

A MANUAL FOR TEACHING THE RIGHTS OF CHILDREN

COLEGA

Geneva Office for Human Rights Education



30-MINUTE
LESSONS

Children ages 6 - 10



“This handy and playful book is a wonderful instrument serving children, youth and adults alike, and I am very grateful to GO-HRE for producing it. I hope that it can serve a large number of people and thus contribute to the promotion, respect and implementation of all human rights.”

Claire de Lavernette
Chair of the NGO Liaison Working Group
on Human Rights Education and Learning

Geneva, Switzerland
2017



A MANUAL FOR TEACHING THE RIGHTS OF CHILDREN



CHILDREN
AGES 6 - 10

Geneva Office for
Human Rights Education

As facilitators and teachers who work with young people, you may adapt the material in this manual to suit your own culture and circumstances. *However, this manual is to be used in its entirety.*

No lesson is to be deleted or changed from its original intent.

You should become familiar with the *Universal Declaration of Human Rights*, as well as the *Convention on the Rights of the Child*, both of which are included at the end of this manual.

In Portuguese and Spanish, “colega” means colleague, friend, buddy or companion. It is a word that sounds friendly and inviting when read or spoken by people everywhere even if the word itself is not part of their language.

The Chinese character for “colega” (同事) conveys the idea of people together in harmony. That is the hope of this manual.

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

Copyright © 2019 by Intellectual Reserve, Inc.
All rights reserved.

Published by the Geneva Office for Human Rights Education, www.go-hre.org.

Correspondence related to this publication or the reproduction
or translation of all or part of it should be addressed to:
Geneva Office for Human Rights Education
E-mail: Learninghumanrights@gmail.com

English Edition, Version 3

April 2020

CONTENTS

INTRODUCTION

PREFACE AND OVERVIEW	7
----------------------	---

LESSONS

C-1, <i>Born Free</i>	11
C-2, <i>I Have Rights</i>	33
C-3, <i>Is This Discrimination?</i>	53
C-4, <i>Family, a Beautiful Thing</i>	75
C-5, <i>Love at Home</i>	89
C-6, <i>I Can Choose!</i>	99
C-7, <i>Words Make a Difference</i>	115
C-8, <i>My Right to Be Me</i>	131
C-9, <i>Child Labor Is Just Not Fair!</i>	153
C-10, <i>I Get to Go to School</i>	173

FACILITATORS TOOLKIT 197

SECTION I: BACKGROUND INFORMATION	199
-----------------------------------	-----

Historical Background

Human Rights

Children's Rights

Human Rights Education

The Importance of Educating Children about Human Rights

The Universal Declaration of Human Rights, Summary

The Convention on the Rights of the Child, Summary

Music in the *Colega* Manual

SECTION II: GUIDELINES AND SUGGESTIONS	208
Background Information	
Best Practices and Effective Facilitators	
Best Practices for Facilitators	
Best Practices for the “Classroom”	
Teaching Methods	
Evaluation and Self-Critique	
SECTION III: ACTIVITIES, ENERGIZERS AND REVIEW	217
SECTION IV: SONGS	221
Here We Are Together	
I’ll Walk with You	
Kindness Begins with Me	
This Little Light of Mine	
We are Different	
SECTION V: GLOSSARY	227
SECTION VI: DOCUMENTS	231
Full Version and Child-Friendly Versions	
<i>The Universal Declaration of Human Rights</i>	
<i>The Convention on the Rights of the Child</i>	

PREFACE

COLEGA: A Manual for Human Rights Education is a product of the Geneva Office for Human Rights Education (GO-HRE) with international offices in Geneva, Switzerland. The GO-HRE program is affiliated with Brigham Young University's David M. Kennedy Center for International Studies, a United Nations-accredited nongovernmental organization, in special consultative status with the United Nations Economic and Social Council.

This manual is a compilation of best practices from our own experience and creative imagination. We have also drawn on lessons gleaned from the many human rights handbooks, manuals and excellent programs created by organizations and individuals around the globe, such as the Council of Europe, Amnesty International, the Wergeland Centre, and Equitas *Play It Fair*, to name a few. We readily acknowledge the publications of these organizations as the source material for much of the content of this manual. Their work and stalwart examples are awe-inspiring.

COLEGA is a teaching resource for GO-HRE volunteers operating in a variety of national, language and media contexts worldwide, for use by all human rights educators.

The instructional objective of **COLEGA** is two-fold:

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

Human rights behavior. A by-product of knowledge is compatible behavior. We believe that behavior compatible with human rights knowledge will increase and create climates or cultures based on human rights principles.

We are particularly indebted to those who have volunteered time and expertise sifting through the mountains of human rights education material available. They are now too numerous to mention individually. We owe much to many.

We are not the first, nor will we be the last, to be involved in human rights education. We hope that this manual will benefit the continued efforts to build and strengthen a global culture of human rights as we focus on the children, 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. We apologize for any omissions and will be pleased to correct them in the next edition.

Geneva, Switzerland
March 2019

OVERVIEW

WHAT IS THE PURPOSE OF THE **COLEGA** MANUAL?

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

WHO IS IT FOR?

1. Children ages 6 to 16, to help instill human rights attitudes into their awareness and behavior.
2. Facilitators and teachers, to improve the teaching and promotion of human rights values in their interaction with children as they incorporate the ideas and lessons into planned activities.

WHAT IS IN THE **COLEGA** MANUAL?

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

- Preface and Overview
- Background Information
- Guidelines and Suggestions for Facilitators
- Activities, Energizers and Review
- Lessons, Songs and Documents

THE LESSONS

At the end of each lesson, there is a “*Facilitator Notes and Reflections*” sheet so you can record any changes, new ideas or challenges for future reference. *You should keep all the originals used for lessons and activities in a folder for future use or reference.*

HOW TO USE THE **COLEGA** MANUAL

1. Read the Background Information contained in “Tools for Facilitators” Section I, at the back of the manual. Familiarize yourself with the history of *The Universal Declaration of Human Rights* and *The Convention on the Rights of the Child*, as well as the human rights principles and values. You’ll also find information on how to use **COLEGA**.

2. Plan your lessons and age-appropriate activities in advance. Identify activities and strategies to meet the needs of your particular students and young people.

3. Hold regular discussions with your colleagues about the use of **COLEGA.** Share your successes and any challenges you have faced, and work together to identify ways to improve the use of the manual.

