GO-HRE | GENEVA OFFICE FOR HUMAN RIGHTS EDUCATION

COLEGA

SIERRA LEONE

COLEGA

A MANUAL FOR TEACHING CHILDREN'S RIGHTS

PRIMARY



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A MANUAL FOR TEACHING CHILDREN'S RIGHTS

PRIMARY

Presented by

GO-HRE | GENEVA OFFICE FOR HUMAN RIGHTS EDUCATION

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



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

PERMISSION TO LOCALIZE COLEGA LESSONS

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

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

Do not change the wording of the Human Rights Articles.

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PREFACE

Colega: A Manual for Teaching Children's Rights is a product of the Geneva Office for Human Rights Education (GO-HRE) with international offices first in Geneva, Switzerland, and now ever expanding to other countries throughout the world. GO-HRE is an affiliate of Brigham Young University's David M.Kennedy Center for International Studies, a United Nations-accredited nongovernmental organization, in special consultative status with the United Nations Economic and Social Council.

Grounded in the recognition of the inherent dignity of all human beings, as set out in the Universal Declaration of Human Rights, this manual is a compilation of best human rights education practices derived from our experience and creativity. We have also drawn on lessons gleaned from the many human rights handbooks, manuals and excellent programs created by organizations and individuals around the globe, such as the Council of Europe, Amnesty International, the Wegeland Centre, and Equitas Play It Fair, to name a few. We readily acknowledge the publications of these organizations as the source material for some of the key content of this manual. Their work and stalwart examples are awe-inspiring.

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

The instructional objective of Colega is two-fold:

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

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

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

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

OVERVIEW

What is the purpose of the *Colega* manual?

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

Who is Colega for?

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

What is in the Colega manual?

The manual contains general lesson plans, practical teaching tips and activities on specific human rights. Colega is divided into three sections:

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

How are the lessons structured?

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

How do I use the Colega manual?

1. Read the brief Background Information in the Facilitator Toolkit at the back of the manual to learn the history of the United Nations, the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC), as well as human rights principles and values.
2. Plan ahead. Identify activities and strategies to meet the needs of your particular students.
3. Hold regular discussions with colleagues about the use of Colega. Work together to identify ways to improve the use of the manual.
4. Provide feedback. Share successes and any challenges you have faced with your colleagues, as well as comments and/or suggestions.
5. The lessons are designed to be taught consecutively. If you teach them in a different order you will need to adjust the review material at the beginning of each lesson to match what was previously taught.

OVERVIEW

***Colega* Lesson Components**

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





This is the Colega logo.

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

This logo stands for children and their books, celebrating human rights education.
It represents the lesson manual, which is called “Colega,” meaning friend, buddy, colleague or companion.

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

Lesson 1A - Born Free

Right to Equality

Human rights 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 learning about 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.

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

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 1A - Born Free

Initial Student Assessment - Lesson 1A

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

Date: _____ **Grade/Age:** _____

Student Name: _____ **Male:** _____ **Female:** _____

Location: _____ **Rural:** _____ **Urban:** _____

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

Please briefly comment on the human rights you believe you have: _____

_____

_____

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







Activity: The Race

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

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

Ivan started shouting to Abel Mutai to keep running. But Abel didn't know Spanish and didn't understand.

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

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

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

The reporter insisted, "But why did you let the Kenyan win?"

Ivan replied, "I didn't let him win, he was going to win. The race was his."

"But you could have won!" the reporter said.

Ivan looked at him and replied, "But what would be the honor of my victory? He was the rightful winner. What would my mother think if I didn't help my friend?"

And that is what we are going to do. We are going to help each other reach the finish line as we learn about our human rights.

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

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

Here We Are Together

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

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

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

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

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

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.

Lesson 1B - Born Free



wikicommons/amin

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

Article 1

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)

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?

Activity: Amari and Mwaki



Part 1

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

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

Questions

Remember to raise your hand for the Talking Stick.

- What do you think Amari needed for his dog? *Food, water, shelter, love.*
- Who would make certain that Mwaki had these things?

Part 2

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

Questions

- Do you think Mwaki the dog has a right to things like food, water and shelter?
- Who can tell me which rights we need, too? *All of them are rights we need.*

Article 3

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

The Universal Declaration of Human Rights (Child Friendly Version)

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The Right to Live, to be Free and to Feel Safe

UDHR 3 (Child Friendly Version)

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.







Activity: Pets

Talk with the students about animals that they might want as pets.

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

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

Pet name and Class Name

Name of the Pet	**Name of the Class**
Animal's Needs	**Class Needs**
Who helps with needs?	**Who helps with needs?**

Article 3

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

The Universal Declaration of Human Rights (Child Friendly Version)

Activity: Line Up!

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

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

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.

Activity: Story “The Present”



Created with Adobe Firefly by Canace Pulfer

“Once there was a boy who spent a lot of time playing games by himself inside the house. One day his mother gave him a box with a present inside that she hoped might help him want to play outside more. The boy opened the box and saw a puppy inside, but the puppy was missing part of his front leg. The boy put the puppy down on the floor and sighed. He was disappointed by the puppy’s missing leg and assumed he couldn’t have fun like other puppies.

Just then the puppy stood up and crossed the room with some difficulty to grab a ball that was on the floor. The puppy ran and played with the ball. The puppy, sometimes tripping and falling, made his way back to drop the ball in front of the boy, hoping to play with him. The boy was very surprised. The puppy could run, play and have fun, even though he was missing part of his leg.

Slowly the boy’s feelings changed as he watched the puppy play with the ball. The boy smiled and decided to play with his new friend after all. He reached down, put the ball in his pocket and grabbed his crutches. He was missing one part of his leg also. He called to his mother, “Mom, we’ll be outside playing with our ball.”

(Adapted from “Perfeição,” a comic strip by Fabio Coala.)

Article 23

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

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

I'll Walk with You

Lyrics by Carol Lynn Pearson

1. If you don't walk as most people do,
Some people walk away from you.
But I won't! I won't!
I'll walk with you, I'll talk with you.
That's how I'll show my love for you.

2. If you don't talk as most people do,
Some people talk and laugh at you.
But I won't! I won't!
I'll walk with you, I'll talk with you.
That's how I'll show my love for you.

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

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

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The Right to Freedom from Discrimination

UDHR 2 and CRC 23 (Child Friendly Versions)

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 help people 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.

Activity: Orange Mania

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

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

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

Using the set of **Physical Disabilities**, fold each strip of paper in half so the students cannot see the writing. Place them in a container.

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

1. Assign one student of each pair to be **coach** and the other to be **disabled.** They must complete a short obstacle course or activity together while acting out their parts, either as coach or disabled.

2. Give each **disabled** student an orange (or other small object), with instructions to perform the tasks below in less than three minutes, while the **coach** encourages and helps.

3. The **disabled** student carries the object through the obstacle course while tossing the orange (or object) in the air.

4. For instance, if a student receives **missing a leg**, they cannot use one of their feet to complete the course. They must hop on one foot while carrying an orange. The other student encourages and helps the **disabled** one with suggestions to get through the course.

5. When each pair finishes the course, they quickly run back to the beginning, switch roles and complete the course a second time.

Reminders

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

Article 23

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

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

Article 2

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

The Universal Declaration of Human Rights (Child Friendly Version)

Activity: Amalia's Hijab



Activity: Amalia's Hijab

Who knows what a hijab is?

A hijab is like a big scarf that some Muslim girls and women wear when they're not at home. I'm going to tell you a story about a Muslim girl who moved to another country after living in a refugee camp for three years.

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

Then Miko, slipped into the chair beside her. "I like your scarf," she said. "It's pretty."

"It's a hijab," Amalia told her.

"Do you wear it every day?" asked Miko.

"Yes," replied Amalia.

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

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

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

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

Amalia smiled at Miko and took a bite of seaweed.

Questions

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

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.

