15

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Universal Declaration of Human Rights

Article 7, Paragraph 1

The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

Convention on the Rights of the Child

Article 8

(1) States Parties undertake to respect the right of the child, preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

(2) Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to reestablishing speedily his or her identity.

Convention on the Rights of the Child

Learning Points

1. Students will discuss reasons why it is important to have their birth legally registered.
2. Students will explain why everyone has a right to a name and a nationality.
3. Students will defend the statement: “Everyone has a right to recognition everywhere as a person before the law.” *UDHR, Article 6.*

Lesson Outline

1. Welcome

Recite, chant, or sing “I Am Me” (p. 53) Or, select a song, poem or activity from your country or culture.

2. Review

If you have freedom of opinion and expression, what would your responsibility be?

- Make sure that what you say is true or accurate and your source is reliable.
- If you want your voice heard and respected, you need to listen respectfully to others.

Share the quote that you found.

Questions

1. What do you think the person quoted is saying?
2. How does this quote make you feel?

3. Introduction

Show The Right to Legal Recognition mini poster (p. 53). Read articles 6 and 15. (p. 51)

Questions

1. What is nationality? *Nationality is the legal status of belonging to a particular nation.*
2. Why is it important to know our nationality?
3. Can we change our nationality? *Yes. A person must receive permission to enter a country, then apply to a government office in the country where they intend to establish citizenship. They then need to follow the guidelines of the country.*

Read articles 7 and 8. (p. 51)

4. What does State Parties mean? *The country has agreed to a treaty that recognizes human rights.*
5. When is our birth registered? *Around the time of our birth.*
6. What is a birth registration? *A legal record of where the child was born and the name of his/her parents.*

4. Development

Questions

1. Why is birth registration important?
 - *It is a legal proof of identity.*
 - *It is required for a child to get a birth certificate.*
 - *It helps government protect the child's rights.*
 - *It helps government decide where and how to spend money to provide services such as health care, education and immunization, etc.*
2. What is the difference between birth registration and birth certificate? *Birth registration records a birth with the government. The record is kept in a government office. Generally a birth certificate is issued by the government and given to the parent or caregiver.*

3. Where can a birth registration 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.*
4. What happens if a child isn't registered? *Birth registration is the only legal way for a child to get a birth certificate.*
5. What does a birth certificate protect?
 - *This legal proof of identity can help protect children from violence, abuse and exploitation. Without a birth certificate, children are unable to prove their age, which puts them at a much higher risk of being forced into early marriage, the labor market, or recruited into armed forces.*
 - *It can also help protect migrant and refugee children against family separation, trafficking and illegal adoption. Without it, these children are at a much higher risk of statelessness, meaning they do not have legal ties to any country, including a nationality.*
 - *Without a birth certificate, many children can't get routine vaccines and other healthcare services. They may be unable to attend school or register for exams. As a result, their future job opportunities are extremely limited, which makes them more likely to live in poverty.*
 - *In young adulthood, children will need this official identification for basic but important transactions like opening a bank account, registering to vote, getting a passport, entering the formal job market, buying or inheriting property, or receiving social assistance.*

5. Conclusion

Read this quote and discuss it with your class:

“The births of around one quarter of children under the age of five worldwide have never been recorded. These children's lives cannot be protected if governments don't even know they exist. Even when children are registered, they may not have proof of registration. An estimated 237 million children under the age of five worldwide currently do not have a birth certificate.” <https://www.unicef.org>

Read articles 6 and 15 (p. 51) Show the sample birth information form (p. 55). Ask students to copy the information from the form.

6. Challenge

- Share the information on the sample birth information form with your family. Fill in as much as you can.
- Ask your parents or guardian if your birth has been registered.

I Am Me

Welcome

Kristina Evonne Carter

Recite, chant, or sing:

Who am I? I am a per__ son, I am me, I am of val-

ue. I am me, I am__ me, I am__ me. I have a right

to be ac-cept - ed__ Eve - ry - where__ as a per - son. I have a name,

I have a name,__ I have a name.__ I have__

an i - den-ti - ty reg - is - tered__ with__ my na-tion - al - i - ty First name, last name

birth-day, boy or girl.__ I've got__ in - di-vid-u - al - i - ty, I am__ part

of a fami-ly. I have these rights eve-ry where I go.__ Who am I? I am a per

son, I am me, I am of val - ue. I am me, I am__ me, I am__ me.

I have a right__ to be ac cept__ ed__ Eve - ry - where__ as a per

son. I have a name,__ I have a name,__ I have a name.__

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To hear the music, go to the **COUNTRIES** menu tab, select **FIJI**, and click on the button that says **Music**.