4. Facilitators: Work through the lessons in the manual in consecutive order. They build on each other in a way meant to best help the children learn and remember the content.

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

Lessons



Children

Ages 6 – 10 years

Born Free

**FREE AND EQUAL -
WE ALL HAVE THE
RIGHT TO LIFE,
FREEDOM AND SAFETY**

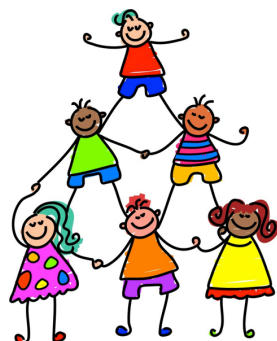
AGE: 6 – 10 years

LEARNING POINTS

1. We take turns talking and sharing our ideas.
2. Rules help to make an orderly class.

MATERIALS

- Flip chart or chalkboard
- Markers or chalk
- A Talking Stick (short stick)
- Class Roll example
- Student Evaluation Questionnaire
- Song: Here We Are Together
- Image of the United Nations
- Image of Eleanor Roosevelt
- Illustrations for the Universal Declaration of Human Rights
(Save illustrations for future lessons)
- Facilitator Notes and Reflections



THE UNIVERSAL DECLARATION OF Human Rights

SIMPLIFIED

RIGHT TO EQUALITY

Article 1

We are all born free and equal in dignity and rights. We all have our own thoughts and ideas. We should all be treated the same way.

HUMAN RIGHTS

BELONG TO ALL OF US

Article 2

These rights belong to everybody, whatever our differences.

RIGHT TO LIFE, FREEDOM AND SAFETY

Article 3

We all have the right to life, and to live in freedom and safety.

FIRST DAY OF CLASS: Prepare the meeting place. Try to make it neat and clean.

BEFORE the First Class: Make a **CLASS ROLL**, where you can write the names of the children who come so you can keep track of attendance. A sample Class Roll is found at the end of the lesson. This will help you as you get to know the children.

WELCOME & WARM-UP (5 minutes)

- Greet each child enthusiastically upon arrival, and show her or him where to sit.
- Briefly introduce yourself and tell the children how happy and excited you are to be starting this course about human rights.
- Explain that you love human rights and **that they will, too.**

Activity: The Talking Stick

Ask: Does anyone know what a **Talking Stick** is? (Show the children a short stick)

Explain: Some indigenous peoples use a Talking Stick when they want to say something in a group. When a person has the Stick, no one else may say a word.

- If you want to speak in class, **raise your hand** and wait until you have the Talking Stick. When you finish, you hand the Talking Stick back to the facilitator or someone else whose hand is raised. We're going to use the Talking Stick here in our class.
- Let's use the Talking Stick right now. We'll pass it as we tell each other our names and our favorite food. I have the stick so I'm going to start.
- My name is _____ and my favorite food is _____.

Pass the stick to the child next to you.

Child: My name is _____ and my favorite food is _____.

Child passes the stick to the next person, and so on to the end.

FACILITATOR TIP: If the group is too large to comfortably pass around the Talking Stick, the Facilitator can hold it up as a symbol to remind children to take turns and listen respectfully when someone speaks.

Say: Well done! Now we need to decide on a few rules for an orderly class.

DEVELOP & DISCUSS (10 minutes)

Activity: Our Class Rules

Ask: What rules would you like to have for an orderly class?

- When you have an idea, raise your hand and I'll pass the Talking Stick to you.

The facilitator or another adult writes all the ideas on the board or paper.

Allow the children to choose the **three or four** that they like the best or think are most important.

Try to include at least these three:

- **Listening:** One person will speak at a time. Raise your hand and wait for the Talking Stick.
- **Respecting:** We will only use words that make each other feel good.
- **Following:** We will listen carefully and follow the facilitator's directions.



Ask: What do you think should happen if someone doesn't follow the rules? Let's not forget to use our Talking Stick.

The facilitator or another adult will write all of the ideas on the board or paper. Let the children help you decide. Remind them to use the Talking Stick as they give ideas.

The facilitator should suggest something simple as an example so the children know it won't be a harsh punishment. For example: Staying one minute after the lesson is over and everyone leaves.

Explain that you will make a Class Rules Chart and put it where everyone can see it.

FACILITATOR TIP: The CLASS RULES chart should be very simple. Post it during each lesson where the children can see it. You can refer to the rules briefly when needed to remind the children of a particular point. *Take the chart home with you each day* if you don't have a safe place to leave it.

Activity: STUDENT EVALUATION (10 minutes)

A questionnaire is provided at the end of the lesson. It is a form with a few questions to gather information. It is short, fast and easy to do.

Explain: I'm going to ask you a few questions. Don't worry if you don't know the answers.

Conduct the questionnaire.

How to do it: After each question, count the total number of "yes" and "no" answers for each question, and record the totals on the questionnaire. Keep this paper in a safe place to use at the end of the course.

CONCLUSION (5 minutes)

Say: Thank you for answering the questions so cheerfully.

- Next time we're going to talk about the United Nations and human rights.

- These are things like the right to have a family, and the right to be safe, and the right to tell other people how we feel and what we are thinking.
- These are called human rights. You will love learning about them!

CHALLENGE

Say: Tell your family and friends about our fun Talking Stick today.

- When you are talking with other people this week, remember to let them express themselves without interrupting them.
- I can't wait to see you next time. Have a wonderful week!

FACILITATOR TIP: When you finish the **STUDENT EVALUATION** questionnaire, it should be saved. You will use the exact same questionnaire at the end of the entire course of lessons. At that time, you will compare the two questionnaires to help you evaluate how much the children have learned. This is very important in determining what the children know NOW. It is also a way to arouse their interest in the material. It is helpful to have another person with you to count and record the answers.

WELCOME & WARM-UP (10 minutes)

- Make sure the Class Rules are displayed where the children can see them.
- Greet each child enthusiastically upon arrival, and show her or him where to sit.

Activity: Song, Here We Are Together

(Music and internet link are at the end of the lesson.)

Say: I'm so happy that we're all here together today. Let's start with a little song. Listen while I sing it to you, and then we'll sing it all together.

Teaching the song: Sing the verse by yourself the first time with lots of enthusiasm, using the names of four children. Then sing together with everyone two or three times.