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The Right to Protection from Torture, Harm or Humiliation

UDHR 5 (Child Friendly Version)

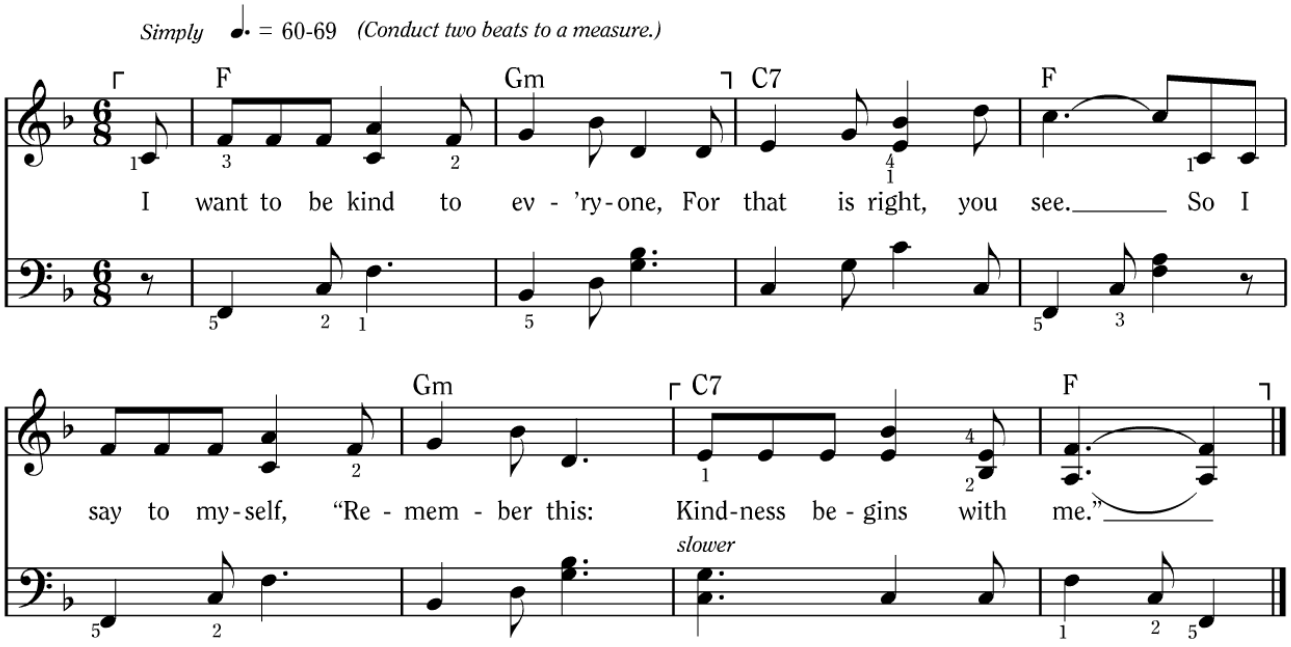
Article 5

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

The Universal Declaration of Human Rights (Child Friendly Version)

Kindness Begins with Me

Words and music: Clara W. McMaster



I want to be kind to everyone,

For that is right, you see.

So I say to myself, "Remember this:

Kindness begins with me."

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

Activity: Story, “Ogugua and The Bully”



It was Ogugua’s first day at the new school. “Please welcome our newest friend,” the teacher said.

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

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





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

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

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

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

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

“Let’s do something!” he said.

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

“We need to help Ogugua!” he said.







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

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

Lesson 4B - No Bullying Allowed

Freedom from Bullying

Nobody has the right to torture, 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.

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

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.

Activity: Puzzle Time, Article 5

Before class, cut up the puzzle pieces, and put them in an envelope or container.

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

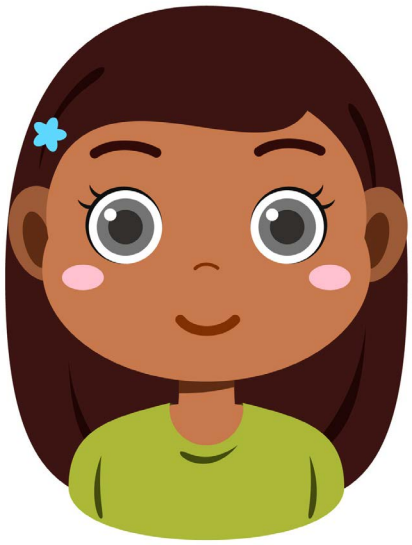
***Instructions*:**

- Ask seven volunteers to come up and stand by you.
- Hand each student one of the pieces of paper from the puzzle. Make sure they're out of order.
- Ask the students to arrange themselves in the proper order as quickly as they can.
- Tell the rest of the class to see if they can remember the order, so that they can help if needed.
- When they finish, everyone claps their hands. Read the puzzle together again. **Nobody has the right to torture or to harm or to humiliate you, which means nobody has the right to bully you.**

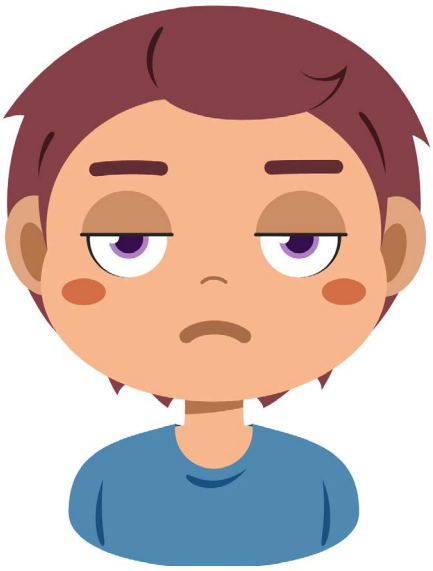
Ask: No one has the right to do what? *Bully you!*

Lesson 4B - No Bullying Allowed

Upstander or Bystander?



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Are you an Upstander?

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

Are you a Bystander?

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

Activity: Paper Mash-up

Have a student pass out paper and pencils to everyone.

1. Ask students to write the words **Bullying Is...** at the top of their paper. Students take one minute to draw a simple picture or words about what bullying looks like to them. Bullying is something that somebody does on purpose to make you feel bad or hurts you, and the person does it many times. For example: Making fun of your clothes, or hitting or pushing, teasing or calling names, taking things without permission, saying things about you behind your back, not letting you play, or sending mean notes, emails or text messages, etc.

2. When finished, have students pair up. Give them two minutes to discuss their pictures and words and how they would stop the bullying.

3. Ask students to look at their own picture and follow these instructions:

- Crumple up your paper into a ball. Be careful not to rip it.
- Unfold your picture and smooth it out as flat as possible.
- Look at how scarred it is even though it is flat.
- Raise your hand if you were able to bring your paper back to its original look and feel.
- This is what it's like when one person bullies another person, we can't undo it.

Questions

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

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 5A - Family, a Beautiful Thing

Activity: The Washing Machine or The Laundry

- Choose two or three students to be the **laundry**.
- The rest of the students form two parallel lines close together, facing each other.
- Send a **laundry** student between the lines, **through the wash**.
- Everyone (where this is culturally appropriate) taps the student very lightly on the shoulder while offering words of praise, affection and encouragement.
- Out comes a happy student at the end of the **wash**. The student joins one of the lines, and the next student takes a turn.



It is best if you have at least six to ten students to play this game. Encourage the students not to be too enthusiastic as the student runs through the line so that no one gets tapped too hard.

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

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

Create groups of three students each. Make sure the third person (the **passenger**) is smaller than the two who create the **chair**. If there's an extra person, that person could coach.

Two students in each group do the following:

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

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

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



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

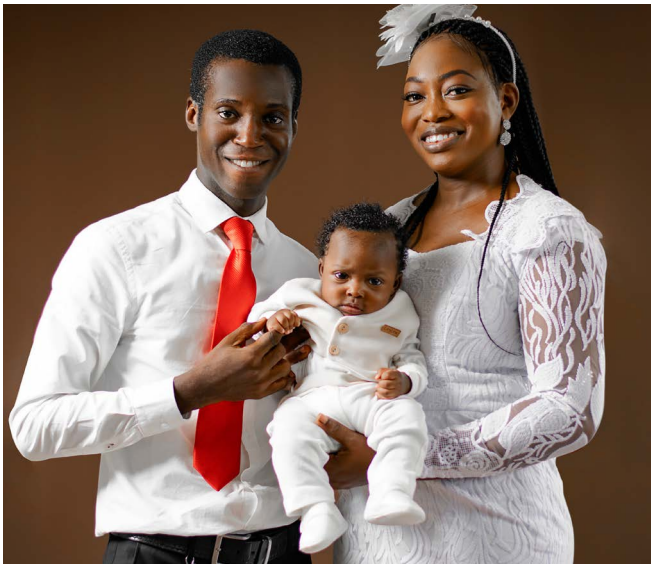
(Adapted from: Play It Fair Toolkit, Activity 34. Equitas – International Centre for Human Rights, 2008.)

Family Photographs

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Article 16

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)

Be Our Best

Suggested rhythm or beat:

Pat pat pat, snap! Pat pat pat, snap! Pat pat pat, snap! Clap clap clap!
Dig — ni - ty and child -ren's rights! Oh, dig — ni - ty for ev'- ry - one!

Pat pat pat, snap! Pat pat pat, snap! Pat pat pat, snap! Clap clap clap!
Dig — ni - ty and child -ren's rights! Oh, dig — ni - ty for ev'- ry - one!

Facilitator: Repeat these words and actions after me.

