

United Nations

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

Lesson 1A - Born Free

Right to Equality

Human rights and dignity need to be protected by the law. The United Nations reaffirms their faith in fundamental human rights, and the dignity and worth of the human person.

The Universal Declaration of Human Rights (UDHR),
Summary of Paragraphs 1, 3, 5, Preamble

Learning Point: To establish interest in learningabout human rights.

1. WELCOME

Song, "Here We Are Together" (page 4)
Welcome the students warmly.

2. REVIEW

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.
- The assessment can be done orally or individually on paper.

3. INTRODUCTION

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 are 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 two things: your name and your favorite color.

- Raise your hand when you finish. When we are 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.

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

4. DEVELOPMENT

Show the logo image on the previous page. What do you see in this image?
After students answer, explain: This logo stands for students and their books, celebrating human rights education and learning. That is what we will be doing in the next few weeks.

5. CONCLUSION

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)
Tell the story, and ask:

- Raise your hand if you've ever been in a race.
- 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 your family or a friend about 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

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.

The Universal Declaration of Human Rights (Child Friendly Version), Article 1

Learning Point: Students will understand what is meant by human rights, free and equal.

1. WELCOME

Song, "Here We Are Together" (page 4) *If you prefer, use a song that students already know that expresses a similar idea.*

2. REVIEW

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

3. INTRODUCTION

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

Activity: Class Rules
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?

*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 **four 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 aren't mean or disrespectful to other people.
- **Following:** Listen carefully to the facilitator and follow directions.
- **Punctuality:** Try to be to class on time.

4. DEVELOPMENT

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 student read Article 1 of the UDHR. Have everyone repeat it.

Questions

- 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 **rights** mean?

***Write all answers** on the chalkboard, using one or two 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

Question

- What would a human right be? *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 Live, to be Free and to Feel Safe.

UDHR 3

Lesson 2A - I Have Rights

Equal and Inalienable Human Rights

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

The Universal Declaration of Human Rights (Child Friendly Version), Article 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

Song, "Here We Are Together" (page 4)
Greet the students and seat them in a circle.

2. REVIEW

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

Questions

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

4. DEVELOPMENT

Activity: Story, "Amari and Mwaki" (page 8)
Discuss the questions that are at the end of each part of the story.

Read or have a student read Article 3 from the UDHR (page 8). 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.*
- Who do rights belong to? *Everybody.*

5. CONCLUSION

Question

- 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 students 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

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

The Universal Declaration of Human Rights (Child Friendly Version), Article 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

Song, "Here We Are Together" (page 4)

2. REVIEW

Questions—Use the Talking Stick

- Who 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

Activity: Pets (page 11)
On the chalkboard or large piece of paper, draw two columns. Explain that we need a name for our class and an animal for a class pet for today.

4. DEVELOPMENT

Fill in the chart in the Pets Activity.

Questions

- What are the things that our pet will need to live and be safe?
- Who is responsible to make sure that our pet's rights are met?
- Why does our pet 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 and safe life? *List answers under Class Needs, such as home, food, clothes, love and education.*
- If the class needs 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? *Adults, parents, family, friends or caregivers and teachers.*

Each one of us is responsible to help in getting what we need. *(Adapted from: 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.*
- Did you feel safe?
- Did you trust each other?
- How did you feel when you got in the right order?

5. CONCLUSION

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 live, to be free and to feel safe.**

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

Question

- 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 Freedom 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, birth or nationality.

The Universal Declaration of Human Rights (Child Friendly Version), 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 (Child Friendly Version), 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.

1. WELCOME
Song, "Here We Are Together" (page 4)
Invite the students to sit in a circle.

2. REVIEW
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
Explain that the class will learn about another important human right today, something we call **discrimination.**

Question—Use the Talking Stick
- Can someone tell us what the word **discrimination** means? ***Discrimination*** *is treating other people unequally or without dignity or respect, or denying rights to another person.*

Read Article 23 (page 14) and show the **Discrimination mini poster** (page 15).