Say: Now let's sing it together. Sing the first lines with me, everyone together:

Everyone Here we are together, together, together,
 Here we are together with our happy face.

Facilitator There's Martha and Peter and Suzie and Henry
 (pointing to each of these children, one by one)

Together Oh, here we are together in our happy place.

FACILITATOR TIP: Music and singing and rhyming are a wonderful way to start the class. "Here We Are Together" is an excellent song because children love to hear their own names. If you use it regularly, the children look forward to starting each class with it.

Sing the verse at least two or three times in a row so that you can name a few different children during each class.

If you don't know the music, sing the words to a different melody. If that is too complicated, skip this song and sing one that is energetic and familiar to the children.

REVIEW

(5 minutes)

Ask: Do you remember when I told you how much I love Human Rights? Has anyone here ever heard of "human rights"?

As the children answer, don't forget to use the Talking Stick.

FACILITATOR TIP: If the class size is too big to comfortably pass around the Talking Stick, the Facilitator can hold it, and use it as a symbol to remind the children to take turns and be respectful when someone else is speaking.

INTRODUCTION (5 minutes)

Ask: What does it mean when we say “human rights”? What does the word “**rights**” mean?

- What do you suppose that means, the words “human rights”?

Explain: **A right is LIKE a rule** that exists because it is the fair or the correct thing to do.

FACILITATOR TIP: Strictly speaking, a “right” is not a “rule.” However, the idea of a rule can help young children understand what a right is.

Ask: So if a right is like a rule that exists because it is fair, what would **human** rights be?

Explain: **Human rights are certain things we should have just because we are human beings.** They are rights and freedoms that belong to everyone. We all need things like freedom and food and a place to live and to play and families.

- Those kinds of things are called rights and we all have them. That would be fair, don’t you think?
- Everyone has the right to life, and the right to live in freedom and safety, no matter who or where they live. These are things that help people live with dignity.
- “Dignity” is another new word. Can anyone tell me what dignity means?

Let the children respond. Write their answers on the board or paper.

Explain: Dignity means respect or treating someone with kindness or courtesy. We should all be treated with respect just because we are human beings.

Ask: Can you think of some other rights, besides freedom and dignity, that everyone should have? Do you have the right to go to school? Do you have the right to live peacefully?

Ask: Have you ever heard of the **Universal Declaration of Human Rights**?

- I’ll say it again, and then I want you to repeat it. “The Universal Declaration of Human Rights.”
- Let’s say it together: “The Universal Declaration of Human Rights.”

DEVELOP & DISCUSS (5 minutes)

Activity: Short History of the Universal Declaration of Human Rights (UDHR)

Explain: Many, many years ago after World War II, when millions of people were killed and many others lost their homes and families, the leaders of the world got together and formed a new organization. They called it the United Nations.

Show the picture of the United Nations found at the back of the lesson.

Explain: They wrote a list of rights that belonged to people everywhere, all over the world. This picture shows flags from all the countries that belong to the United Nations today. The world's governments promised to protect all people.

Show the picture of Eleanor Roosevelt and explain:

- This is Mrs. Eleanor Roosevelt. She was in charge of the group that wrote the list of rights more than 70 years ago in 1948. It's called the *Universal Declaration of Human Rights*.
- *The Universal Declaration of Human Rights* is an important document that says that these rights belong to us just because we are human beings, boys and girls, men and women. They help us to have dignity and to be free and safe as we grow up.

Activity: Human Rights Illustrations (10 minutes)

Invite: Come closer and sit by me. Let's read about some of these rights while we look at some pictures about our human rights.

- Read the text written under each picture.
- Ask children to raise their hand if they wish to make comments about each illustration.

CONCLUSION (5 minutes)

Ask: What do we call the document that protects all our human rights? Let's all say that together. (The Universal Declaration of Human Rights.)

- Do you remember what any of the rights are that we were looking at?

Show the children the pictures again.

Explain: Let's look at the pictures one more time. Let me remind you what they are about:

Articles 1, 2 & 3	We're all born free and equal in dignity and rights. We all have the right to live and be protected.
Article 16	We all have the right to a family and to be cared for.
Article 18	We all have the right to a religion or belief.

Article 19	We all have the right to tell people what we're thinking about.
Article 29	We all need to take care of each other.
Article 30	Nobody can take these rights away from us.

CHALLENGE

Ask: What can you do to take care of someone?

- This week find someone to help.
- Thank you for coming today. I'm already excited to see you again next time!

FACILITATOR TIP: Save the pictures for future lessons.

FACILITATOR NOTES AND REFLECTIONS

Lesson and Date _____

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

What would or should I do differently next time?

(Adapted from Keating-Chetwynd, Sarah, ed., *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences*. Council of Europe, 2008, p. 61.)

Make two copies so that you have one for each lesson.

MATERIALS

CLASS ROLL

STUDENT NAMES	Lesson # Date	Lesson # Date	Lesson # Date	Lesson # Date	Lesson # Date

Make extra copies as needed.

STUDENT QUESTIONNAIRE 1

Date _____

City or town name _____

Age of the children (6 to 10 or 11 to 16) _____

This is NOT a test. The children will not know all the answers.

	YES	NO
<p>1. HAS ANYONE HEARD OF THE UNITED NATIONS?</p> <ul style="list-style-type: none">• Raise your hand if you have. (Count the hands.)• Raise your hand if you have NOT heard of the United Nations. (Count the hands.)		
<p>2. HAVE YOU EVER HEARD OF “HUMAN RIGHTS”?</p> <ul style="list-style-type: none">• Raise your hand if you have. (Count the hands)• Raise your hand if you have NOT heard of human rights. (Count the hands)		
<p>3. DO YOU THINK YOU HAVE ANY HUMAN RIGHTS?</p> <ul style="list-style-type: none">• Raise your hand if you think you do. (Count)• Raise your hand if you don’t think you have any human rights. (Count)		
<p>4. CAN ANYONE TELL ME ANY HUMAN RIGHTS YOU THINK YOU HAVE?</p> <p>Let any child answer who thinks she or he might know. Don’t worry about whether the answer is right or not. Just count the number of children who answer.</p>		

Keep the **Student Evaluations** with your manual to refer to at the end of this course.