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

Repeat it three times:

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

Add the words to recite:

Dig ---- ni-ty and chil ---- dren's rights!
Oh - **Dig** ---- ni - ty for ev' – ry one!
Dig ---- ni-ty and chil ---- dren's rights!
Oh - **Dig** ---- ni-ty, it can be done!

Put the words and the actions together. We'll repeat it twice.

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

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

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The Right to Marriage and a Family

UDHR 16 (Child Friendly and UDHR Versions)

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.

Activity: The Human Knot



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

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

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

Article 16

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

The Universal Declaration of Human Rights (UDHR Version)

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

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.

Freedom of Religion or Belief





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Article 18

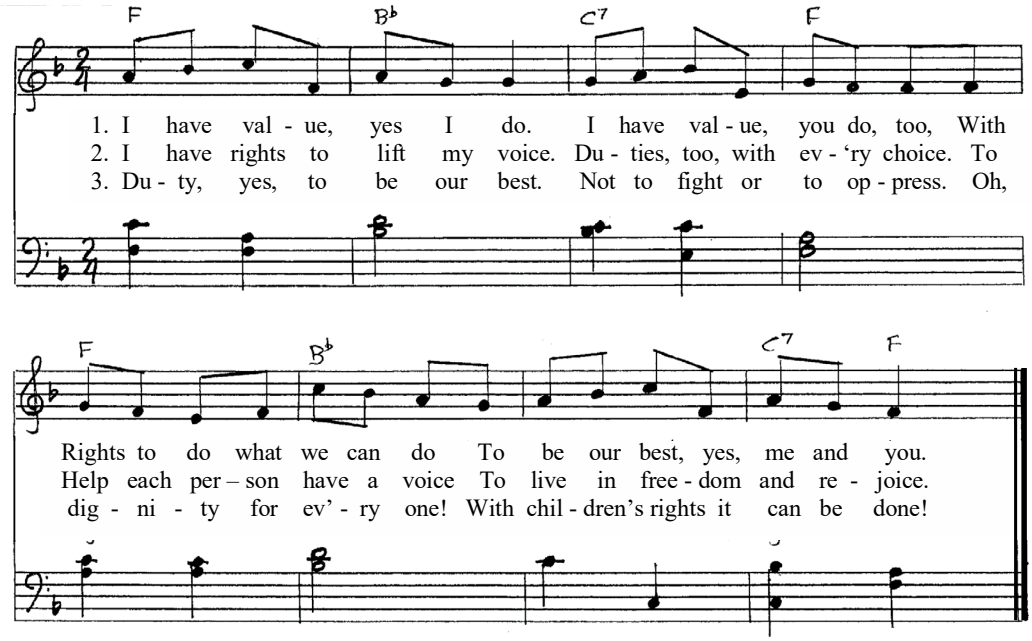
You have the right to your own thoughts and to believe in any religion. You are free to practice your religion or beliefs and also to change them.

The Universal Declaration of Human Rights (Child friendly version)

Be Our Best

Chant or sing:

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



Chant

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

Song

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

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

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

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/



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The Right to Freedom of Religion or Belief

UDHR 18 and CRC 14 (Child Friendly Versions)

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 have their own beliefs, too.**

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.

Activity: Charades

1. Divide students into two or three groups, depending on size of the class.
2. Ask the students for actions or words that could describe both boys and girls. Write their suggestions on the chalkboard (such as: playing a sport, driving a big truck, caring for a baby, cooking, washing clothes, planting seeds, teaching school, playing video games).
3. Each group chooses one action from the list that they'll pantomime for the class to guess.
4. While students are working in their groups, draw two columns on the chalkboard or flip chart, labeling one **Girls** and the other **Boys**.
5. Have the groups take turns demonstrating the action they chose, while the class guesses what it is.
6. Have the students decide in which column the action belongs and write it there.

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

Article 14

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)

Song or Poem: We Are Different

Words and music: Patricia Kelsey Graham

1. I know you, and you know me.
We are as different as the sun and the sea.
I know you, and you know me,
And that's the way that it's supposed to be.

2. I help you, and you help me.
We learn from problems, and we're starting to see.
I help you, and you help me,
And that's the way that it's supposed to be.

3. I love you, and you love me.
We reach together for the best we can be.
I love you, and you love me,
And that's the way that it's supposed to be.

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

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

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

Lesson 7A - Words Make a Difference

Freedom of Expression

You have the right to seek, 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

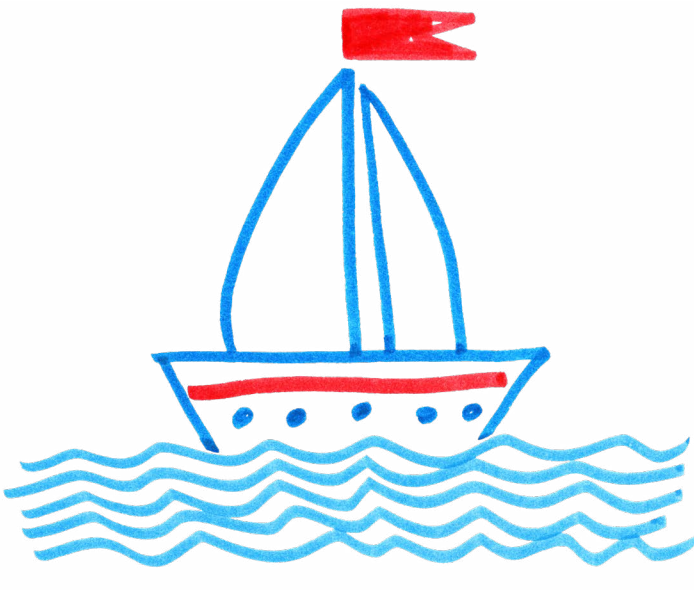
Questions

- 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.

Activity: Peter and His Brothers



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

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

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

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

Question:
How you would look if you were mad?

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

Questions:
How you would look if you were sad?



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

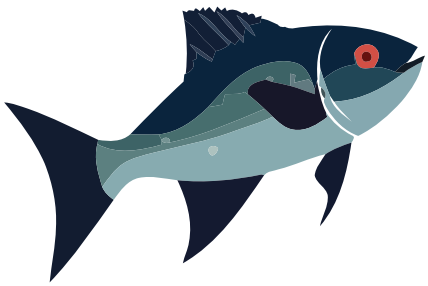
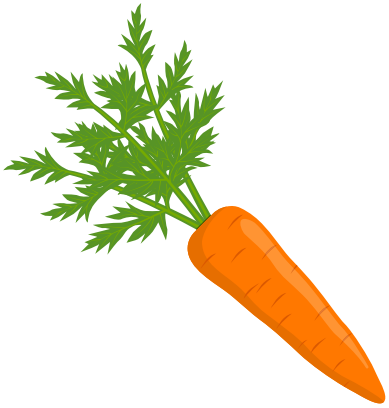
They all looked at their pictures again. They decided they could use Peter's picture for the side of the boat and Matt's picture for the rest of the boat.

Everyone was glad as they built their new boat together.

Question:
How you would look if you were glad?

Activity: Like or Don't Like

Cut out along the solid lines.

 Fish	 Dog	 Carrot
 Dancing	 Soccer	 Ice Cream

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Article 13

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)

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The Right to Freedom of Expression

UDHR 19 and CRC 13 (Child Friendly Versions)

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.

Article 13

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)

Activity: Sad Face, Mad Face, Glad Face







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

Choose three words from the list below. You may use other words in keeping with your culture. Read each word out loud in a neutral way. Give the students time to make an expression in response to each word.

Crazy, Curious, Cool, Hot, Funny, Smart, Silly, Surprised

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.**

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
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.

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 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)

Activity: Rap "No One Just Exactly Like You"

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

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

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

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

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



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



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The Right to Legal Recognition

UDHR 6 and 15, and CRC 7 and 8 (Child Friendly Version)

Lesson 8B - 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 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.**

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.

Article 6

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

The Universal Declaration of Human Rights (Child Friendly Version)

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)



Activity: Lost In The Storm

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

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

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

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

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

Suggestions:

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

Tell the student: Give this information to the people in charge of the city. They'll know how to help you find your parents.

Activity: What Is My Nationality?



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

If you were born in Vietnam, your nationality would be Vietnamese. If you were born in Ghana, your nationality would be Ghanaian.

- Ask four students to come to the front of the class. Whisper the name of a different country in the ear of each student. For example: Brazil, Japan, Italy, Canada.
- Stand behind the first student, and ask the student to say the name of their country for everyone to hear.
- Then ask the class what the student's nationality would be. Help the class if they don't know, or congratulate them if they do.
- Move to each of the other students in turn and do the same.