<https://go-hre.org/resources/music-english/>



Right to Legal Recognition

Lesson 8A–Right to Legal Recognition

Conclusion

Sample Birth Registration Form

A “universal birth certificate” would typically include the following information, aiming to be easily understood across different countries:

Personal Details:

Full Name (First, Middle, Last)

Date of Birth (Day, Month, Year)

Place of Birth (City, State/Province, Country)

This is NOT a Legal Form

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

Lesson 8B–Right to Legal Recognition

Right to Legal Recognition

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Universal Declaration of Human Rights

Article 15

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Universal Declaration of Human Rights

Article 7, Paragraph 1

The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

Convention on the Rights of the Child

Article 8

(1) States Parties undertake to respect the right of the child, preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

(2) Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to reestablishing speedily his or her identity.

Convention on the Rights of the Child

Learning Points

1. Students will discuss reasons why it is important to have their birth legally registered.
2. Students will defend the statement: “Everyone has a right to recognition everywhere as a person before the law.” UDHR, Article 6.
3. Students will share their knowledge with others and encourage them to register their births.
4. Students will begin to write their personal stories.

Lesson 8B—Right to Legal Recognition

Lesson Outline

1. Welcome

Recite, chant, or sing “I Am Me” (p. 53) Or, select a song, poem, or activity from your country or culture.

2. Review

Questions

1. What is the difference between a birth registration and a birth certificate? *A birth registration is a form kept in a government office. A birth certificate is given to a parent or guardian.*
2. Someone tell us about what you learned about your birth registration or birth certificate.
3. Were you able to add information to the sample form you copied?

3. Introduction

Last time we learned that the births of around one quarter of children under the age of five worldwide have never been recorded. An estimated 237 million children under the age of five worldwide currently do not have a birth certificate.

<https://www.unicef.org>

Question

What are the reasons for this?

- *Government registration systems may require registration fees that people can't afford.*
- *There are not enough trained workers to record births.*
- *Some people live in remote areas that are hard to reach.*
- *People don't know how to register a birth.*
- *There is religious or gender discrimination against certain groups.* <https://www.unicef.org>

4. Development

Read CRC articles 7 and 8 (p. 56) and show the Right to Legal Recognition mini poster (p. 54)

Questions

1. Where does CRC, article 8, suggest we go for assistance with establishing our identity? *States Parties or government.*
2. What can be done to improve registration?
 - *Create help centers.*
 - *Get hospitals to register births.*
 - *Make registration accessible through phones or computers.*
3. What should you do if for some reason your birth was not registered with the government? *Ask for information from your family then seek help from local government officials.*

Remember: With every right, you have a responsibility not only for yourself but for others as well.

- *You should make sure you are registered. Remind your friends to do the same.*
- *Talk to your teachers and parents to find solutions to challenges that fit your circumstances.*
- *Help others.*

5. Conclusion

We know that we are each unique. There is no one just exactly like you.

Questions

1. We all want to be seen and acknowledged. Are there other ways we can make ourselves visible to the world whether or not we have a birth registration and birth certificate?
 - *Make a personal record by completing as much of the information on the Registration Form (p. 55) as you can.*
 - *Draw pictures of you and your family.*
 - *Write down where you have lived.*
 - *Make a family tree, listing as many family names, dates and places as you can.*
 - *Draw a picture map of your life.*
2. You can write your own story. What do you want others to know about you? What could it include?
 - *Important events*
 - *Various experiences, including how you felt about those moments*
 - *Humorous experiences*
 - *Things you like to do*
 - *A moment related to history that you lived through*
 - *What you've learned*
 - *Experiences with grandparents or other relatives*
 - *Favorite—food, music, person, book, holiday*
 - *What you want to do in the future*
 - *Challenges you have faced and what you did to meet them*

6. Challenge

- *Talk with friends and family about the importance of having births registered and a birth certificate in one's possession.*
- *Begin to write or draw your personal story and be ready to share briefly in class.*

Lesson 9A–Protection from Child Labor

Protection from Child Labor

Article 32

(1) States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

(2) States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

- a. Provide for a minimum age or minimum ages for admission to employment;
- b. Provide for appropriate regulation of the hours and conditions of employment;
- c. Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Convention on the Rights of the Child

Learning Points

1. Students will describe the difference between helping at home and being involved in child labor.
2. Students will identify their protections in work they do outside the home.
3. Students will review what protections their government has put in place regarding minimum ages, hours and conditions of employment for children.