Here We Are Together

Playfully ♩ = 144-168

Here we are to - geth - er,* to - geth - er, to - geth - er; Oh, here we are to -

geth - er with our hap - py face. There's (name) and (name) and (name) and

(name); Oh, here we are to - geth - er in our hap - py place.

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

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 melody: <https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3>



UNITED NATIONS



Photo courtesy of the FDR Library and Museum.

ELEANOR ROOSEVELT HOLDING THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

It was accepted by the United Nations on December 10, 1948.

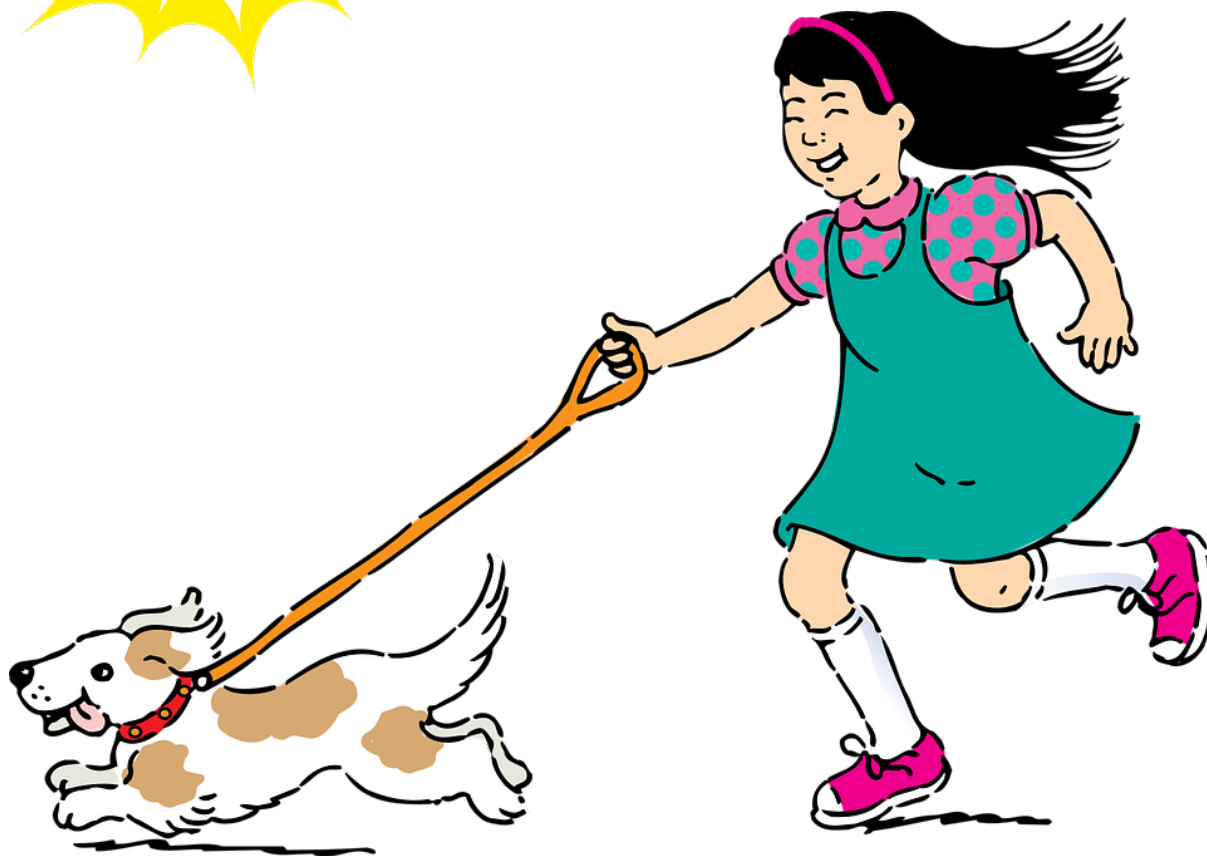
Shown here: *The Universal Declaration of Human Rights* translated into Spanish.

The Declaration has been translated into the language of every nation that belongs to the United Nation.



Articles 1 & 2. We are all born free in dignity and rights. We all have our own thoughts and ideas. We should all be treated the same way. These rights belong to everybody, whatever our differences.

What are the children doing? Do they look happy? They are bouncing for joy, capturing the happiness and excitement that freedom offers to each of us.



Article 3. We all have the right to life
and to live in freedom and safety.

This girl is happy to be alive.
She's racing to keep up with her little dog,
enjoying the blessings of freedom and security.