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

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.**

Teacher preparation: Cut out the word strips (page 53).

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 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

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.

Activity: Order in the Court, Word Strips

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

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

When they turn around, stand behind them.

Tell the class to hold up their thumbs if they agree with what you are going to say.
- Hold your hand above the student with the first word strip and say: "This one is right."
- If most students hold up their thumbs, move to the next student and do the same. Repeat.
- If they're all in the right order, congratulate the three students and let them sit down.
- If they're not right, ask the class to help them put the words in the right order.

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

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

Article 32

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

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

Activity: Child Labor Photos/Pantomime

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

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

Examples:
- **Boys in field:** Show me how hard you are hoeing. Good. Do it together while we count to ten.
- **Girls in gold mine:** What should we do to show that we are working really hard crushing the rock into powder? Do it while we count to ten.
- **Boy in ceramic factory:** How fast can you pull the dishes out of the chemicals? Count to ten as we pull.

Show each photo again. Have each student turn to someone next to them. Tell them why this is Child Labor.

Activity: Child Labor Photos



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



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

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



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

Used With Permission



The Right to Protection from Child Labor

UDHR 23 and CRC 32 (Child Friendly Versions)

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.

Activity: Rupinder's Story

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

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



Lesson 10A - I Get to Go to School

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.

Activity: Questions in a Box

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



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

Explain to the students:

- I'm going to count to three.
- Before I get to three, girls go to the right, and boys go to the left.
- One, two, three—go!

How to play: Divide the class into two teams.

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

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

Answer Key for the Facilitator

1. *The Universal Declaration of Human Rights*
2. *All of the Human Rights*
3. *Human Rights*
4. *Any rights mentioned in the lessons*
5. *Discrimination*
6. *The Convention on the Rights of the Child*
7. *It can be bad for your health and it keeps you from going to school.*
8. *He couldn't find work because he couldn't read or write.*

Lesson 10A - I Get to Go to School

Malala Yousafzai



commons.wikimedia.org/wiki/File: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.

Article 26

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

The Universal Declaration of Human Rights (Child Friendly Version)

Article 29

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.

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

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The Right to a Quality Education

UDHR 26 and CRC 29 (Child Friendly Versions)

This Little Light Of Mine

African American Folksong

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

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

Instructions

- Explain that this song (or poem) talks about a light that represents the many new things we're learning and that we can share with our families and our community to make our lives better.

- Ask the students to stand and form a semi-circle with you (the facilitator) in the middle.

- Sing (or recite) the first verse by yourself and add motions if you wish.
  "This little light of mine" represents what I'm learning.
  "I'm gonna let it shine" means I'm going to share it with everyone I know.

Sing (or say) it one more time, and have the students join you as you go along.
Point to the students in the circle to encourage them to sing or say) and do the motions with you.

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

Question
Where are we going to shine? *Everywhere!*
Point to the students as before, encouraging them to sing (or say) it with you.

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

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

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

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.**

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

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.

Lesson 10B - Our Responsibility to Community

Final Student Assessment - Lesson 10B

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

Date: _____ **Grade/Age:** _____

Student Name: _____ **Male:** _____ **Female:** _____

Location: _____ **Rural:** _____ **Urban:** _____

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

Please, briefly comment on the human rights you believe you have: _____

_____

_____

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

Article 29

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 Version)

Article 28

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 Version)

Activity: Children's Rights and Responsibilities Match-Up

Preparation before class: Choose the set of cards you plan to use and make enough copies for each team to have a complete set. Cut out the sets, making them similar in size. Mix up the cards. Use the originals to show the pairs at the end of the game. Save the originals.

How to play: Quickly have the students count off, giving each one a number: One, two, one, two, one, two – until everyone has a number. The girls and the boys should be mixed together. Put all the **ones** in a group or team, and all the **twos** in another group or team.

Team A goes to one side of the room, and Team B goes to the other side. If you have more than two teams, put them in different parts of the room.

The object of the game is to see who can match rights with responsibilities the fastest.

- Don't start until I say go.
- When your team thinks you have them all matched, raise your hands.
- We'll stop the game and check. If they're all right, you win. If not, we'll keep going.

Give each team a set of cards.
Start: One, two, three, go!

At the end of the game, congratulate everyone and spend a few minutes matching up the corresponding pairs again.

Question
Which are more important, our rights or our responsibilities? *Our responsibilities to each other are just as important as our human rights.*

Activity: Children's Rights and Responsibilities Match-Up

Cut along the solid lines.

Freedom of Expression



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



The responsibility to listen respectfully to others.

Child Labor



The right to be protected from child labor.



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

Activity: Children's Rights and Responsibilities Match-Up

Cut along the solid lines.

Discrimination



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



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

Family



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



The responsibility to show love and care for others.

Activity: Children's Rights and Responsibilities Match-Up

Cut along the solid lines.

Education



The right to a quality education.



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

Life, Liberty and Security



The right to life, liberty and security.



The responsibility to care for yourself and your community.

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Our Responsibility to Community

UDHR 28 and 29 (Child Friendly Version)

Facilitator Toolkit



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Section I: Background Information

Historical Background

Human Rights and Child Rights

- What are human rights?
- What is the *Universal Declaration of Human Rights*?
- Why do we need human rights?
- What are child rights?
- Why do we need child rights?

Human Rights Education for Children and Youth

- What is human rights education?
- Why do we need human rights education?
- The importance of music and activities.

Historical Background

Early in 1947, with the horrors of two world wars fresh in their memories, the newly created United Nations appointed a committee to create a document that would spell out the meaning of the fundamental rights and freedoms to which we are all entitled. It took the commission almost two years to produce the Universal Declaration of Human Rights. It was adopted on December 10, 1948, in Paris, by the 56 members of the United Nations General Assembly.

The 30 articles of the Declaration cover economic, social, cultural, political, and civil rights. These rights are:

- Inalienable—they belong to every person and can't be taken away under any circumstances.
- Interdependent—they are complementary in nature and build on each other.
- Indivisible—all the rights are equally important to the full realization of one's humanity.
- Universal—they apply to all people everywhere.

No right in the Universal Declaration of Human Rights is less important or non-essential.

Most countries treat it as law, and nations are obligated to honor human rights by international treaties. They are required to teach human rights to their citizens through their education systems and other civil institutions, which means they should protect their citizens from discrimination and the denial of their guaranteed rights.

However, rights are of little value to a person who doesn't know that she or he has them.

Colega joins hands with the many other efforts to call out discriminatory treatment at all levels. It intends to teach students a standard of behavior they should both practice and experience at the hands of society.

Human Rights and Child Rights

What are human rights?
Human rights are fundamental rights that belong to every person simply because they are a human being. They are based on the principle that every human being is born equal in dignity and rights. All human rights are equally important. They are indivisible, inalienable and interdependent. They cannot be legally denied except under unusual circumstances.

> **What is the *Universal Declaration of Human Rights*?** *The Universal Declaration of Human Rights (UDHR)* is the founding document created by the UN commission. Adopted by the UN General Assembly on December 10, 1948, it stands as a common reference point for the world, setting standards of achievement in human rights.
>
> Although the UDHR does not officially have force of law, its fundamental principles provide **international standards** worldwide. Most countries view the UDHR as international law.
>
> **Why do we need human rights?** Human rights challenges are increasing worldwide while respect for human dignity is generally decreasing. Human rights foster mutual respect among people. They stimulate conscious and responsible action to ensure that the rights of others are not violated.
>
> Human rights are a tool to **protect people** from violence and abuse. They protect our right to live in dignity, including the right to life, liberty and security, with such essentials as a decent place to live and enough to eat, allowing us to participate in society, receive an education, work, practice our religion, speak our own language, and live in peace.

What are child rights?
The rights of the child are specific rights documented in the *Convention on the Rights of the Child (CRC)*. They are a tool to protect all children everywhere from violence and abuse. This treaty was adopted by the United Nations on November 20, 1989. As of April 2017, the *Convention on the Rights of the Child* is the most ratified document of the United Nations.

The child is defined as any person younger than 18 years old unless the laws of a particular country set the age of majority at a younger age. Children have a right to all the human rights of the UDHR. However, because of their vulnerable position in society, children also have specific rights that afford them special protection.

Why do we need child rights? Child rights give each child the opportunity to reach his or her full potential. In order for children to fully enjoy their rights, the fundamental principles for the CRC must be respected and promoted by all members of society from parents, to educators, to the children themselves. The CRC emphasizes the major importance of the role, authority and responsibility of parents and family.

Children themselves must recognize that every person has the same rights, and then adopt **atti**tudes and behaviors of respect, inclusion and acceptance.

