



United Nations

UDHR Preamble, paragraphs 1, 3, 5 and Article 1

Lesson 1A - Born Free

Right to Equality

Human rights need to be protected by the law. Members of the United Nations created the Universal Declaration of Human Rights so that every-one would know what human rights are.
The Universal Declaration of Human Rights (UDHR), Preamble

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

1. WELCOME (5 minutes)

Sing the song, “Here We Are Together” (page 4)
Welcome children warmly and show them where to sit.

2. REVIEW (5 minutes)

Initial Student Assessment (page 2)

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

Facilitator tip: If possible, have someone else with you to assist, count and record answers.
Keep the assessment in a safe place. You will need it again after **Lesson 10B**.

3. INTRODUCTION (10 minutes)

Activity: Getting to Know You
Show a short stick. Ask if anyone has ever heard of a Talking Stick.

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

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

Instructions

- Turn to the person next to you so you each have a partner. Tell each other 2 things: your name and your favorite color.
- Raise your hand when you finish. When we’re all ready, I’ll call on one of you and give you the stick to say what you learned about your partner. Then give the stick to your partner to tell us things about you.
- I’ll call on another pair of partners to do the same, and so on (staying within the time limit).

Question

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

4. DEVELOPMENT (5 minutes)

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

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

5. CONCLUSION (5 minutes)

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

Activity: Story, The Race

(page 3)

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

6. CHALLENGE

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

Lesson 1B - Born Free

Right to Equality

We are all born free and equal in dignity and rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.
The Universal Declaration of Human Rights, Article 1

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

1. WELCOME (5 minutes)

Sing the song, “Here We Are Together” (page 4)
Welcome children warmly.

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

2. REVIEW (5 minutes)

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

3. INTRODUCTION (5 minutes)

Show the picture of the United Nations (page 6).
READ the explanation below the picture.

Activity: Class Rules

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

While using the Talking Stick, ask:

- What rules would you like to have?

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

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

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

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

4. DEVELOPMENT (10 minutes)

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

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

Question:

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

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

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

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

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

5. CONCLUSION (5 minutes)

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

6. CHALLENGE

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



**The Right to Life,
Freedom and to Security.**

Lesson 2A - I Have Rights

Equal and Inalienable Human Rights

1. We are all born free and equal in dignity and rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.
2. These rights belong to everybody, whatever our differences.
3. We all have the right to life, and to live in freedom and safety.

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

Learning Points

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

Display the Class Rules.

1. WELCOME (5 minutes)

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

2. REVIEW (5 minutes)

Questions (Use the talking stick)

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

3. INTRODUCTION (5 minutes)

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

Activity: Story, “Amari and Mwaki” (page 8)

4. DEVELOPMENT (10 minutes)

Questions at the end of each part of the story

Part 1

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

Part 2

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

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

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

Show the FREEDOM mini poster (page 9)

Questions

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

5. CONCLUSION (5 minutes)

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

Activity: Guess My Pet

Question

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

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

6. CHALLENGE

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

Lesson 2B - I Have Rights

Equal and Inalienable Human Rights

1. We are all born free and equal in dignity and rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.
2. These rights belong to everybody, whatever our differences.
3. We all have the right to life, and to live in freedom and safety.

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

Learning Points

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

1. WELCOME (5 minutes)

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

2. REVIEW (5 minutes)

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

3. INTRODUCTION (5 minutes)

Activity: Pets (page 11)

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

4. DEVELOPMENT (15 minutes)

Questions (using the Talking Stick)

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

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

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

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

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

Activity: Line Up! (page 11)

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

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

5. CONCLUSION (5 minutes)

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

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

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

Next time we will learn more about our rights.

6. CHALLENGE

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



The Right to Protection from Discrimination

UDHR 2 and CRC 23

Lesson 3A - Is This Discrimination?

Freedom from Discrimination

You have all these human rights no matter what your race, skin color, sex, language, religion, opinions, family background, social or economic status [rich or poor], birth or nationality.
The Universal Declaration of Human Rights, Article 2

If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.
The Convention on the Rights of the Child (CRC), Article 23

Learning Points

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

Display Freedom mini poster and Class Rules.