Lesson 9A—Protection from Child Labor

Lesson Outline

1. Welcome

Select a song, poem, or activity from your country or culture.

2. Review

Questions

Who did you talk to about the importance of having a birth registered and obtaining a birth certificate? Describe your experience.

Can someone share a small portion of your personal story that you wrote or drew?

3. Introduction

Show The Right to Protection from Child Labor mini poster (p. 60)

Questions

1. What is child labor? What do you think it means? *Unjust labor or work by children*
2. What are some examples of child labor? *Children working in dangerous conditions; children working long hours and missing school; children not allowed time to rest and eat*
3. Is the work you do to help at home child labor? Explain your answer. *No, we are part of a family and have a responsibility to help maintain our family*

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.

Read CRC, Article 32 (p. 58)

Questions

1. Who are States Parties? *Countries that express their consent to be bound by a human rights treaty under international law.*
2. What does economic exploitation mean? *Using someone to make money without regard for their needs.*
3. What does the Article identify as work exploitation? Work that is:
 - *Hazardous or dangerous*
 - *Interfering with a child going to school*
 - *Harming a child's health or physical, mental, spiritual, moral or social development*
4. What laws protect you from child labor?
 - *Minimum ages for admission to employment*
 - *Appropriate regulation of hours and conditions of work*
 - *Penalties or sanctions for employers who violate the law*

4. Development

Activity: Picture This and Pair Share (p. 61)

Read the stories and follow the instructions to complete the activity.

Instructions

- Divide the youth into pairs for discussion.
- Divide the group into 3 sections, giving each section a different story.
- One student in each section will read the story, then the section will break into pairs to discuss these questions:
 - What part of Article 32 about child labor was being violated in these stories?
 - 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

1. How are these stories similar?
2. How does it impact your community or the youth if they do hard labor or work long hours when they are young?
3. What is the difference between children working at home and child labor?
4. What is the biggest challenge you and your family have with work?
5. How can you prepare yourself while you're young to support yourself and your family when you're an adult?

5. Conclusion

Read Article 32 again (p. 58)

Questions

1. How does this article protect you from the exploitation of child labor? Work that is:
 - *Hazardous or dangerous*
 - *Interfering with a child going to school*
 - *Harming a child's health or physical, mental, spiritual, moral or social development*
2. What laws protect you from child labor?
 - *Minimum ages for admission to employment*
 - *Appropriate regulation of hours and work conditions*
 - *Penalties for employers who violate the law*
3. If children cannot go to school and learn how to read, 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 Arkar, Pharady, and Ebo with your family and friends.
- Identify ideas about how to stop child labor.



Right to Protection from Child Labor

Lesson 9A–Protection from Child Labor

Development

Activity: Picture This and Pair Share

Arkar must carry heavy baskets of mud on his head, walking eleven miles. He was hit by a motorbike and got 18 stitches. After that he was not as strong as other workers. After carrying 15 baskets his head hurts and his legs ache, but he still has to carry at least 85 more baskets.

<https://www.dol.gov/agencies/ilab/our-work/child-forced-labor-trafficking/My-PEC>



Pharady gets up every morning to pull a cart of water through town. When it is full, it weighs 450 pounds. She does chores, then goes to the brick factory to haul bricks all day. She is paid for the number of bricks she hauls. It is hot, hard work. She has nothing to protect her hands. She works from six am to six pm.

<https://www.youtube.com/watch?v=uBrnWBB0Wo0>



Ebo spends long hours, every day, in highly dangerous conditions paddling a canoe, casting nets and diving deep to untangle them. He has very little to eat, endures scorching heat and has survived storms that upended his boat. When Ebo is not working on the lake, he has to smoke and package the fish for sale at the market. “I work from four am til noon, then from two pm to six pm; then I go to cast the last net at night,” says Ebo, adding that he is often beaten and insulted if he makes a mistake.

<https://www.ohchr.org/en/stories/2014/11/worst-forms-child-labour-ebos-story>



Lesson 9B–Protection from Child Labor

Protection from Child Labor

Article 32

(1) States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development.

(2) States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

- a. Provide for a minimum age or minimum ages for admission to employment;
- b. Provide for appropriate regulation of the hours and conditions of employment;
- c. Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Convention on the Rights of the Child

Learning Points

1. Students will describe the difference between helping at home and being involved in child labor.
2. Students will identify their protections in work they do outside the home.
3. Students will research what protections their government has put in place regarding minimum ages, hours, and conditions of employment for children.
4. Students will identify questionable techniques used to trap children in unsafe working conditions.