(Adapted from *Play It Fair! Human Rights Education Toolkit for Children*, 2008 Equitas—International Centre for Human Rights Education)

Human Rights Education For Children and Youth

"Human rights education is a central component in the campaign to develop a human rights culture."
- Nelson Mandela

What is human rights education?
Human rights education promotes knowledge and understanding of human rights. It is all learning that builds knowledge and skills, as well as attitudes and behaviors of human rights.

- Human rights education is about helping people understand human rights and recognize that they have a responsibility to respect, protect and promote the rights of all people.
- It supports democratic principles from diverse perspectives through a variety of educational practices.
- It helps develop the communication skills and informed critical thinking essential to a free and safe world where justice and dignity prevail.
- It encourages students to be sensitive to their own words and actions while recognizing and calling out unacceptable behavior such as bullying or shaming.
- It encourages the practice of respect, cooperation and inclusion in daily life.
- Human rights education engages the heart, as well as the mind, in fostering attitudes and behaviors to produce appropriate social change.
- Human rights education affirms the interdependence of the human family.

(Adapted from *The Human Rights Education Handbook*, Nancy Flowers. University of Minnesota 2000, p. 8.)

Why do we need human rights education?
"We must not just educate our children and youth 'to know' and 'to do;' we must also educate them 'to be' and 'to live together.'"
- Jacques Delors, *Learning: The Treasure Within*

Human rights education inspires empathy. It encourages students to think about how they interact with others, and how they can change their behavior to better reflect human rights values.

Human rights education encourages the development of self-confidence and active participation to make a positive contribution to family, school and community.

Why are music and activities important in human rights education?
Music and activities provide a crucial element in the Colega lessons. They are to be used in a participative, interactive instructional method, which human rights educators have found to be an effective and powerful way to achieve learning goals in students.

The activities and themes of the songs in this manual are meant to reinforce in students the skills, knowledge and attitudes essential to achieve a world free of human rights violations. Please do not hesitate to use songs from your own culture that reinforce the same themes.

(Adapted from *Play It Fair! Human Rights Education Toolkit for Children,* 2008 Equitas—International Centre for Human Rights Education)

Section II:
Guidelines and Teaching Tips

Colega for the Facilitator

- Educational Approach of Colega
- Effective Facilitators
- Best Practices for Facilitators
- Teaching Methods

As a **facilitator**, it is essential to consider how you can create an environment that respects and promotes a culture of human rights, one that becomes a living example of what you teach. This is necessary in order for students to learn about human rights.

This part of the manual supports the **facilitator** with practical information about using the Colega manual to do exactly that.

Take what you can from the manual and these instructions. Use whatever is helpful. You may have to adapt and innovate, and that is fine!

The important thing to remember is that when you create an environment that promotes and respects human rights, students will be learning about human rights.

Unlike lesson plans for classroom use in a formal school curriculum, Colega is designed to be adaptable for more informal settings.

Educational Approach of Colega

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

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

1. **Experiencing** the human right through lesson activity or story
2. **Thinking** about the right through discussion
3. **Acting** or reflecting the human right behavior or change

Effective Facilitators

What is the role of the facilitator? Facilitator (or teacher) is used to refer to a person who works with students in formal or non-formal classrooms or other educational settings. Different organizations use terms such as counselor, facilitator, monitor or teacher to denote this role. For reasons of clarity, **facilitator** was selected because it appears to be the most widely understood and commonly used term in this context.

- **Facilitators accompany and guide** the students in their learning.
- **Facilitators are role models.** They set an example for students, integrating human rights values into their own behaviors and attitudes, while constantly aware of their influence on the students.
- **Facilitators create a positive environment** conducive to learning. This is perhaps the most important role of the facilitator.
- **Key responsibilities:** leading games, encouraging participation, facilitating discussion, and giving students the opportunity to critically think about their own behaviors.

(Adapted from *Play It Fair! Human Rights Education Toolkit for Children,* 2008 Equitas – International Centre for Human Rights Education, Reference 07.)

Best Practices for Facilitators

Best practices are teaching strategies and methods that have been carefully researched and have been shown to help facilitators become more effective in their teaching.

We all learn in different ways. This section offers facilitators a variety of approaches and techniques that result in good overall outcomes, where students learn what is being taught.

At the beginning of class, review or summarize ideas or skills from a previous lesson.

Use energetic and enthusiastic speech or obvious interest in the subject matter. When facilitators are enthusiastic, students pay attention and develop enthusiasm of their own.

Encourage reluctant learners. Effective facilitators call on students whose hands are not raised to check their understanding and gently encourage their participation.

Allow wait time after questions. After asking the question, wait at least five seconds for someone to answer before calling on another student.

Apply learning to a student's personal experience, future life, or potential work situation. A student's background knowledge plays an important role in all types of learning; what students already know influences what and how much they'll learn in the future.

Reinforce desired behavior. Small, frequent rewards are more effective than large, infrequent ones. Praise is a particularly powerful reward, especially if delivered in a natural tone of voice to students for specific achievements.

"Thanks so much for sharing your ideas, Bao."
"I love the way Asha lined up quickly."
"This group followed my directions exactly!" is more effective than pointing out which group didn't do it right.

End on the right note. At the conclusion of the lesson, it is important to give the students an opportunity to sum up what they've learned individually and collectively. How you do this depends on the objectives and the mood or tone of the class.

Keep a record. A good facilitator learns from experience. Briefly record what happened at each session, including adaptations and changes that occurred, new ideas, particular successes and difficulties.

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

Best Practices for the Classroom

Create a positive learning environment
One of the main elements in developing a positive classroom is creating a warm, supportive environment in which students feel safe and are willing to participate.

A critical environment, such as hitting, harsh words, threats, nagging or demeaning comments and negative attitudes, discourages participation and prevents learning.

Use three or four praise statements for every negative statement so that the students hear positive encouragement most of the time.

> "Ali, I love the way you raised your hand to talk."
> "Oh, look! Marta is sitting quietly."
> "I love the way Thomas did what I asked."
> "Thank you, Sofia, for quickly putting away your pencil and paper."

Students will believe what you tell them simply because you are the facilitator. It helps to say things such as, "This is going to be your best time ever!" because they will leave class and tell others that this is going to be their best time just because you said it would be.

Rules and Consequences
It is important to create rules and consequences, and to consistently and kindly and patiently enforce them.

Be strict but be nice. It is possible to be strict, or in other words, to be consistent in requiring that the students do what you ask, without being mean. Make this your motto—and smile.

Create a list with the students for group behavior. Post the rules and devote time to discuss them so that everyone knows what they are and agrees to them.

Respond consistently to behavior
Recognize and stop disruptive behavior immediately. Do not allow social talk, excessive noise, or interruptions during the facilitator's instruction time.

When facilitators and students establish fair rules together and enforce them consistently, rule breakers can be unhappy only with themselves.

If students can depend on what facilitators say, they will be less likely to test them and more able to accept responsibility for their own behavior.

Evaluate and adjust teaching activities
When necessary, adjust the lessons and activities based on the needs and participation of the students, thinking about ways to improve the teaching.

Teaching Methods

Variety keeps things interesting. The lessons and activities presented in the Colega manual use many different teaching methods. Use those that most appropriately fit the human rights article being discussed and that you think will further the understanding of the objective being taught.

Assigning and Creating Groups

There are many ways to ensure that students are not always with the same people, and so that no one feels like they are always the last one chosen.

- Students count off by 3s or 4s. All the 1's get in a group, all the 2s in another group, etc.
- Do the same with different fruits. All the apples in a group, lemons, bananas, oranges, etc.
- As students arrive, give each one a yellow or blue paper or sticker. At the appropriate time, have all the yellows get together in a group and all the blues in another group.

Closings and Conclusions

How you close your lesson depends on the goals and tone of the class. It is important to end on the right note so students leave thinking about what they learned and how they feel about being there. Planning your closing or conclusion is a critical component of your teaching.

Ball Toss: Students stand in a circle or in two lines across from each other, not too far apart. They toss a ball from one to another, making sure to always toss to someone who hasn't had a turn yet. Each person who catches the ball states one thing she or he learned or can remember from the lesson. Continue until everyone has had a turn.

Group Summary: Ask a summarizing question, such as "What remarks that you heard today will you especially remember?" or "What idea can you take home to use in your family?" or "Does anyone have a question for me?" Have each child respond in turn. (Flowers, p. 82.)

Group Discussions

Small Group Discussion: Dividing the class into pairs or groups gives the students an opportunity to participate actively. Small groups can generate a lot of ideas very quickly. The facilitator asks a question, such as: "Is it ever right to spread false information about someone?" Explain the task clearly. Seat the students where they can see each other and tell them how long they have to complete the task. It might be necessary to have a chairperson and someone to take notes from each group. (Flowers, p. 63.)