Questions
- What are some examples of disabilities?
- What special care or education would be helpful for someone with a disability?

Activity: Story "The Present," (page 13)
Read the story and show the picture.

4. DEVELOPMENT
Questions
- How did the boy 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 by the boy's reaction? 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 students with disabilities to briefly share their experience with the class.

Activity: Poem or Song, "I'll Walk With You" (page 14)
Let's read this poem (or sing as a song) together.

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

5. CONCLUSION
- Who do you think should have human rights? *Everyone should have human rights.*
- 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.

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, birth or nationality.

The Universal Declaration of Human Rights (Child Friendly Version), 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 (Child Friendly Version), 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.

1. WELCOME
Song, "I'll Walk with You" (page 14)

2. REVIEW
Questions—Use the Talking Stick
- 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
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
Have one of the students **read Article 23** from the *Convention on the Rights of the Child* (page 18).

Question
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 15). Ask the students to say the word discrimination with you.

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 student's answer.

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

5. CONCLUSION
- Human rights are for everyone.
- 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 are 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, Harm or Humiliation

UDHR 5

Lesson 4A - No Bullying Allowed

Freedom from Bullying

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

The Universal Declaration of Human Rights (Child Friendly Version), Article 5

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 is 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.

1. WELCOME

Song, "I'll Walk with You" (page 14)

2. REVIEW

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

3. INTRODUCTION

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 student to hold the **mini poster** (page 21). Read and have the class repeat **Article 5** (page 22).

Questions

- 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**? *To hurt someone.*
- What does **humiliate** mean? *To embarrass or take away someone's dignity or make them feel ashamed.*

4. DEVELOPMENT

Question

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

Have the students turn to their neighbor and say something to make Ogugua feel better.

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

Question

What did we learn from the story of Ogugua and Kneda and Musa?
Guide the students to recognize that it is **never** okay to be a bully.

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

Questions

- 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" with your family or friends.
- Be careful that you don't bully other people.
- 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, harm or humiliate you.

The Universal Declaration of Human Rights (Child Friendly Version), Article 5

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 is 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 creates more kindness.

1. WELCOME

Song, "Kindness Begins with Me" (page 22)

2. REVIEW

Questions

- Would someone share what they remember about the story of 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 these sentences:
"Bullying is never . . . "
"No one likes a . . . "

Activity: Puzzle Time, Article 5 (page 25)
Refer to the instructions and play the game.

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

In the story of "Ogugua and the Bully", Kneda was both a **Bystander** and an **Upstander**.

Questions

- What does **Bystander** mean? *A Bystander is a person who stands by and watches the bullying but doesn't 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.*

Show the pictures Upstander or Bystander (page 26)

Questions

- When was Kenda an **Upstander** and when was she a **Bystander**?
- Who else was an **Upstander**?
- Why is it better and more courageous to be an **Upstander**?
- Discuss how you could be an **Upstander**?

5. CONCLUSION

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 have bullied someone and you are 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 is hard to fix the hurt, but it can be done.

Remember: **Nobody likes a bully.**

6. CHALLENGE

- Practice being an **Upstander** with your friends.
- Tell your family what you will do if you see someone being bullied.
- Practice doing kind things for someone in your family or in our class.



The Right to Marriage and a Family

UDHR 16

Lesson 5A - Family, a Beautiful Thing

Right to Marriage and Family

When you are legally old enough, you have the right to marry and have a family . . . Nobody should force you to marry.

The Universal Declaration of Human Rights, (Child Friendly Version) Article 16

The family is the natural and fundamental group unit of society . . .

The Universal Declaration of Human Rights, (UDHR Version) Article 16

Learning Points
1. The family is the fundamental unit of society.
2. Family units usually make us stronger no matter what their make-up.

1. WELCOME
Song, "Kindness Begins with Me" (page 22)

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

Activity: The Washing Machine (page 28)
Instructions are at the end of the lesson. After the game, ask:
- How do you feel when people say kind things about you?