Lesson 9B—Protection from Child Labor

Lesson Outline

1. Welcome

Select a song, poem, or activity from your country or culture.

2. Review

Question

What is child labor? *It's not doing chores at home. It is when children are forced to do jobs that require working long hours in unclean, dangerous environments, and they are not allowed to go to school. This affects their health, and their mental and physical well-being.*

“Child labor is a global human rights challenge that affects 160 million children worldwide. Nearly one in ten children is working as a child laborer in the global economy.”

<https://www.amigosii.org>

What do you think can be done to stop child labor?

3. Introduction

Question

What are some of the causes of child labor?

- **Poverty**—Children are needed to help support the family.
- **Lack of education**—In some places, schools are not available or fees make it too expensive for families already facing food insecurity.
- **Societal norms**—The problems have been around for so long, that the conditions are normalized. It has become a tradition.
- **Lack of awareness**—We might not know what is happening in our community and how harmful it is. No community or nation is immune from child labor.

<https://www.amigosii.org>

Activity: Miguel's Story (p. 64)

4. Development

Activity: In Miguel's Shoes

Instructions to Teacher

Divide the class into 4 groups. Give each group a different section of the story with questions to discuss among themselves. Choose a spokesperson to report when the class gets back together. Have each group briefly report.

Section 1

“Miguel, you may go to school.”

1. What do you do at home to help your family?
2. What can you do to learn all you can in school?
3. How will school help you in your life?

Section 2

“Miguel, you cannot go to school. We need you to care for your younger siblings so we can work on the coffee plantation.”

1. Is there a way you can keep studying at home?
2. Can you talk to your teacher or another adult?
3. What can you learn while caring for young children?
4. What can you teach your siblings?

Section 3

“Miguel, you must now work on the coffee plantation. We need the money in order to feed the family.”

1. Can you go to school before or after you work?
2. How can observation help you by using your eyes, ears, and mind to learn important things about working on the plantation?
3. Are there ways you can keep learning like you did in school?
4. What were the violations of child labor protections in the work you were doing on the plantation?
5. How can you work with others to improve conditions and success?
6. How can you be safe in your work?

Section 4

“Miguel, we're sorry that you got hurt working on the coffee plantation. We cannot afford to keep you at home if you cannot work. There is more work in the city.”

1. Where will you go to find work?
2. What skills do you need in order to find work?
3. Where will you live and what will you eat?
4. Where can you get help?
5. What dangers come from accepting work in other countries?

5. Conclusion

Have a student read Article 32 (p. 62)

Questions

1. How can government protect you from Child Labor?
2. If these rights are not honored, what can you do?
Research the sources of help available in your community.
3. As a facilitator, what can you do to help? *Work with your school community, other teachers, and parents.*

6. Challenge

- Think about work you would like to do in the future and what training you would need.
- Make a plan of training you would need to meet your goals. Draw a map of your plan to illustrate your ideas. Share it with your family and friends. Be prepared to share your thoughts with the class.

Introduction



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Activity: Miguel's Story

Miguel's father owned a small piece of land that produced crops that the family sold at the market. They had food and Miguel could go to school. He liked to learn and hoped one day to be a doctor.

When Miguel was eight years old, the climate got warmer. The nearby coffee plantation expanded and used more of the available water. Miguel's father decided to join his neighbors in selling their land to the owners of the plantation. Both his mother and father went to work on the coffee plantation. Miguel stayed at home caring for his younger brothers and sister.

Miguel's parents worked long hours on the plantation picking the coffee cherries and drying the beans. They could not make enough money to support their family. They needed Miguel to work with them on the coffee plantation. The picking made Miguel's hands hurt. The chemicals they

sprayed made his lungs ache. The hours were long. The harvesting bags heavy. One day Miguel was climbing to a row near the top of the plantation. He lost his footing, fell, and injured his arm.

When Miguel could no longer work because of his fall, his family could not afford to feed him. They told him it would be better to work in the city where there were more jobs he could do.

When he got to the city, Miguel did not know what to do. He could not find a job.

A man approached him one day about working in another country. He offered Miguel a passport and said that he could go to school while he worked.

Lesson 10A– Right to an Education

Right to an Education

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial, or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Universal Declaration of Human Rights

Article 29

1. States Parties agree that the education of the child shall be directed to:

- a. The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- b. The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- c. The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- d. The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- e. The development of respect for the natural environment.