After the allotted time, have each group report their ideas to the whole class by summarizing the discussion, presenting their decision, or listing their various ideas.

Whole Group Discussion: In order to have an open discussion, it is important to have an atmosphere of trust and mutual respect in the group. One way to help create a "safe" environment is to have the group develop **Rules of Discussion.** This is best done at the beginning of the course when standards of behavior are usually being established.

Discussions are a good way for the facilitator and the students to discover what their attitudes are regarding human rights issues. They provide an opportunity to practice listening, speaking in turn and other group skills which are necessary for respecting other people's rights. It is preferable to seat participants in a circle or semi-circle where they can see one another. (Flowers, p. 63.)

Role-Play

A role-play is a short drama acted out by class participants. It is mostly improvised although students may draw on their life experiences for the situation. The facilitator identifies the issue, for example: **The Right to Property.** Two or more class members could play the part of someone taking another's property. Two others could represent those whose property is being taken away because of ethnic or religious discrimination.

- During the role-play, it might be useful to stop the action and ask everyone about what is happening and how the situation can be resolved equitably for all parties.

- After the role-play, it is important that participants talk about what took place and discuss appropriate ways to resolve the situation. (Flowers, p. 63.)

Songs and Stories

In many societies, songs and stories are the medium for preserving and transmitting social values. They can be used to convey **human rights concepts and values.**

- To explore a subject you've chosen, you could ask the group to search for local songs and stories they have heard that support the human right you are learning about.

- You can assign small groups to different issues. Give them time to ask parents, grandparents and others in the community about stories and songs. Have them collect and bring back the texts or music, and give them time to present to the rest of the class or teach a new song.

- Have a discussion comparing what the songs or stories are saying, and how that relates to the reality of today's world. (Siniko, p. 29.)

Most of the suggestions and information in Best Practices for the Classroom and Teaching Methods are adapted from two publications:

1. *The Human Rights Handbook, Topic Book 4*, Nancy Flowers. Minneapolis Human Rights Resource Center, 2000.

2. *Siniko, Towards a Human Rights Culture in Africa,* Amnesty International 1998.

Section III: Songs

Music in the Classroom

Be Our Best
Here We Are Together
I'll Walk with You
Kindness Begins with Me
This Little Light of Mine
We Are Different

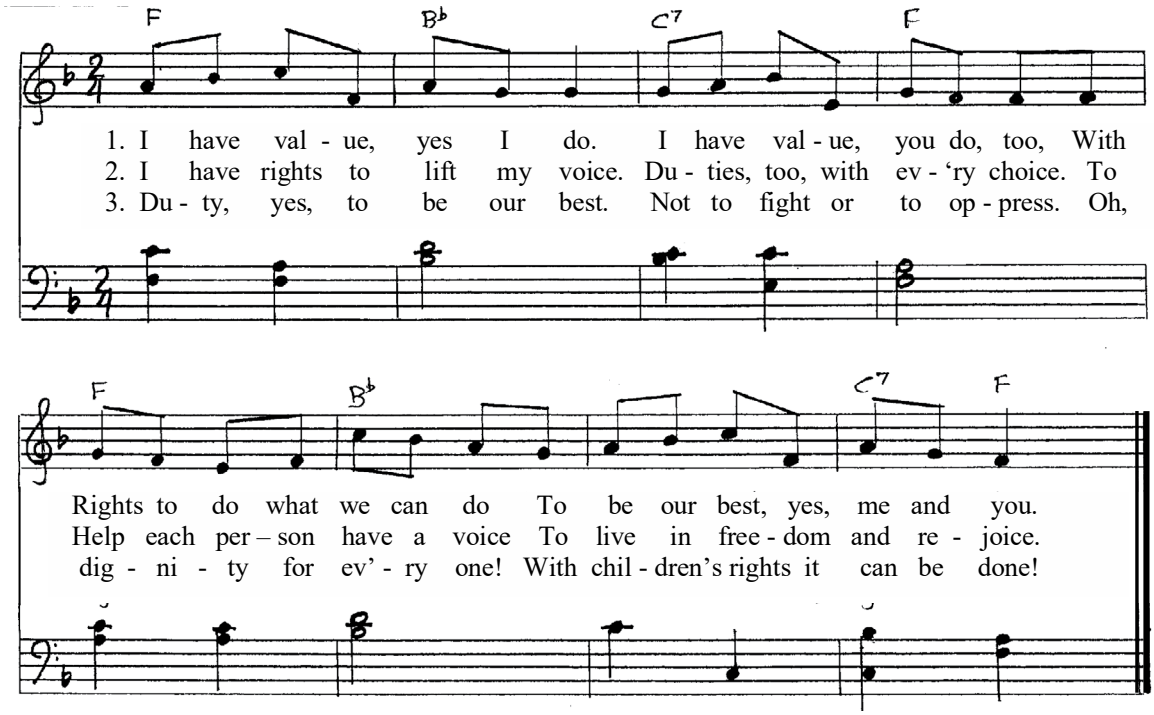
To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

- In addition to being fun and providing joy, scientists have found that music strengthens the connection between the brain and the body, and improves learning on almost every level, including recall.
- Students remember a message better when words have a melody, movement and rhythm attached to them. In that way, words provide facts and feelings.
- When learning about human rights, music can be an effective way to help students remember and think about the messages they are hearing.
- Each culture has its own songs, of course, that can be used for teaching important principles dealing with human rights.
- **Use songs that appeal to the students you teach, and that are comfortable for you.**
- **All of these songs may be used as poems or chants as well.**

Be Our Best

Chant:

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



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

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

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

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

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

Here We Are Together



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

***Alternate phrases:**

Here we go a-walking	Here we are a-singing
Here we go a-marching	Here we are a-clapping

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

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

I'll Walk With You

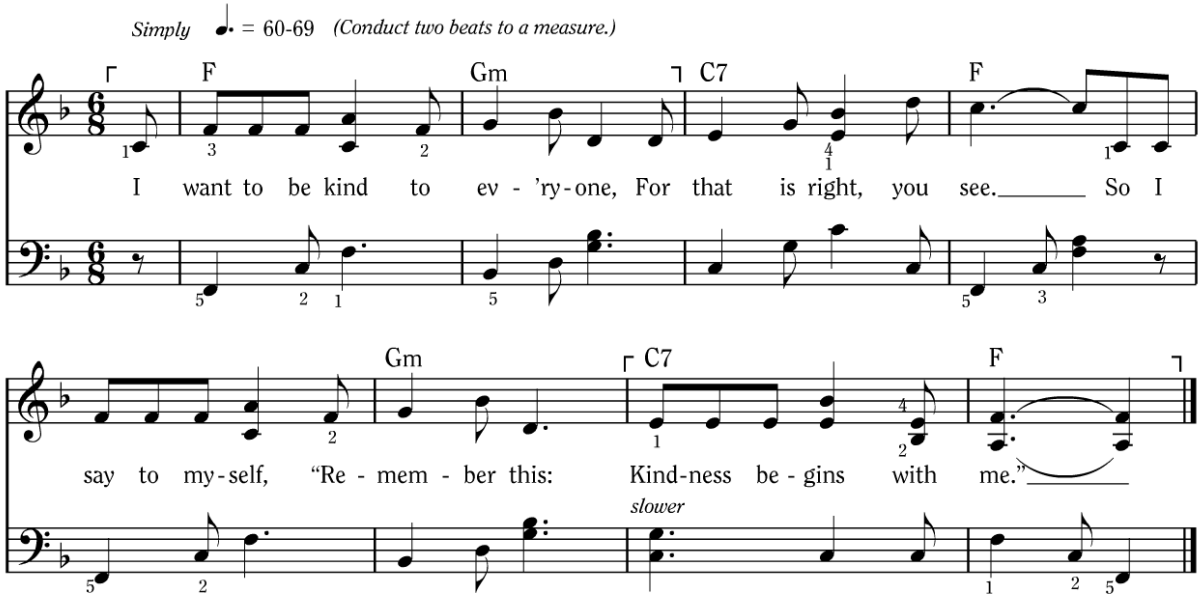


Lyrics: Carol Lynn Pearson
b. 1939, 1987 IRI
Music: Reid N. Nibley
b. 1923, 1987 IRI

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

Kindness Begins With Me

Words and music: Clara W. McMaster



To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

This Little Light of Mine

African Folk Song



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

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

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

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

We Are Different

Words and music: Patricia Kelsey Graham



To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

Section IV: Glossary

Abuse: Treatment that is unkind, cruel or unfair.

Advocate: A person who supports or speaks in favor of someone or something.

Article: A section of a document that deals with a particular point, such as the 30 UDHR articles**.**

Assembly: The gathering together of people to discuss or work on a common purpose.