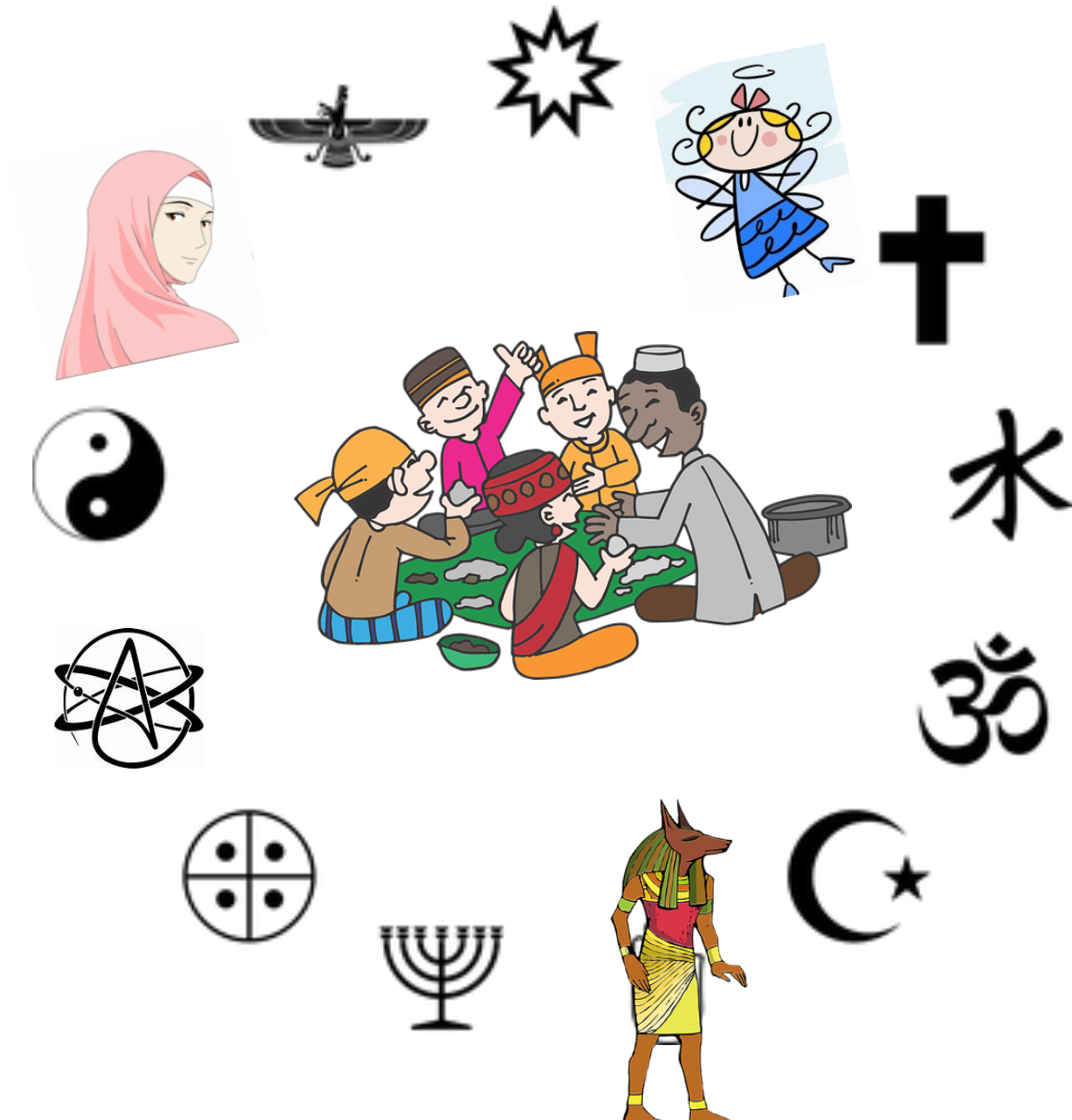


Article 16. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

Who do you see in this picture?

Families come in all shapes and sizes.

Whether they include just a mom, or a mom and a dad, or lots of brothers and sisters, or even Grandma and Grandpa, families are a good place to be.



Article 18. We all have the right to believe in whatever we like,
to have a religion, and to change it if we wish.

Look carefully at this picture. Do you notice the different religious symbols and images?

There's a Muslim girl and a Christian angel and some Burmese Buddhist children
and an Egyptian god called Anubis. There's even a symbol that looks like
an atomic whirl for people who don't believe in any religion at all.

And that's okay, too.

Article 19. We all have the right to make up our own minds,
to think what we like, to say what we think,
and to share our ideas with others.

What's happening in THIS picture?

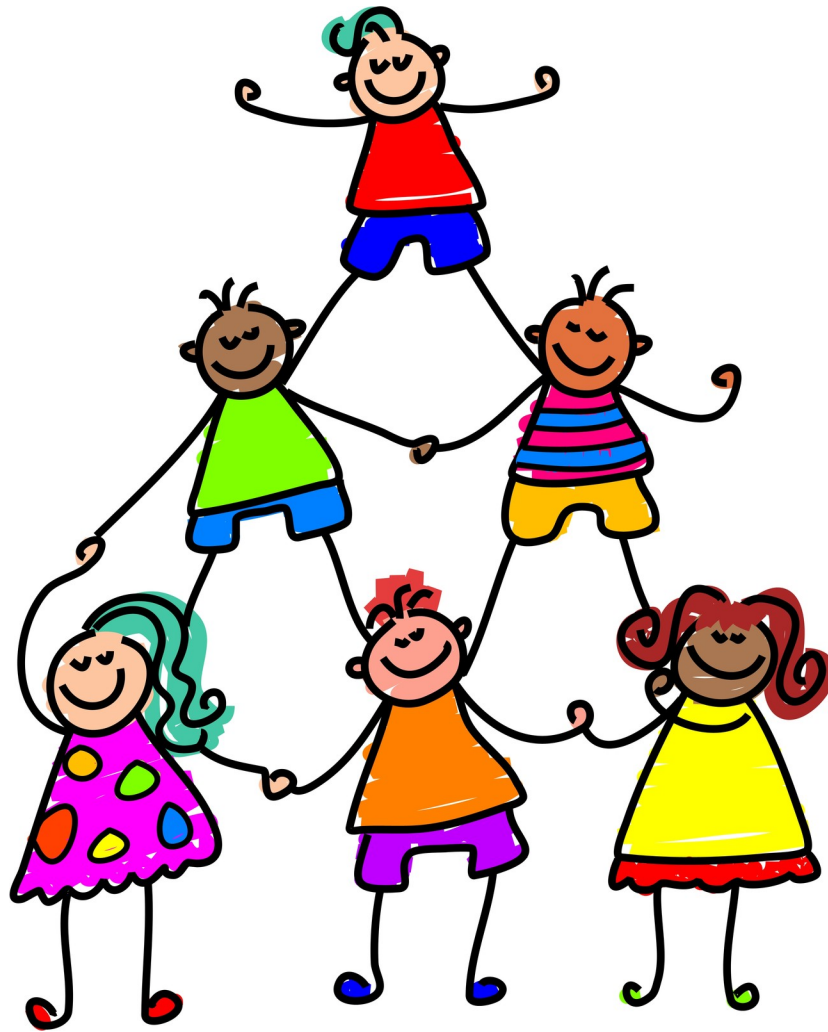
Bella Bluebird is not afraid to tell the whole world how she feels.
She has that right – as long as she doesn't hurt anyone else.





Article 29. We have a duty to help other people, and we should protect their rights and freedoms.

“Ooh! I’ll help you,” says the one at the top.
“Here! Take my hand,” says the one in the middle.
And there they are, helping each other to the top,
sharing and protecting the wonderful gift of human rights,
keeping them safely and securely in place.



Article 30. Nobody can take these rights and freedoms away from us.

I Have Rights

**FREE AND EQUAL -
WE ALL HAVE THE
RIGHT TO LIFE,
FREEDOM AND SAFETY**



AGE: 6 – 10 years

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 need and human rights.