Convention on the Rights of the Child

Learning Points

1. Students will explain why they have a right to education.
2. Students will identify that elementary and fundamental education is free and compulsory.
3. Students will outline how education is important and strengthens them.
4. Students will retell the story of a young man who helped bring water to his community in a time of drought.

Lesson Outline

1. Welcome

Song suggestion “This Little Light of Mine” (p. 67)

Or, select a song, poem, or activity from your country or culture.

2. Review

Questions

1. What job would you like to have in the future?
2. What kind of training would you need to do this job?
3. Share the plan or map of training you made with the person sitting next to you.

3. Introduction

Have a student read UDHR Article 26 (p. 65)

Questions

1. Who has the right to education? *Everyone!*
2. What are the two requirements in the elementary and fundamental stages of education? *It should be free and compulsory.*
3. What does compulsory mean? *Students are required to attend.*
4. Why is it important to attend and study? *It helps you achieve your goals and help your community. Higher education acceptance is based on merit. The more you prepare the more chance you have to grow.*
5. How does education strengthen us? *It helps us develop our personality. It helps us understand human rights and fundamental freedoms. It helps us become respectful and responsible local and global citizens.*
6. Who has the right to choose the kind of education you are given? *Your parents*

Show the Right to an Education mini poster (p. 68).

Questions

1. What do you see in this photo? *Children at school*
2. What might be some challenges they face with their education or that you have faced with yours?
3. Who would like to tell us about a time when you learned something that was very important or helpful to you?

4. Development

Read CRC Article 29 (p. 65)

Article 29 of the CRC includes many of the same ideas found in Article 26 of the UDHR. However, Article 29 of the CRC includes several additional points about education.

Question

What are some of those important points in Article 29?

- *The development of the child's personality, talents, and mental and physical abilities to their fullest potential*

- *The development of respect for human rights, and fundamental freedoms*
- *The development of respect for the child's parents, his or her own cultural identity, language and values and for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own*
- *Preparation of the child for a responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national, and religious groups, and persons of indigenous origin*
- *The development of respect for the environment*

The last point is connected to the following story.

Activity: The Boy Who Harnessed the Wind (p. 69 -70)

Read the story and show the picture of the windmill.

This is a true story about a young man who learned useful information that helped him build something extremely important to his community.

Questions

1. What are some difficulties William faced getting an education?
2. What did he do to keep learning?
3. What challenges did William and his family face?
4. How did the villagers feel about their challenges?
5. What did William do before he built the windmill?
6. How did education help William save his village?
7. Why was the windmill so important to the village?
8. What was unique about the windmill?
9. Can you find the bicycle in the picture?

5. Conclusion

Questions

1. In what ways might your education help your family, friends, or community?
2. What do you need to learn?
3. Who can help you learn?
4. How can your government help you get an education?

6. Challenge

- Tell your family or friends about William and his windmill.
- Explain how William used his education to show responsibility to his community.

Lesson 10A—Right to an Education

Welcome

This Little Light of Mine

Piano

The musical score is written for piano in 4/4 time with a key signature of one flat (Bb). It consists of four systems of music. The first system (measures 1-5) features a treble clef with a melody and a bass clef with accompaniment. A triplet of eighth notes appears in measure 4. The second system (measures 6-10) includes the lyrics 'mine I'm gon-na let it shine This lit-tle light of mine'. The third system (measures 11-15) includes the lyrics 'I'm gon-na let it shine This lit-tle light of mine I'm gon-na let it'. The fourth system (measures 16-20) includes the lyrics 'shine Let it shine - Let it shine - Let it shine -' and features a triplet of eighth notes in measure 19. The score concludes with a double bar line and repeat dots.

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 **COUNTRIES** menu tab, select **FIJI**, and click on the button that says **Music**.

<https://go-hre.org/resources/music-english/>



Right to an Education

Lesson 10A—Right to an Education

Development

Activity: The Boy Who Harnessed the Wind

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-sized wind turbine which allowed the villagers to bring water to the village, saving the people from starvation. Today William helps other villages do the same thing, making life better for everyone.



<https://learnenglishwithafrica.com/william-kamkwamba-2/>

Lesson 10A–Right to an Education

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



Lesson 10B—Our Duty to Community and Each Other

Our Duty to Community and Each Other

Article 29

1. States Parties agree that the education of the child shall be directed to:

- a. The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- b. The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- c. The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- d. The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- e. The development of respect for the natural environment.

Convention on the Rights of the Child

Article 29

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Universal Declaration of Human Rights

Learning Points

1. Students will explain how rights and responsibility function together.
2. Students will describe the responsibilities related to receiving an education.
3. Students will work together to solve a challenge.
4. Students will be able to identify rights and suggest related responsibilities.