3. INTRODUCTION
Activity: Family Photographs (page 29)
Questions
- What do you see that is 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 students 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 your family.

> *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.*

4. DEVELOPMENT
Activity: The 4-Handed Chair (page 28)
Play a game to see how it is like a family.

Questions
- 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? *Families love you, keep you safe and show you how to do the right things.*

Read Article 16 and emphasize the word **fundamental** (page 30).

The family is the natural and **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 is the foundation, the most important part.*
- Let's read it again and change the word **fundamental** to **most important.**

Show the Family mini poster (page 31).
Question
Why is it a beautiful thing when families work together?

5. CONCLUSION
Activity: Recite "Be Our Best" (page 30)
Who knows what **dignity** means? Dignity means value. We all have value, which means we all have dignity.

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

6. CHALLENGE
- Show your family the picture you drew.
- Do something this week to let your family know how important they are.

Lesson 5B - Family, a Beautiful Thing

Right to Marriage and Family

When you are legally old enough, you have the right to marry and have a family . . . Nobody should force you to marry.

The Universal Declaration of Human Rights, (Child Friendly Version) Article 16

The family is the natural and fundamental group unit of society . . .

The Universal Declaration of Human Rights, (UDHR Version) Article 16

Learning Points
1. The family is the fundamental unit of society.
2. Family units usually make us stronger no matter what their make-up.

1. WELCOME
Song or chant, "Be Our Best" (page 30)

2. REVIEW
Questions
- Does someone remember what the natural 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
Today we are going to talk about how we can all work together in a family to solve problems.
- Let's play a game to see what it's like when we try to figure things out.

Activity: The Human Knot (page 33)
After the game when everyone is **unknotted**, have the students 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 (page 31).
It's a beautiful thing when families work together.

4. DEVELOPMENT
Activity: Parent Pantomime
Ask all the students to stand and pantomime the actions that each parent teaches them.

Your father teaches you to chop wood.
- What else could your father teach you?

Your mother teaches you to feed the chickens.
- What else could your mother teach you?

Have the students return to their seats.
- 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's more love in our families.
- We are happier and our families are stronger.
- Families are a beautiful thing.

5. CONCLUSION
Read or have a student read Article 16 (page 33).
Questions
- Who is supposed to protect the family? *Society and the state. People just like us. We should all protect the family.*
- Why do you think families are the best place to grow up?
- What kinds of families can you think of?
- Do we all need to have the same kind of family to be happy and safe? *Of course not.*

Families can be different in many ways, but they're 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

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.

The Universal Declaration of Human Rights (Child Friendly Version) 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

Song, "Be Our Best" verse 1 (page 36)

2. REVIEW

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

3. INTRODUCTION

Activity: Freedom of Religion or Belief Photos (page 35)
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

- What do you see in the photos?
- What do you see that is the same?
- 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

Show the Religion or Belief mini poster (page 37).
Write the words **Religion** and **Belief** on the chalkboard.

- Would someone like to read Article 18 (page 35)?

Question
What do these words mean?

- **Religion** *A set of spiritual beliefs and practices.*
- **Beliefs** *Ideas and opinions.*

Read Article 18 again.

- Listen for three things that we can do because of this article.

After reading, allow students to respond.

- **Choose** our religion or belief.
- **Practice** our religion or belief.
- **Change** our religion or belief.

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

5. CONCLUSION

Activity: Songs of worship or belief
Invite students to teach a song to the class.

Questions

- 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 others to explain it to you.
- Listen carefully and respectfully.
- Thank them for sharing.

Lesson 6B - I Can Choose

Freedom of Religion or Belief

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

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

1. WELCOME

Song, "Be Our Best" verse 1 (page 36)

2. REVIEW

Question
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

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're not correct, they can be hurtful. People are often stereotyped because of their religion, race, sex or appearance.

4. DEVELOPMENT

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 student **read CRC Article 14** (page 39).

Point to the **Religion mini poster** (page 37).