Asylum: Protection or safety from danger or harm, usually found or provided by a safe place to be, such as another country.

Censor: To examine different forms of communication such as books, speeches or movies and remove or change them because someone thinks they are harmful.

Citizen: A person who has a right to live in a country because he was born there or because he/she has been accepted with full rights in that country.

Court: A meeting of all persons who are involved in a situation that needs a legal judgment or decision. This might be to determine if someone has committed a crime, to settle a disagreement; to reach a decision about how the law will be carried out in a particular situation or case. A court usually consists of a judge or judges, a jury, lawyers and the people who assist them.

Convention: Binding agreement between nation states to comply with an agreed action; used synonymously with treaty and covenant. A convention and a covenant mean the same thing. They are both legally binding for governments that have ratified them. In that sense, covenants and conventions are stronger than declarations.

Convention on the Rights of the Child **(CRC):** Adopted by the General Assembly November 20, 1989. The primary UN document recognizing civil, political, economic, social and cultural rights of children. It is the most ratified document of the UN, with the United States as the only member state to abstain.

Culture: Art, music, literature, ideas, scientific progress and other creations of a people or people in general.

Debate: An organized discussion of something in public; usually two people or two teams who each take an opposite view about an idea and take turns discussing their opinions.

Declaration: Document stating agreed upon principles and standards but which is not legally binding. UN conferences usually produce two sets of declarations: one written by government representatives and one by non-governmental organizations (NGOs).

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

Discrimination: An unfair difference in treatment; to deny equal rights to certain persons or groups of people.

Education

- **Formal education:** The structured education system (usually by government) that runs from preschool and primary school to university.
- **Informal education:** The lifelong process whereby a person acquires attitudes, values, skills and knowledge from the influences and resources in his or her own environment and daily experience.
- **Non-formal education:** Any planned program of personal and social education outside the formal education curriculum that is designed to improve a range of knowledge, skills and competencies (e.g., youth groups, church groups, after-school clubs, Boy Scouts).

Equal: Having the same status, rights or opportunities as another or others.

Evolving Capacities: The enhanced competencies that children acquire as they grow older. Children in different environments and cultures will acquire competencies at different ages. As they grow in experience and ability, children have a greater capacity to take responsibility for their own decisions.

Free: Able to do, act or think as one pleases; not under the unwanted control of another. Example: We are free when we can make choices about our jobs, our education, care of our bodies and which religion we believe in or choose not to believe in.

Humanitarian law: The body of law that protects certain persons in times of armed conflict, helps victims and limits the methods and means of combat in order to minimize destruction, loss of life and unnecessary human suffering.

Human rights: According to the *Universal Declaration of Human Rights,* human rights are certain fundamental things or principles that every person everywhere is entitled to from birth until death, as part of his or her experience simply because she or he is a human being. They apply no matter where you are from, what you believe or how you choose to live your life. They can never be taken away, but can be restricted, for example, if a person breaks the law, or in the interests of national security.

Immigrant: A person who has left their native country to live in another country. Immigrants usually decide to change countries in order to improve living conditions.

Inalienable: Refers to rights that belong to every person and cannot be taken from a person under any circumstances.

Indivisible: Refers to the equal importance of each human rights law. It means that the rights in the *Universal Declaration of Human Rights* cannot be separated from each other. A person cannot be denied a human right on the grounds that it is "less important" or "non-essential."

Interdependent: Refers to the complementary framework of human rights law. For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education and even to obtain the necessities of life.

Member States: Countries or nations that are members of intergovernmental organizations.

Ratification, Ratify: Process by which the legislative body of a state (usually a parliament) confirms a government's action in signing a treaty; formal procedure by which a state becomes bound to a treaty after acceptance.

Refugee: A person who has been forced to leave their native country in order to escape from war, persecution or natural disaster. Refugees usually cannot return home safely.

Religion: A set of beliefs, practices and social organizations that add meaning to a person's life. Religion usually involves belief and devotion to a higher power, especially a personal God or gods. Major religions include groups such as Christianity, Islam, Judaism, Buddhism and Hinduism. Some would include Humanism (Atheism) in this group.

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

Rights: Claims or freedoms to do or to be or to have something. There are legal rights which are conferred by laws. There are other rights, such as human rights, that are ethical principles of freedom or entitlement. Rights are the fundamental rules about what is allowed of people or owed to people.

Stereotype: An oversimplified, generalized idea about what something or someone is like, especially an idea that is wrong and may lead to prejudice and discrimination.

United Nations: An organization composed of many countries who have agreed to work toward peace and human rights for all people. It was created in 1945 after World War II in hope of preventing another such conflict. When it was founded, the UN had 51 member states. Today there are 193.

Universal Declaration of Human Rights **(UDHR):** Adopted by the United Nations general assembly on December 10, 1948. It is the primary UN document establishing human rights standards and norms. All member states have agreed to uphold the UDHR. Although the declaration was intended to be non-binding, through time its various provisions have become so widely recognized that it can now be said to be customary international law.

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

Section V: Documents

Universal Declaration of Human Rights (Child Friendly Version)

Universal Declaration of Human Rights (UDHR)

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

Convention on the Rights of the Child (CRC)

Universal Declaration of Human Rights (Child Friendly Version)

Article 1, Right to equality:
You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

Article 2, Freedom from discrimination:
You have all these human rights no matter what your race, skin colour, sex, language, religion, opinions, family background, social or economic status, birth or nationality.

Article 3, Right to life, liberty and personal security:
You have the right to live, to be free and to feel safe.

Article 4, Freedom from slavery:
Nobody has the right to treat you as a slave, and you should not make anyone your slave.

Article 5, Freedom from torture and degrading treatment:
Nobody has the right to torture, harm or humiliate you.

Article 6, Right to recognition as a person before the law:
You have a right to be accepted everywhere as a person according to law.

Article 7, Right to equality before the law:
You have a right to be protected and treated equally by the law without discrimination of any kind.

Article 8, Right to remedy by capable judges:
If your legal rights are violated, you have the right to fair and capable judges to uphold your rights.

Article 9, Freedom from arbitrary arrest and exile:
Nobody has the right to arrest you, put you in prison or to force you out of your country without good reasons.

Article 10, Right to fair public hearing:
If you are accused of a crime, you have the right to a fair and public hearing.

Article 11, Right to be considered innocent until proven guilty:
1) You should be considered innocent until it can be proved in a fair trial that you are guilty.
2) You cannot be punished for doing something that was not considered a crime at the time you did it.

Article 12, Freedom from interference with privacy, family, home and correspondence:
You have the right to be protected if someone tries to harm your good name or enter your house, open your mail or bother you or your family without good reason.

Article 13, Right to free movement:
1) You have the right to come and go as you wish within your country.
2) You have the right to leave your country to go to another one, and you should be able to return to your country if you want.

Article 14, Right to protection in another country:
1) If someone threatens to hurt you, you have the right to go to another country and ask for protection as a refugee.
2) You lose this right if you have committed a serious crime.

Article 15, Right to a nationality and the freedom to change it:
1) You have the right to belong to a country and have a nationality.
2) No one can take away your nationality without a good reason. You have a right to change your nationality if you wish.

Article 16, Right to marriage and family:
1) When you are legally old enough, you have the right to marry and have a family without any limitations based on your race, country or religion. Both partners have the same rights when they are married and also when they are separated.
2) Nobody should force you to marry.
3) The family is the basic unit of society, and government should protect it.

Article 17, Right to own property:

1) You have the right to own things.
2) Nobody has the right to take these things from you without a good reason.

Article 18, Freedom of thought, conscience and religion:

You have the right to your own thoughts and to believe in any religion. You are free to practise your religion or beliefs and also to change them.

Article 19, Freedom of opinion and information:

You have the right to hold and express your own opinions. You should be able to share your opinions with others, including people from other countries, through any ways.

Article 20, Right to peaceful assembly and association:

1) You have the right to meet peacefully with other people.
2) No one can force you to belong to a group.

Article 21, Right to participate in government and elections:

1) You have the right participate in your government, either by holding an office or by electing someone to represent you.
2) You and everyone has the right to serve your country.
3) Governments should be elected regularly by fair and secret voting.

Article 22, Right to social security:

The society you live in should provide you with social security and the rights necessary for your dignity and development.

Article 23, Right to desirable work and to join trade unions:

1) You have the right to work, to choose your work and to work in good conditions.
2) People who do the same work should get the same pay.
3) You should be able to earn a salary that allows you to live and support your family.
4) All people who work have the right to join together in unions to defend their interests.

Article 24, Right to rest and leisure:

You have the right to rest and free time. Your workday should not be too long, and you should be able to take regular paid holidays.