1. WELCOME (5 minutes)

Sing the song, “Here We Are Together” (page 4)
Invite the children to sit in a circle.

2. REVIEW (5 minutes)

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

- What did you do? What did you learn?

3. INTRODUCTION (10 minutes)

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

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

Activity: Video, “The Present,” or drawings (page 14)
<https://vimeo.com/152985022>.

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

4. DEVELOPMENT (10 minutes)

Questions—Use the Talking Stick as needed.

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

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

Activity: Poem or Song, “I’ll Walk With You” (page 15)
Let’s read this poem (or sing a song) together.

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

5. CONCLUSION (5 minutes)

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

6. CHALLENGE

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

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

Lesson 3B - Is This Discrimination?

Freedom from Discrimination

You have all these human rights no matter what your race, skin color, sex, language, religion, opinions, family background, social or economic status [rich or poor], birth or nationality.
The Universal Declaration of Human Rights, Article 2

If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.
The Convention on the Rights of the Child (CRC), Article 23

Learning Points

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

Display Freedom mini poster and Class Rules.

1. WELCOME (5 minutes)

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

2. REVIEW

Questions

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

3. INTRODUCTION (10 minutes)

Activity: Orange Mania (page 17)

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

Questions after the game

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

4. DEVELOPMENT (10 minutes)

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

Ask: Who can tell us what **discrimination** is? **Discrimination** is treating people who are different unkindly or without respect.

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

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

- Let’s say this word together.

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

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

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

5. CONCLUSION (5 minutes)

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

Questions

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

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

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

6. CHALLENGE

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



The Right to Protection from Torture or Bullying

Lesson 4A - No Bullying Allowed

Freedom from Bullying

Nobody has the right to torture, or to harm or to humiliate you, which means nobody has the right to bully you.
The Universal Declaration of Human Rights, Article 5

No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.
The Convention on the Rights of the Child, Article 37

Learning Points

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

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

- 1. **WELCOME (5 minutes)**
Sing the song, **"I'll Walk with You"** (page 15)

- 2. **REVIEW**
Would someone like to tell us about making a new friend or not discriminating this week?

- 3. **INTRODUCTION (5 minutes)**
Questions
 - Who can tell me what kindness feels like?
 - How does it feel when someone is mean?
 - Did you know that we have a right that protects us from that kind of behavior?

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

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

- 4. **DEVELOPMENT (15 minutes)**
Ask: What is bullying? Bullying is all of those things.
Bullying is when someone does something on purpose to embarrass you and make you feel bad or hurts you; and they do it often, and it's hard to make the person stop.

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

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

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

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

- 5. **CONCLUSION (5 minutes)**
Ask: What did we learn from the story of Ogugua and Kneda and Musa? Guide the children to recognize that it's **never** okay to be a bully.

- Activity: Song, "Kindness Begins with Me"** (page 22)
 - Let's sing a song to remind us to be kind.

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

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

Lesson 4B - No Bullying Allowed

Freedom from Bullying

Nobody has the right to torture, or to harm or to humiliate you, which means nobody has the right to bully you.
The Universal Declaration of Human Rights, Article 5

No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.
The Convention on the Rights of the Child, Article 37

Learning Points

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

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

- 1. **WELCOME (5 minutes)**
Sing the song, **"Kindness Begins with Me"** (page 22)

- 2. **REVIEW (5 minutes)**
(Use the Talking Stick as needed)
 - Would someone share what they remember about Ogugua and Musa?
 - How do we know that Musa was a bully?
 - What did Kneda do that showed she was a special friend?

Raise your hand if you can finish this sentence:
"Bullying is never ..." or "No one likes a ..."

Activity: Puzzle Time, Article 5 (page 25)

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

- 4. **DEVELOPMENT (15 minutes)**
Show the picture of Kneda. Kneda was both a **bystander** and an **upstander**.

- What does Bystander mean?
A **Bystander** is a person who stands by and watches the bullying but doesn't do anything to stop it or to help the person being bullied.
- What does Upstander mean?
An **Upstander** is someone who knows that what is happening is wrong, and he or she stands up to the bully and tells him or her to stop it or figures out a way to stop it herself.