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

True of False?

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

5. CONCLUSION

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 students 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 is mean" or "It isn't funny."
- **It isn't 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, get and share information in all forms (for example through writing, art, television, radio, and the internet) as long as the information isn't damaging to you or to others.

The Convention on the Rights of the Child (Child Friendly Version), Article 13

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.

The Universal Declaration of Human Rights (Child Friendly Version), Article 19

Learning Points
1. Everyone has a right to say what they think. But there are limits to this right.
2. We aren't 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
Song, "We Are Different" (one verse, page 39)

2. REVIEW
Questions
- 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
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
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 student to use their voice and feel comfortable speaking.

Song, "Be Our Best" (verse 2, page 36)

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

Hold up 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.

Read Article 13 of the *Convention on the Rights of the Child* (page 42).

5. CONCLUSION
Questions
- 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, get and share information in all forms (for example through writing, art, television, radio, and the internet) as long as the information isn't damaging to you or to others.

The Convention on the Rights of the Child (Child Friendly Version), Article 13

Learning Points
1. Everyone has a right to say what they think. But there are limits to this right.
2. We aren't 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
Song, "Be Our Best" verse 2 (page 36)

2. REVIEW
- Please share what your family or friends thought about the story of Peter and his brothers.
- 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
- Remember that there are two big documents that we keep talking about that give you different rights—the UDHR and the CRC.

Read or have a student read the first part of article 13 on 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 aren't true.
- We should always be able to say whatever we like whenever we want to.

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

Read or have a student read the second part of article 13 on page 45.

. . . as long as the information isn't damaging to you or to the rights of other people.

Questions
- What kind of language would harm the reputation or rights of other people?
- 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
Activity: Sad Face, Mad Face, Glad Face (page 45)

5. CONCLUSION
Questions
- 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 students plenty of time to draw their own conclusions.

Song, "Kindness Begins with Me" (page 22)
How can our words show kindness?

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

6. CHALLENGE
- Write a word and then draw pictures around it to express how you 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

Article 6: You have the right to be accepted everywhere as a person before the law.
Article 15 (part 1): You have the right to belong to a country and have a nationality.

The Universal Declaration of Human Rights (Child Friendly Version),
Article 6 and 15

Article 7: You have the right to have your birth legally registered, to have a name and nationality and to know and be cared for by your parents.
Article 8: Government should respect your right to a name, a nationality and family ties.

The Convention on the Rights of the Child (Child Friendly Version),
Article 7 and 8

Learning Points
1. Each person has a right to have their 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.

WELCOME
Song, "Be Our Best" Verse 3 (page 36)

2. REVIEW
Tell us about or show us the word and the pictures you drew to express how you feel about the word.

Questions
- How do you think the student feels about the word? 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
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
Activity: "No One Just Exactly Like You" (page 47)

Show the **Legal Recognition mini poster** (page 48)
- Read **Articles 6 and 15** (page 47)
- Read **Articles 7 and 8.**

Question
- So that we can be recognized or accepted by the law, what four things do we need that are different from everyone else?
    1. Name
    2. Date of Birth
    3. Place of Birth or Nationality
    4. Parents' Names

5. CONCLUSION
Where can this information 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, date of birth, place of birth or nationality and parents' names.*

When you were born, your parents or the doctor probably filled out two documents:

1. **A registration form** that stays with the government.

2. **A birth certificate** that stays with your parents.

Read Article 6 again all together (page 47).

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

Lesson 8B - My Right to Be Me

The Right to Legal Recognition

Article 6: You have the right to be accepted everywhere as a person before the law.
Article 15 (Part 1): You have the right to belong to a country and have a nationality.

The Universal Declaration of Human Rights (Child Friendly Version),
Article 6 and 15

Article 7: You have the right to have your birth legally registered, to have a name and nationality and to know and be cared for by your parents.
Article 8: Government should respect your right to a name, a nationality and family ties.