MATERIALS

- Talking Stick (short stick)
- Class Roll from previous lesson
- CLASS RULES chart from the previous lesson, posted where children can see it.
- Flip chart or chalkboard or large piece of paper
- Markers or chalk
- Song: Here We Are Together
- Story: A Pet for JoZy, the Joey
- Pets: Images of animals
- Mini poster: The Right to be Free and Safe
- Illustrations for articles from the *Universal Declaration* from the previous lesson
- Facilitator Notes and Reflections

THE UNIVERSAL DECLARATION OF Human Rights

SIMPLIFIED

RIGHT TO EQUALITY

Article 1

We are all born free and equal in dignity and rights. We all have our own thoughts and ideas. We should all be treated the same way.

HUMAN RIGHTS BELONG TO ALL OF US

Article 2

These rights belong to everybody, whatever our differences.

RIGHT TO LIFE, FREEDOM AND SAFETY

Article 3

We all have the right to life, and to live in freedom and safety.

WELCOME & WARM-UP (5 minutes)

- Be sure the Class Rules are posted where the children can see them.
- Greet the children warmly by name and show them where to sit.

Activity: Song, Here We Are Together (at the end of the lesson.)

Say: I'm so happy that we're all here together today. Let's sing our happy song. I'll start and you join me and we'll sing it all together.

FACILITATOR TIP: Choose different children's names from the last time. Be sure to keep track of whose names have been used so that eventually all the children are included.

REVIEW (5 minutes)

Ask: Who would like to share something you did to help someone this week?

The facilitator should hold the Talking Stick and pass it from child to child as each one speaks.

Say: What good helpers we have in this group!

Ask: Do you remember when we talked about our rights last time?

(To help children remember, show illustrations from the previous lesson.)

- Who can tell us what some of them are? Thank you for using the Talking Stick.
- What do we mean when we say "a right"?
(A right is LIKE a rule that exists because it is fair or the correct thing to do.)
- And what is the name of the document that has all these rights?
Let's say it together again. (The Universal Declaration of Human Rights.)

INTRODUCTION (10 minutes)

Say: Everybody come closer and sit by me. Today I'm going to tell you about a little kangaroo named JoZy and what she learned about rights.

- Who can tell us what a kangaroo looks like?
(Accept all answers, even if no one knows.)
- Kangaroos love to jump and they have big feet and strong legs. Girl kangaroos have a pouch where they carry their babies. Young kangaroos sometimes have red hair.
- Have you ever seen a little lizard with a blue tongue? That kind of lizard is called a skink. Listen closely because we're going to meet a joey and a skink in our story.

Activity: Story, “A Pet for JoZy, the Red-Haired Joey” (found at the end of the lesson)
Tell the story, showing the pictures as you go.

DEVELOP & DISCUSS (5 minutes)

Ask: What did JoZy need for her pet? (Food, water, a place to sleep, etc.)

- Does her pet have a right to these things? (Yes)
- Who would make certain that JoZy’s pet had these things? (JoZy)
Don’t forget to raise your hand for the Talking Stick.

CONCLUSION (5 minutes)

Ask: Who can tell me which one of those rights is something that we need, too?
(Let the children respond: All of them are rights we need.)

- That’s true. Who knows what we call those kinds of rights?
- Yes! We call those rights HUMAN RIGHTS. Let’s say that together. Human Rights.
- 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.)
- Yes! A right is like a rule that is fair and belongs to each of us because we are human beings.
Isn’t that wonderful?

CHALLENGE

Say: When you go home, share the story of JoZy, the Joey (the baby kangaroo), with someone who hasn’t heard it before.

- I can hardly wait to see you next time!

FACILITATOR TIP: Remember to fill out a copy of the *Facilitator Notes and Reflections* page (found at the end of Part B) after this lesson is finished. This will help you remember what happened with today’s lesson, and what you might want to do differently next time.

WELCOME & WARM-UP (5 minutes)

- Be sure the Class Rules are posted where the children can see them.
- Greet the children warmly by name and show them where to sit.

Activity: Song, Here We Are Together (Music is at the end of the lesson.)

Say: Let's sing our happy song. I'll start and you join me and we'll sing it all together.

REVIEW (5 minutes)

Say: I'm so happy that we're all here together today to talk about human rights.

Show the pictures from the story of JoZy, the kangaroo.

Ask: Who remembers our little kangaroo, and what her name was? Thank you for using the Talking Stick.

INTRODUCTION (5 minutes)

Say: Let's pretend we are JoZy. Everyone stand up and move in place like a kangaroo while I count to five.

Count out loud to five: 1, 2, 3, 4, 5! Everyone quickly sit back down.

Say: Now let's pretend that JoZy has a pet bunny. Everyone stand up and move in place like a bunny while I count to five.

Count out loud to five: 1, 2, 3, 4, 5! Okay, everyone quickly sit back down.

BUNNY'S NEEDS	Class NEEDS
WHO?	WHO?

On the chalkboard or large piece of paper, draw two columns.

Write BUNNY'S NEEDS at the top of the left-hand column.

Ask: What are all the things that our bunny will need to live and be safe?

List their answers under BUNNY'S NEEDS in the left-hand column, such as a hutch, straw, food, water, exercise, attention, love or perhaps another animal for company.

Under the NEEDS on the BUNNY side, write "WHO?"

Ask: Who is responsible to make sure that our pet gets to have his or her rights?

Write JOZY as the name of the BUNNY'S owner who is responsible for the bunny's life.

Ask: Does the bunny really need these things to survive?

- Should the bunny have a right to them?

DEVELOP & DISCUSS (5 minutes)

Who remembers what it means when we say it has a right? Somebody tell us all again, what does the word “right” mean?

Explain: **A right is like a rule that exists because it is the fair or the correct thing to do.**

Ask: What do WE need to enjoy a happy, healthy and safe life?

List their responses under CLASS NEEDS in the right-hand column, helping to elicit such things as: home, food, water, family, friends, education, love, clothes and attention.

Ask: If we need these things, then should we have a right to them? (Yes.)

Write “WHO” under the list of CLASS NEEDS.

Ask: Who is responsible for helping us get all the things we need to be safe and free?

Encourage answers such as adults, parents, family or loving caregivers.

- List the responses below the word “WHO?”

(Source: Nancy Flowers, ed., *Compasito: Manual on Human Rights Education for Children*, Council of Europe, 2009, p. 138.)