Lesson 10B—Our Duty to Community and Each Other

Lesson Outline

Note to Teacher: Complete the Final Student Assessment on page 73 before beginning the lesson. This is the same one used in Lesson 1A. Compare this with the results from the Initial Assessment.

1. Welcome

Song suggestion: “This Little Light of Mine” (p. 67)

Or, select a song, poem, or activity from your country or culture.

2. Review

In our last lesson, we learned about William Kamkwamba who lived in Malawi.

Questions

1. What challenges did William face in getting an education?
2. How did he continue to learn?
3. How did he use what he learned to help his community?
4. With whom did you share the story of William and his windmill?

3. Introduction

Read CRC, Article 29 (p. 71)

Questions

1. What can the right to an education accomplish in our lives? *Development of personality, talents, and mental and physical abilities to the fullest potential*
2. What responsibilities does an education require of us?
Respect for:
 - *The human rights and freedoms of others*
 - *Parents*
 - *Country and culture*
 - *Other cultures, religions*
 - *Indigenous people*
 - *The natural environment*
 - *Develop a spirit of understanding, peace, and equality of sexes, friendship among all peoples*

Show Our Duty to Community mini poster (p. 74) and ask a student to read UDHR 29 (p. 71)

Questions

1. What word does Article 29 use to describe responsibilities? *Duties*
2. Who has these responsibilities or duties? *Everyone*
3. Where do we exercise our responsibilities? *In our home and in our community*
4. How will we benefit if we honor these duties? *The free and full development of our personality is possible in our community.*

5. If we expect others to honor our rights what must we do? *Respect the rights and freedoms of others*
6. If everyone works together to meet our responsibilities or duties, what results? *Public order and the general welfare in society*

4. Development

Activity: Picture This, My Rights and My Duties

(p. 75) Explain that each right carries a responsibility or duty to respect and protect the rights of others. Play the game.

5. Conclusion

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

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

Questions

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

6. Challenge

Refer back to Malala’s story (p. 48)

- Follow Malala’s example of courage in sharing the 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.

Lesson 10B—Our Duty to Community and Each Other

Final Student Assessment

Use this assessment, or refer to it as an example to create your own.

Date: _____ Grade/Age: _____

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: _____ _____ _____		



Our Duty to Community and Each Other

Lesson 10B—Our Duty to Community and Each Other

Development

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 one 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).

Freedom from Discrimination

Freedom of Thought, Conscience and Religion

Life, Liberty, and Security of Person

Freedom of Opinion and Expression

Right to Protection from Torture, Cruel or Inhuman Treatment

Right to Protection from Child Labor

Right to Legal Recognition

Right to an Education

Right to Marriage and a Family

Our Duty to Community and Each Other

4. The 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 two 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 two-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.

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 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 students 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 they are 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 the force of law, its fundamental principles provide **international standards** worldwide. Most countries view the *UDHR* as international law.

Why do we need 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, liberty, 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 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 promotes knowledge and understanding of human rights. It is 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 students 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 rights 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 students 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 an effective and powerful way to achieve learning goals in students.

The activities and themes of the songs in this manual are meant to reinforce in students 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

Effective Facilitators

Best Practices for Facilitators

Teaching Methods

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 students 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, students 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.

Educational Approach of Colega

Colega uses a **participatory, transformative** learning model to teach students about human rights.

The lessons were designed to create an awareness of human rights values and ideas based on personal experiences and critical reflection. Students are then challenged to look for ways to **integrate human rights values** into their lives and that of their families.

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

Effective Facilitators

What is the role of the facilitator? **Facilitator** (or teacher) is used to refer to a person who works with students 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

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.

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, students 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 students 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 effective than pointing out which group didn't do it right.

End on the right note. At the conclusion of the lesson, it is 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. Briefly record what happened at each session, including adaptations and changes that occurred, new ideas, particular successes and difficulties.

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

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, 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 is 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 students, thinking about ways to improve the teaching.

Teaching Methods

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 is 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: Students 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 students 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.

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 Best Practices for the Classroom and Teaching Methods 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.

Section III: Songs

Music in the Classroom

Be Our Best
Kindness Begins with Me
This Little Light of Mine
I Am Me

To hear the music, go to the **COUNTRIES** menu tab, select **FIJI**, and click on the button that says **Music**.

<https://go-hre.org/resources/music-english/>

- 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 songs that appeal to the students you teach, and that are comfortable for you.**
- **All of these songs may be used as poems or chants as well.**

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 **COUNTRIES** menu tab, select **FIJI**, and click on the button that says **Music**.