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

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

- 5. **CONCLUSION (5 minutes)**
Activity: Paper Mash-Up (page 26)

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

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

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



The Right to Marriage and a Family

Lesson 5A - Family, a Beautiful Thing

Right to Marriage and Family

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

The Universal Declaration of Human Rights, Article 16

Learning Points

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

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

1. WELCOME (5 minutes)

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

2. REVIEW (5 minutes)

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

Activity: The Washing Machine

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

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

3. INTRODUCTION (5 minutes)

Activity: Family Photographs

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

Activity: My Family

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

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

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

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

4. DEVELOPMENT (10 minutes)

Activity: The 4-Handed Chair

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

Questions after the game

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

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

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

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

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

Show the Family mini poster

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

5. CONCLUSION (5 minutes)

Activity: Be Our Best Dignity Chant

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

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

6. CHALLENGE

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

Lesson 5B - Family, a Beautiful Thing

Right to Marriage and Family

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

The Universal Declaration of Human Rights, Article 16

Learning Points

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

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

1. WELCOME (5 minutes)

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

2. REVIEW (5 minutes)

Remember to use the Talking Stick.

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

3. INTRODUCTION (10 minutes)

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

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

Activity: The Human Knot

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

Questions

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

Show the Family mini poster.

It’s a beautiful thing when families work together.

4. DEVELOPMENT (5 minutes)

Activity: Parent Pantomime

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

- Your father teaches you to chop wood.

Question:

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

Your mother teaches you to feed the chickens.

Question:

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

Have everyone sit down.

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

5. CONCLUSION (5 minutes)

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

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

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

6. CHALLENGE

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



The Right to Freedom of Religion or Belief

UDHR 18 and CRC 14

Lesson 6A - I Can Choose

Freedom of Religion or Belief

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

The Universal Declaration of Human Rights, Article 18

Learning Points

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

1. WELCOME (5 minutes)

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

2. REVIEW

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

3. INTRODUCTION (10 minutes)

Activity: Freedom of Religion or Belief Photos (page 34)

Let's look at the pictures related to UDHR Article 18, Freedom of Religion or Belief. It's about how some children exercise their beliefs.

Questions (Use the Talking Stick as needed.)

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

4. DEVELOPMENT (5 minutes)

Show the Religion or Belief mini poster (page 34).

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

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

Question

What do these words mean?

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

Read Article 18 again.

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

After reading, allow children to respond.

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

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

5. CONCLUSION (10 minutes)

Activity: Songs of worship or belief

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

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

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

6. CHALLENGE

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

Lesson 6B - I Can Choose

Freedom of Religion or Belief

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

The Convention on the Rights of the Child, Article 14

Learning Points

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

1. WELCOME (5 minutes)

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

2. REVIEW (5 minutes)

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

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

3. INTRODUCTION (10 minutes)

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

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

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

4. DEVELOPMENT (5 minutes)

Activity: Charades (page 39)

Questions

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

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

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

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

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

True or False?

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

5. CONCLUSION (5 minutes)

Stereotypes can hurt people.

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

Guide the children to the following examples:

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

6. CHALLENGE

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



The Right to Freedom of Expression

UDHR 19 and CRC 13

Lesson 7A - Words Make a Difference

Freedom of Expression

You have the right to seek, receive and share information in all forms (such as talking, writing, art, television, radio and the internet)—as long as the information is not damaging to you or to the rights of other people.
The Convention on the Rights of the Child, Article 13

You have the right to make up your own mind, to think what you like, to say what you think, and to share your ideas by all means available with other people, including those from other countries.
The Universal Declaration of Human Rights, Article 19

Learning Points

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

1. WELCOME (5 minutes)

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

2. REVIEW *(using the Talking Stick)*

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

3. INTRODUCTION (10 minutes)

Activity: Peter and His Brothers (page 41)

Questions

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

4. DEVELOPMENT (10 minutes)

Activity: Like or Don’t Like (page 42)

Show the illustrations to the class.

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

Questions

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

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

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

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

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

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

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

5. CONCLUSION (5 minutes)

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

6. CHALLENGE

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

Lesson 7B - Words Make a Difference

Freedom of Expression

You have the right to seek, receive and share information in all forms (such as talking, writing, art, television, radio and the internet)—as long as the information is not damaging to you or to the rights of other people.
The Convention on the Rights of the Child, Article 13

Learning Points

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

Display the Class Rules and mini posters.