CONCLUSION (10 minutes)

Hold up the mini poster and read it to the children: *The Right to Be Free and Safe.*

Say: I’ll read it one more time and then let’s all say it together. *The Right to Be Free and Safe.*

Repeat it together.

Say: Raise your hand for the Talking Stick if you can tell me what human rights are or if you know the name of the document that says what rights we have.

Take all responses in a positive manner, especially the *Universal Declaration of Human Rights*. Elaborate on them and emphasize the right to be safe and free.

Ask: Which right do you think is important for **you** to be safe and free?

To help the children remember, you may show the illustrations for the *Universal Declaration of Human Rights* from the previous lesson.

If your class is not too big, let each child stand up and give a response if they wish. Otherwise, just choose a few to give a response such as:

Articles 1, 2 & 3	We're all born free and equal in dignity and rights. We all have the right to live and be protected.
Article 16	We all have the right to a family and to be cared for.
Article 18	We all have the right to a religion or belief.
Article 19	We all have the right to tell people what we're thinking about.
Article 29	We all need to take care of each other.
Article 30	Nobody can take these rights away from us.

Place the mini poster on the classroom wall or where all the children can see it.

CHALLENGE

Say: Go home and tell your family and friends about our bunny and her needs.

- Think about a pet you might want to have and what its need might be.
- Are they the same as yours?
- I'm so glad we were together today. Next time we will learn more about our rights.

FACILITATOR TIP: Remember to fill out a copy of the *Facilitator Notes and Reflections* page after this lesson is finished. This will help you remember what happened with today's lesson, and what you might want to do differently next time.

FACILITATOR NOTES AND REFLECTIONS

Lesson and Date _____

How I feel about what happened with today's lesson:

What would or should I do differently next time?

(Adapted from Keating-Chetwynd, Sarah, ed., *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences*. Council of Europe, 2008, p. 61.)

Make two copies of this page, one for each lesson.

Here We Are Together

Playfully ♩ = 144-168

Here we are to - geth - er,* to - geth - er, to - geth - er; Oh, here we are to -

geth - er with our hap - py face. There's (name) and (name) and (name) and

(name); Oh, here we are to - geth - er in our hap - py place.

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

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 melody: <https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3>



The Right to be FREE & SAFE

UDHR 1, 2 and 3

A PET FOR JoZy,
THE RED-HAIRED JOEY



A PET FOR JoZy, THE RED-HAIRED JOEY *

"I want a pet with red hair just like mine!" JoZy said as she tucked a flower over her ear.

"How would you take care of a pet?" Momma Kangaroo asked.

"I would love her and keep her warm in my pouch. I would take her for walks. We could jump and play all day," JoZy said.

"It would take more than that," Momma said.

"Well, I could feed her grass and seeds and take her to the waterhole," JoZy said.

"But, where would she live?" Momma asked.

"Right here in the outback with us," JoZy replied, smiling as big as any joey could.

"Oh, please! Oh, please, Momma!! Pleeeease!!!
Oh, pleeeeeease!!!!"

* A joey is a baby kangaroo, found mostly in the Australian outback. Some of them belong to a breed with reddish hair.



"I don't know that living here and sleeping under a bush would do," Momma said.

"I just want a pet!" JoZy cried, as she stomped one of her big long feet.

"Okay, what kind of a pet would you like?" asked Momma as she rubbed JoZy's nose.

"A cute little redheaded pet," JoZy replied.

"You have a cute little sister that shares my pouch with you. Won't that do?" Momma lovingly asked.

"NO! I WANT A PET!"

"But there are little redheads all over the place. Just look around tomorrow when the sun is shining. Get some sleep now. "



The next morning and all through the day, JoZy looked around for a pet. She saw plenty of little red-haired joeys but no cute redheaded, curley-haired, blue-eyed, freckle-faced little girls.

Could her mother have been confused?

Where were all the little girls she was talking about?

Did she think JoZy wanted a joey instead?

Suddenly, something very noisy came rumbling through the brush. What could it be?

Oh my! There she was – her pet!! She looked a little different than JoZy expected, but she was still soooooo cute!

She was on the back of a very LOUD scooter.

And she was holding onto a big human.

Just then the scooter hit a large crack in the dry desert dirt and the little girl fell off. "Oh, dear!" She hit the ground hard and began to scream!

JoZy quickly hopped over to her new-found pet, ready to rescue her and scoop her up into her pocket. But the enormous human got there first! He picked the little girl up, jumped onto his scooter, and rode off in a cloud almost as big as any dust storm. And the last JoZy saw or heard of the little girl, she was still screaming!



Too bad, JoZy thought sadly. Maybe, Momma was right. Maybe a PET was not such a good idea. At least, not a cute redheaded, blue-eyed, freckle-faced little girl.

But, wait! What about that adorable little blue-tongued skink* over there on the other side of the gully?

Oh yes! It would make a perfect little pet. And it was just the right size to fit into her little pouch.

JoZy could hardly wait to take it home to show Momma and baby sister!

* A skink is a particular kind of fat lizard with a tail almost the same size and shape as its head. Skinks are found in temperate and tropical regions, including parts of Australia.





Is This Discrimination?

PROTECTION AGAINST DISCRIMINATION

AGE: 6 – 10 years



LEARNING POINTS

1. The children will be aware of the discrimination faced by people who have disabilities and other differences.
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 other people avoid discrimination.

MATERIALS

- Talking Stick
- Class Roll & Class Rules
- Song: Here We Are Together
- Song: I'll Walk with You
- Poster from Lesson 2: Free and Safe
- Chalkboard or flipchart
- Chalk or markers
- Story: The Boy with Two Eyes
- Physical Disability strips prepared beforehand, one for each child
- Orange or small object (such as a rock or sandal), one per child
- Obstacle course *set up beforehand* (use masking tape on the floor or chairs lined up as "walls")
- UDHR Article 2, and CRC Article 23
- Poster: Protection Against Discrimination

THE UNIVERSAL DECLARATION OF

Human Rights

PROTECTION AGAINST DISCRIMINATION

Article 2

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

SIMPLIFIED

These rights belong to everybody, whatever our differences, such as race, skin color, sex, religion, opinions, family background, language, birth or nationality.