<https://go-hre.org/resources/music-english/>

Kindness Begins With Me

Words and music: Clara W. McMaster

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

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

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

To hear the music, go to the **COUNTRIES** menu tab, select **FIJI**, and click on the button that says **Music**.

<https://go-hre.org/resources/music-english/>

This Little Light of Mine

African Folk Song

Piano

The musical score is written in 4/4 time with a key signature of one flat (Bb). It consists of four systems of music. The first system (measures 1-5) shows the piano accompaniment with a treble clef and a bass clef. The lyrics 'This lit-tle light of' are written under the treble staff. The second system (measures 6-10) continues the piano accompaniment and includes the lyrics 'mine I'm gon-na let it shine This lit-tle light of mine'. The third system (measures 11-15) continues with 'I'm gon-na let it shine This lit-tle light of mine I'm gon-na let it'. The fourth system (measures 16-20) concludes with 'shine Let it shine - Let it shine - Let it shine -'. There are triplets indicated in measures 5, 10, and 19.

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 **COUNTRIES** menu tab, select **FIJI**, and click on the button that says **Music**.

<https://go-hre.org/resources/music-english/>

I Am Me

Kristina Evonne Carter

4
Who am I? I am a per__ son, I am me, I am of val-

9
- ue. I am me, I am__ me, I am__ me. I have a right

14
__ to be ac-cept - ed__ Eve - ry - where__ as a per - son. I have a name,

18
__ I have a name,__ I have a name.__ I have__

23
__ an i - den-ti - ty reg - is - tered__ with__ my na-tion - al - i - ty First name, last name

27
birth-day, boy or girl.__ I've got__ in - di-vid-u-al-i - ty, I am__ part

33
__ of a fami-ly. I have these rights eve-ry where I go.__ Who am I? I am a per

39
__ son, I am me, I am of val - ue. I am me, I am__ me, I am__ me.

45
I have a right__ to be ac-cept__ ed__ Eve - ry - where__ as a per

49
__ son. I have a name,__ I have a name,__ I have a name.__

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To hear the music, go to the **COUNTRIES** menu tab, select **FIJI**, and click on the button that says **Music**.

<https://go-hre.org/resources/music-english/>

Section IV:

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) 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 consists 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.

The Convention on the Rights of the Child (CRC): Adopted by the General Assembly November 20, 1989. The 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, 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).

Facilitator Toolkit

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

Discrimination: An unfair difference in treatment; to deny equal rights to certain persons or 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 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 in order to improve living conditions.

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.

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, Buddhism and Hinduism. Some would include Humanism (Atheism) in this group.

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

Rights: Claims 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 in 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 (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 countries other than your own. Dislike of anything that is strange or foreign. Xenophobia can also include discrimination, racism, violence and even armed conflicts against foreigners.

Section V: UN Documents

Universal Declaration of Human Rights (Child Friendly Version)

Universal Declaration of Human Rights (UDHR)

Convention on the Rights of the Child (Child Friendly Version)

Convention on the Rights of the Child (CRC)

Universal Declaration of Human Rights (Child Friendly Version)

Article 1, Right to equality:

You are born free and equal in 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 colour, 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.

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. Both partners 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.

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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.

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 ways.

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:

The society you live in should provide 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.

Universal Declaration of Human Rights

Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and “to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories.”

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples

and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non self-governing or under any other limitation of sovereignty.

Article 3.

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

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

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

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law.

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All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.
(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political

crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

(1) Everyone has the right to a nationality.
(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
(2) Marriage shall be entered into only with the free and full consent of the intending spouses.
(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

(1) Everyone has the right to own property alone as well as in association with others.
(2) No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practise, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

(1) Everyone has the right to freedom of peaceful assembly and association.
(2) No one may be compelled to belong to an association.

Article 21.

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental

stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Convention on the Rights of the Child (Child Friendly Version)

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 healthcare (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.

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.

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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.

Convention on the Rights of the Child

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989, entry into force 2 September 1990, in accordance with article 49

Preamble

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and wellbeing of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) ; and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child, Recognizing the importance of international cooperation for improving the living conditions of children in every country, in particular in the developing countries, **Have agreed as follows:**

PART I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.
2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.
3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to

the maximum extent of their available resources and, where needed, within the framework of international cooperation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

States Parties recognize that every child has the inherent right to life. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.
2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to reestablishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child.

2. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
3. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
4. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.
5. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.
2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary

to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

States Parties shall take measures to combat

1. the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - a. For respect of the rights or reputations of others; or
 - b. For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by

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law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral wellbeing and physical and mental health. To this end, States Parties shall:

- a. Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- b. Encourage international cooperation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- c. Encourage the production and dissemination of children's books;
- d. Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- e. Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her wellbeing, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.
3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from childcare services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programs to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.
2. States Parties shall in accordance with their national laws ensure alternative care for such a child.
3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of

children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

- a. Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counseling as may be necessary;
- b. Recognize that intercountry adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
- c. Ensure that the child concerned by intercountry adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
- d. Take all appropriate measures to ensure that, in intercountry adoption, the placement does not result in improper financial gain for those involved in it;
- e. Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

- 1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or

humanitarian instruments to which the said States are Parties.

- 2. For this purpose, States Parties shall provide, as they consider appropriate, cooperation in any efforts by the United Nations and other competent intergovernmental organizations or nongovernmental organizations cooperating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

- 1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.
- 2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.
- 3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development
- 4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including

dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.
2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
 - a. To diminish infant and child mortality;
 - b. To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
 - c. To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
 - d. To ensure appropriate prenatal and postnatal health care for mothers;
 - e. To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
 - f. To develop preventive health care, guidance for parents and family planning education and services.
3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.
4. States Parties undertake to promote and encourage international cooperation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.
2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.
3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programs, particularly with regard to nutrition, clothing and housing.
4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - a. Make primary education compulsory and available free to all;
 - b. Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - c. Make higher education accessible to all on the basis of capacity by every appropriate means;
 - d. Make educational and vocational information and guidance available and accessible to all children;
 - e. Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:
 - a. The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - b. The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - c. The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - d. The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national

and religious groups and persons of indigenous origin;

- e. The development of respect for the natural environment.
2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:
 - a. Provide for a minimum age or minimum ages for admission to employment;
 - b. Provide for appropriate regulation of the hours and conditions of employment;
 - c. Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- a. The inducement or coercion of a child to engage in any unlawful sexual activity;
- b. The exploitative use of children in prostitution or other unlawful sexual practices;
- c. The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

- a. No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- b. No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- c. Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes

into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

- d. Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner

consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:
 - a. No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;
 - b. Every child alleged as or accused of having infringed the penal law has at least the following guarantees:
 - (i) To be presumed innocent until proven guilty according to law;
 - (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defense;
 - (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
 - (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
 - (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
 - (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
 - (vii) To have his or her privacy fully respected at all stages of the proceedings.
3. States Parties shall seek to promote the

establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

- a. The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;
 - b. Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.
4. A variety of dispositions, such as care, guidance and supervision orders; counseling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

- a. The law of a State party; or
- b. International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.
2. The Committee shall consist of eighteen experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to

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equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.
4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.
5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.
6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.
7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.
8. The Committee shall establish its own rules of procedure.
9. The Committee shall elect its officers for a period of two years.
10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention,

subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.
12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights
 - a. Within two years of the entry into force of the Convention for the State Party concerned;
 - b. Thereafter every five years.
2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfillment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.
3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.
4. The Committee may request from States Parties further information relevant to the implementation of the Convention.
5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.
6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international cooperation in the field covered by the Convention:

- a. The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such

provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children’s Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children’s Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

- b. The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children’s Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee’s observations and suggestions, if any, on these requests or indications;
- c. The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;
- d. The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession

shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.
2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.
2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.
3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

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3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations. In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

The General Assembly, in its resolution 50/155 of 21 December 1995, approved the amendment to article 43, paragraph 2, of the Convention on the Rights of the Child, replacing the word “ten” with the word “eighteen”. The amendment entered into force on 18 November 2002 when it had been accepted by a two-thirds majority of the States parties (128 out of 191).

Section VI: Sample Assessments

Initial Student Assessment

Final Student Assessment

Initial Teacher Assessment

Final Teacher Assessment

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Initial Student Assessment




Date: _____ Grade or Age: _____

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 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.

Final Student Assessment



Date: _____ Grade or Age: _____

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?		
<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 in the Initial Student Assessment in Lesson 1A from the beginning of this course.



Initial Teacher Assessment

Date: _____

Name: _____

School: _____

Grade: _____

Position: _____

Rural: _____ Urban: _____

Check the number that best applies:

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

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

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

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

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



Final Teacher Assessment

Date: _____

Name: _____

School: _____

Grade: _____

Position: _____

Rural: _____ Urban: _____

Check the number that best applies:

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

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

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

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

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



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