The Convention on the Rights of the Child (Child Friendly Version),
Article 7 and 8

Learning Points
1. Each person has a right to have their 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.

1. WELCOME
Greet the students and ask them to sit in a circle.
Rap, "No One Just Exactly Like You" (page 47)

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

3. INTRODUCTION
There is **no one** exactly like you. We are 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
Question
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.

Question
Where do 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 name, 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 **exactly** 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
Read UDHR Articles 6 and 15 together (page 47).
Show the sample Birth Certificate again.

Question
Why is a birth certificate important?

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

Protection 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 (Child Friendly Version), 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 isn't the same as helping with chores at home.

1. WELCOME

Song, "Be Our Best" (page 36)

2. REVIEW

Questions

- If you found your birth certificate, how did you find it?
- What is your nationality?

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

- Ask three students to come up and stand with their backs to the class.
- Give each student 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 (page 46).

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

3. INTRODUCTION

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?

Read or have a student read CRC Article 32 (page 53).
Before reading, tell the students to listen carefully and raise their hands if they hear what it says about their health or anything that interferes with going to school.

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

- What kind of work? *Wait for answers. Work that is dangerous to your health.*
- What else? *Work that interfers 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

Questions

- What happens when you can't go to school?
- What kind of work do you think you will be able to do when you grow up if you can't go to school and learn how to read and write and do mathematics?

Activity: Child Labor Photos/Pantomime
Follow the instructions and prompts (page 53). Show the photos and read the descriptions (page 54).

5. CONCLUSION

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 two reasons why Child Labor is bad.

- *It is 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 is 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

Protection 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 (Child Friendly Version), 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 isn't the same as helping with chores at home.

1. WELCOME

Song, "Be Our Best" verse 3 (page 36)

2. REVIEW

Show a photo from last week's lesson.
Questions

- 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

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

- Rupinder was only ten years old when he had to start working on a coffee plantation.
- Read Rupinder's story to the students 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

- Does this mean that children shouldn't 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 students 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 two kinds of work that are bad for children?

5. CONCLUSION

Explain that when students are able to go to school, they also have some responsibilities.

Questions

- What is your responsibility when you get to go to school?
- 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?

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 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 (Child Friendly Version), Article 26

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 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 (Child Friendly Version), Article 29

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

Teacher preparation: Cut out the questions at the end of the lesson for the Review Activity. Review the story of Malala so that you can look at the students while telling the story.

1. WELCOME
Song and chant, "Be Our Best" (page 36)

2. REVIEW
Activity: Questions in a Box (page 59)

3. INTRODUCTION
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 fifteen 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
Show the Education mini poster (page 61)

Question
- What do you see here?

Read UDHR Article 26 (page 60)

Question
- What two 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?
- What are 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
- 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.
- 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 fifteen 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 Responsibility to Community

UDHR 28 and 29

Lesson 10B - Our Responsibility to Community

Responsibility to Community

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

The Universal Declaration of Human Rights (Child Friendly Verison), Article 29

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

The Universal Declaration of Human Rights (Child Friendly Verison), Article 28

Learning Points
1. You have a responsibility 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.

1. WELCOME

Song, "This Little Light of Mine" verse 1 (page 62)

2. REVIEW AND QUESTIONNAIRE

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 students have learned since the beginning of the course.*

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

3. INTRODUCTION

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

Questions
- What does the word **responsibility** mean?
- Who is your **community**?
- What responsibility do you have to your community?

Ask another student to read **UDHR Article 28** (page 65).
- How can you show respect to your parents?
- How can you show respect for your country?

4. DEVELOPMENT

You have a right to education and a right to learn about your rights. What do you think your responsibilities are to your community?

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

If there's time, consider other rights and corresponding responsibilities as well.

5. CONCLUSION

- Which are more important—our rights or our responsibilities to the community?
  Both are important.

Activity: Rights and Responsibilities Match-Up (pages 65-68)
Play the game about rights and responsibilities.

6. CHALLENGE

- Tell your family your responsibility to the 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.