1. WELCOME (5 minutes)

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

2. REVIEW

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

3. INTRODUCTION (5 minutes)

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

Hold up Article 13, covering the bottom part.

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

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

True or false?

Raise your hand if you agree.

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

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

Uncover the second part and **read** it:

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

Questions

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

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

4. DEVELOPMENT (10 minutes)

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

5. CONCLUSION (5 minutes)

Questions (using the Talking Stick)

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

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

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

How can our words show kindness?

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

6. CHALLENGE

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



The Right to Legal Recognition

UDHR 6 and 15, and CRC 7 and 8

Lesson 8A - My Right to Be Me

Right to Legal Recognition

You have the right to recognition everywhere as a person before the law.
You have the right to belong to a country and have a nationality.
The Universal Declaration of Human Rights, Article 6 and 15

You have the right to have your birth legally registered.
Government should respect your right to a name, a nationality and family ties.
The Convention on the Rights of the Child, Article 7 and 8

Learning Points

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

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

1. WELCOME (5 minutes)
Sing the song, “Be Our Best” (page 37)

2. REVIEW (using the Talking Stick)
Who would like to tell us about or show us the word and the pictures they drew to express how they feel about the word?

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

3. INTRODUCTION (5 minutes)
Activity: Differences and Similarities
Have students take out their rock and look at it. Then look at their neighbor’s rock.

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

4. DEVELOPMENT (10 minutes)
Activity: Rap, “No One Just Exactly Like You” (page 47)

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

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

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

5. CONCLUSION (10 minutes)
Where can this information can be found?

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

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

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

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

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

Lesson 8B - My Right to Be Me

Right to Legal Recognition

You have the right to recognition everywhere as a person before the law.
You have the right to belong to a country and have a nationality.
The Universal Declaration of Human Rights, Article 6 and 15

You have the right to have your birth legally registered.
Government should respect your right to a name, a nationality and family ties.
The Convention on the Rights of the Child, Article 7 and 8

Learning Points

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

Display the Class Rules and mini posters.

1. WELCOME (5 minutes)
Greet the children. Ask them to sit in a circle.
Rap, “No One Just Exactly Like You” (page 47)

2. REVIEW (5 minutes)
Please share what you discovered about how your family members are the same or different.

3. INTRODUCTION (5 minutes)
There is **NO ONE** exactly like you. We’re each different from any other person in the world.

Point to the **Legal Recognition** mini poster (page 48).
Read UDHR Articles 6 and 15 (page 50)

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

4. DEVELOPMENT (10 minutes)
Question (using the Talking Stick)
How can you be accepted as a person?

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

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

Question
Where do you suppose we get a birth certificate?
(Wait for answers.)
Every time a baby is born, information about the baby is written down on a piece of paper and kept in a government office.

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

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

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

Activity: Lost in the Storm (page 51)

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

Activity: What Is My Nationality? (page 51)

5. CONCLUSION (5 minutes)
Read UDHR Articles 6 and 15 together (page 47).
Show the sample Birth Certificate again.

Question
Why is a birth certificate important?

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

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



The Right to Protection from Child Labor

UDHR 23 and CRC 32

Lesson 9A - Child Labor Is Just Not Fair

Freedom From Child Labor

The Government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take advantage of you.
The Convention on the Rights of the Child, Article 32

- Learning Points
1. You have a right NOT to work if the working hours interfere with your school and study times.

2. You have a right NOT to work if that work is dangerous or harmful to your health.

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

1. WELCOME (5 minutes)
Sing the song, “Be Our Best” chant, verses 1 and 2 (p. 37)

- 2. REVIEW (5 minutes)**
- Everybody who has a birth certificate, stand up and shout, “Hooray!”
 - If you don’t have one, remember to ask your parents about it when you go home today. Stand up and shout, “I will!”

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

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

When the words are properly arranged, **repeat Article 6** together.
You have the right to be accepted everywhere as a person before the law.

- 3. INTRODUCTION (5 minutes)**
Show Child Labor mini poster (page 55).
- Raise your hand if you have ever heard of the phrase “Child Labor.”
 - What do you think it means?