Article 25, Right to adequate living standard:

1) You have the right to the things you and your family need to have a healthy and comfortable life, including food, clothing, housing, medical care and other social services. You have a right to help if you are out of work or unable to work.
2) Mothers and children should receive special care and help.

Article 26, Right to education:

1) You have the right to go to go to school. Primary schooling should be free and required. You should be able to learn a profession or continue your studies as far as you can.
2) At school, you should be able to develop all your talents and learn to respect others, whatever their race, religion or nationality.
3) Your parents should have a say in the kind of education you receive.

Article 27, Right to participate in the cultural life of community:

1) You have the right to participate in the traditions and learning of your community, to enjoy the arts and to benefit from scientific progress.
2) If you are an artist, writer or scientist, your work should be protected and you should be able to benefit from it.

Article 28, Right to a social order:

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

Article 29, Responsibilities to the community:

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

Article 30, Freedom from interference in these human rights:

No person, group or government anywhere in the world should do anything to destroy these rights.

Universal Declaration of Human Rights

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

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

PREAMBLE

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

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

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

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

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

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

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

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

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

Article 2.

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

Article 3.

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

Article 4.

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

Article 5.

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

Article 6.

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

Article 7.

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

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

Article 8.
Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.
No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.
Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.
(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.
No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.
(1) Everyone has the right to freedom of movement and residence within the borders of each state.
(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.
(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.
(1) Everyone has the right to a nationality.
(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.
(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
(2) Marriage shall be entered into only with the free and full consent of the intending spouses.
(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.
(1) Everyone has the right to own property alone as well as in association with others.
(2) No one shall be arbitrarily deprived of his property.

Article 18.
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practise, worship and observance.

Article 19.
Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.
(1) Everyone has the right to freedom of peaceful assembly and association.
(2) No one may be compelled to belong to an association.

Article 21.
(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.
(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.
Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.
(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
(2) Everyone, without any discrimination, has the right to equal pay for equal work.
(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.
Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.
(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.
(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.
(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.
Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.
(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.
Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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

Article 1, Definition of a child:
Until you are eighteen, you are considered a child and have all the rights in this convention.

Article 2, Freedom from discrimination:
You should not be discriminated against for any reason, including your race, color, sex, language, religion, opinion, origin, social or economic status, disability, birth, or any other quality of yours or your parents or guardian.

Article 3, The child's best interest:
All actions and decisions that affect children should be based on what is best for you or any child.

Article 4, Enjoying the rights in the Convention:
Governments should make these rights available to you and all children.

Article 5, Parental guidance and the child's growing abilities:
Your family has the main responsibility for guiding you, so that as you grow, you learn to use your rights properly. Governments should respect this right.

Article 6, Right to life and development
You have the right to live and grow well. Governments should ensure that you survive and develop healthily.

Article 7, Birth registration, name, nationality and parental care
You have the right to have your birth legally registered, to have a name and nationality and to know and to be cared for by your parents.

Article 8, Preservation of identity
Governments should respect your right to a name, a nationality and family ties.

Article 9, Separation from parents
You should not be separated from your parents unless it is for your own good (for example, if a parent mistreats or neglects you). If your parents have separated, you have the right to stay in contact with both of them unless this might hurt you.

Article 10, Family reunification
If your parents live in different countries, you should be allowed to move between those countries so that you can stay in contact with your parents or get back together as a family.

Article 11, Protection from illegal transfer to another country
Governments must take steps to stop you being taken out of your own country illegally.

Article 12, Respect for the child's opinion
When adults are making decisions that affect you, you have the right to say freely what you think should happen and to have your opinions taken into account.

Article 13, Freedom of expression and information
You have the right to seek, get and share information in all forms (e.g. through writing, art, television, radio and the Internet) as long as the information is not damaging to you or to others.

Article 14, Freedom of thought, conscience and religion
You have the right to think and believe what you want and to practice your religion as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.

Article 15, Freedom of association and peaceful assembly
You have the right to meet and to join groups and organizations with other children as long as this does not stop other people from enjoying their rights.

Article 16, Privacy, honor and reputation
You have a right to privacy. No one should open your letters and emails or bother you or your family without a good reason.

Article 17, Access to information and media
You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and the Internet. Information should be beneficial and understandable to you.

Article 18, Parents' joint responsibilities

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

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

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

Article 20, Alternative care

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

Article 21, Adoption

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

Article 22, Refugee children

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

Article 23, Disabled children

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

Article 24, Healthcare and health services

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

Article 25, Periodic review of treatment

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

Article 26, Benefit from social security

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

Article 27, Adequate standard of living

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

Article 28, Right to education

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

Article 29, The aims of education

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

Article 30, Children of minorities and native origin

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

Article 31, Leisure, play and culture

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

Article 32, Child labor

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

Article 33, Children and drug abuse

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

Article 34, Protection from sexual exploitation

The government should protect you from sexual abuse.

Article 35, Protection from trafficking, sale, and abduction

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

Article 36, Protection from other forms of exploitation

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

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

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

Article 38, Protection of children affected by armed conflict

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

Article 39, Rehabilitation of child victims

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

Article 40, Juvenile justice

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

Article 41, Respect for higher human rights standards

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

Article 42, Making the Convention widely known

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

Articles 43-54, Duties of Governments

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

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

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

Convention on the Rights of the Child

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

Preamble

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

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

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

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

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

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

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

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

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

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

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

PART I

Article 1
For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

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

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

Article 4
States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international cooperation.

Article 5
States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6
States Parties recognize that every child has the inherent right to life. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7
1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and. as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8
1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.
2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to reestablishing speedily his or her identity.

Article 9
1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child.

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

Article 10

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

Article 11

States Parties shall take measures to combat

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

Article 12

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

Article 13

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

Article 14

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

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

Article 15

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

Article 16

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

Article 17

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

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

Article 18

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

Article 19

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

Article 20

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

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

Article 21

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

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

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.
2. For this purpose, States Parties shall provide, as they consider appropriate, cooperation in any efforts by the United Nations and other competent intergovernmental organizations or nongovernmental organizations cooperating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunifi cation with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

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

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

Article 24

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

Article 25

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

Article 26

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

Article 27

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

Article 28

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

Article 29

1. States Parties agree that the education of the child shall be directed to:
   a. The development of the child's personality, talents and mental and physical abilities to their fullest potential;
   b. The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
   c. The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
   d. The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
   e. The development of respect for the natural environment.
2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

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

Article 31

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

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

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

Article 33
States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34
States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:
a. The inducement or coercion of a child to engage in any unlawful sexual activity;
b. The exploitative use of children in prostitution or other unlawful sexual practises;
c. The exploitative use of children in pornographic performances and materials.

Article 35
States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36
States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37
States Parties shall ensure that:
a. No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
b. No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
c. Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
d. Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38
1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39
States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall

take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.
2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:
   a. No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;
   b. Every child alleged as or accused of having infringed the penal law has at least the following guarantees:
      (i) To be presumed innocent until proven guilty according to law;
      (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
      (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
      (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
      (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
      (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
      (vii) To have his or her privacy fully respected at all stages of the proceedings.
3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:
   a. The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;
   b. Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.
4. A variety of dispositions, such as care, guidance and supervision orders; counseling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

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

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

PART II

Article 42

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

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of eighteen experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.
3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.
4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.
5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.
6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.
7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.
8. The Committee shall establish its own rules of procedure.
9. The Committee shall elect its officers for a period of two years.
10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.
11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.
12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

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

Article 45

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

a. The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;
b. The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;
c. The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;
d. The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

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

Article 47

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

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

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

Article 50

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

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

Article 52

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

Article 53

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

Article 54

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

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

Section VI: Sample Assessments

Initial Student Assessment
Final Student Assessment

Initial Teacher Assessment
Final Teacher Assessment

Initial Student Assessment



Date: _____ **Grade or Age:** _____

Student Name: _____ **Male:** _____ **Female:** _____

Location: _____ **Rural:** _____ **Urban:** _____

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

Please, briefly comment on the human rights you believe you have: _____

_____

_____

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

Final Student Assessment



Date: _____ **Grade or Age:** _____

Student Name: _____ **Male:** _____ **Female:** _____

Location: _____ **Rural:** _____ **Urban:** _____

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

Please, briefly comment on the human rights you believe you have: _____

_____

_____

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

Initial Teacher Assessment



Date: _____

Name: _____

School: _____

Grade: _____

Position: _____

Rural: _____ **Urban:** _____

Check the number that best applies:

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

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

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

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

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

Final Teacher Assessment



Date: _____

Name: _____

School: _____

Grade: _____

Position: _____

Rural: _____ **Urban:** _____

Check the number that best applies:

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

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

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

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

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



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