Show and read CRC Article 32 (page 53).
Before reading, tell the children to listen carefully and raise their hands if they hear what it says about their health, or about their education, which means going to school.

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

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

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

- 4. DEVELOPMENT (10 minutes)**
Questions. (Allow all responses.)
- What happens when you cannot go to school?
 - What kind of work do you think you will be able to do when you grow up if you cannot go to school and learn how to read and write and do arithmetic (or numbers)?

Activity: Child Labor Photos From Around the World, Pantomime (pp. 53, 54)
When finished, congratulate the children and tell them to “Turn, turn, turn, and let’s sit down, down, down.”

5. CONCLUSION (5 minutes)
Some work is good for children. It helps them learn how to care for themselves. It helps their families when their children help with family chores at home and in the fields.

Ask for 2 reasons that Child Labor is bad.

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

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

Lesson 9B - Child Labor Is Just Not Fair

Freedom From Child Labor

The Government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take advantage of you.
The Convention on the Rights of the Child, Article 32

- Learning Points
1. You have a right NOT to work if the working hours interfere with your school and study times.

2. You have a right NOT to work if that work is dangerous or harmful to your health.

3. Child Labor is not the same as helping with chores at home.

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

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

- 2. REVIEW (5 Minutes)**
Show a photo from last week’s lesson.
- Last week we talked about children who sometimes have to work too hard. Who remembers what we call that kind of work?
 - Why is Child Labor bad?

3. INTRODUCTION (10 minutes)
Activity: Rupinder’s Story, Parts 1 and 2 (page 57)

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

Part 1, Questions

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

Part 2, Question

- Why does Rupinder think education is so important?

- 4. DEVELOPMENT (10 minutes)**
- Does this mean that children should not do any kind of work, or that you shouldn’t help with chores at home?
 - What is the difference between the kinds of work or chores you do at home and the kinds that are called “Child Labor”?
 - Is some work too dangerous for children?

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

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

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

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

Read CRC Article 32 together (page 53).

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

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

- Who deserves dignity and who has value?

5. CONCLUSION (5 minutes)
Explain that if children are able to go to school, they also have some duties.

Questions

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

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



The Right to a Quality Education

UDHR 26 and CRC 29

Lesson 10A - I Get to Go to School

The Right to a Quality Education

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

The Universal Declaration of Human Rights, Article 26

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

The Convention on the Rights of the Child, Article 29

Teacher preparation: Cut out the questions at the end of the lesson for the Review

Learning Points

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

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

Display Class Rules and mini posters.

1. WELCOME (5 minutes)

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

2. REVIEW

Activity: Questions in a Box (page 59)

3. INTRODUCTION (10 minutes)

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

Activity: The Story of Malala (page 60)

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

Show the picture of Malala and tell her story.

Questions

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

4. DEVELOPMENT (10 minutes)

Remember to use the Talking Stick.

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

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

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

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

Questions

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

5. CONCLUSION (5 minutes)

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

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

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

- What do we call the document that tells us about our rights?

The Universal . . . Declaration . . . of . . . Human Rights!

6. CHALLENGE

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



Malala Yousafzai

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

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

One day when Malala was 15 years old, she was riding a bus with friends on their way home from school, when a masked gunman stopped the bus, got on board, and shouted,

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

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



Our Duty to Each Other

UDHR 28 and 29

Lesson 10B - Our Duty to Each Other

Right to Quality Education

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

The Universal Declaration of Human Rights, Article 29

Education should prepare you for life and encourage you to respect your parents and your country, as well as other nations and cultures. You have a right to learn about your rights.

The Convention on the Rights of the Child, Article 29

Learning Points

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

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

1. WELCOME (5 minutes)

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

2. REVIEW AND QUESTIONNAIRE (10 Minutes)

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

Activity: Final Student Assessment (page 64)

Do this before going on with the lesson.

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

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

Activity: Assessment Review

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

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

3. INTRODUCTION (5 minutes)

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

Questions

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

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

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

4. DEVELOPMENT (5 minutes)

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

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

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

5. CONCLUSION (5 minutes)

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

Activity: Rights and Responsibilities (page 65)

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

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

(Page 37)

6. CHALLENGE

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