THE CONVENTION ON THE

Rights of the Child

PROTECTION AGAINST DISCRIMINATION

Article 2

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

Article 23

If you are **disabled**, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

WELCOME & WARM-UP (5 minutes)

- Greet each child as they come in and show them where to sit.
- Display the Class Rules where all the children can see them.

Activity: Song, Here We Are Together (at the end of the lesson)

REVIEW

- Can someone tell me the name of the important document that talks about our rights?
(The Universal Declaration of Human Rights)

INTRODUCTION (5 minutes)

Explain: Today we're going to talk about another one of our rights for people with special needs. But first I'm going to tell you a story that happened long ago and far away.

Activity: The Boy with Two Eyes

Have the children gather around you. Tell the story and show the pictures to them.

Ask: What do you think it was like to have two eyes on a one-eyed planet?

- How would you be treated differently if you lived somewhere else on our planet Earth where people spoke a different language and they couldn't understand you?
- Would that be fair?
- How would you like to be treated if you were "different"?
- What if you only had one leg?
- What if you were blind?
- Would you be able to do everything others can do?

Say: Let's play a game.

Activity: Orange Mania (10 minutes)

Preparation beforehand: Create an obstacle course using chairs or masking tape on the floor as "walls." The children cannot step outside the chairs or the masking tape while playing the game.

Using the set of **Physical Disabilities** from the end of the lesson, fold each strip of paper in half so the children cannot see the writing. Place them in a container (bag or basket).

How to play: Divide children into pairs. Invite each pair to take a paper from the basket and open it.

- Assign one child of each pair to be the "coach" and the other to be "disabled." They must then complete a short obstacle course or activity together while acting out their parts, either as the coach or the one with a disability.

- Give each “disabled” participant an orange (or other small object), with instructions to perform the tasks below in less than three minutes, while the “coach” encourages and helps.
- The children could carry an orange through the obstacle course (for example, a space outside, the classroom, etc.) while singing a song of choice out loud or throwing the orange in the air.
- For instance, if a child receives “missing a foot,” then that child cannot use one of his or her feet to complete the obstacle course. He or she would hop on one foot while carrying an orange and singing a song. The other child encourages and helps the “disabled” one with suggestions or help to get through the course.
- When each pair finishes the course, they quickly run back to the beginning and switch roles and complete the course a second time.

Remind the children 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.

(Adapted from: *Play It Fair Toolkit*, Activity 30. Equitas – International Centre for Human Rights, 2008.)

DEVELOP & DISCUSS (5 minutes)

After the game, have the children reflect on the experience.

Ask: Was it easy for you to get through the obstacle course?

- What problems did you run into because of your physical restriction?
- How did you overcome your challenges and solve your problems?
- How did your coach help you?

CONCLUSION (5 minutes)

Ask: Do you know anyone in your family or community with similar physical disabilities?

- Do people treat them differently?

CHALLENGE

Say: If you see someone being treated unfairly or unkindly, be sure you try to help them.

FACILITATOR TIP: Remember to fill out a copy of the *Facilitator Notes and Reflections* page after this lesson is finished.

WELCOME & WARM-UP (5 minutes)

- Greet each child as they come in and show them where to sit.
- Make sure the Class Rules are displayed where all the children can see them.

Activity: Song, Here We Are Together (at the end of the lesson)

Sing enthusiastically and make sure you are naming different children each time.

REVIEW (5 minutes)

Say: Remember the game we played last time where everyone had a disability? Let's do that again for a few minutes. Let one child choose a disability from the list at the back of the previous lesson. (Refer to the instructions for ORANGE MANIA in the previous lesson.)

After the game, ask: Who can tell us what we should do if we see someone being treated unkindly or unfairly? (Take all answers)

INTRODUCTION (5 minutes)

Explain: Because children have special needs, there's another document especially for them.

- It's called the *Convention on the Rights of the Child*. We are going to read what the *Convention* says and also what the *Universal Declaration of Human Rights* says about human rights for people who are different.
- I want you to listen very carefully for different kinds of people. This is what the *Convention on the Rights of the Child* says:
You have the right to protection against discrimination.
If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Ask: What is **discrimination**?

Explain: **Discrimination is treating people unkindly who are different.** When someone discriminates, he or she is treating another person unfairly and is sometimes mean.

Write the word "**Discrimination**" on the chalkboard or piece of paper.

Say: Let's all say this together – Discrimination.

- Now listen to the *Universal Declaration of Human Rights*:
*Everyone is entitled to all of these rights, whatever our differences such as race, skin color, sex, nationality, language, religion, opinions, family background, birth or **any other kind of difference.***

Ask: What kinds of differences did you hear mentioned?

Give the children time to answer. Repeat the answers back to the children.

Explain: Human rights are for everyone. We should not discriminate. We should help other people who might not have their rights as easily as we do. We're all happier when we help each other.

DEVELOP & DISCUSS (10 minutes)

Activity: Song or Poem, I'll Walk with You (Music found at the back of the lesson.)

Explain: I want you to all stand up. We are going to say a poem (or sing a song) about helping each other and not discriminating.

Point to yourself and explain: When I point to me, I'm going to say a sentence.

Point to the children and say: When I point to you, I want you to say what I just said.

Say: Now you have to listen very carefully because you have to say exactly what I say.

Point to yourself and say: "If you don't walk as most people do . . ."

Point to the children, have them repeat what you just said: "If you don't walk as most people do."

Point to yourself and say: "Some people walk away from you."

Point to the children who say: "Some people walk away from you."

Wag your finger back and forth to signal "No" and say: "But I won't, I won't!"

Point to the children who repeat the words **and** the action: "But I won't, I won't!"

Say: Now let's say it all together with the motions.

Have the children create motions for the 2-line verse. Then point back and forth to the children as before for the 3-line verse. When it ends with "I will!" have the children point to themselves.

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.

If you need help to tie your shoe,
Some people won't be there for you.

But I will! I will!

I'll walk with you, I'll talk with you.
That's how I'll show my love for you.

In 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.

CONCLUSION (5 minutes)

Hold up the mini poster and read it out loud to the children: **Protection Against Discrimination.**

Ask: What human right did we learn about today? (Protection Against Discrimination)

Place the poster with the one from last week where the children can see it.

CHALLENGE

Explain: We don't want to have discrimination in our community.

- This week, choose something we can do in our community to protect other people from being treated unkindly or unfairly. We'll talk about it next time.

FACILITATOR NOTES AND REFLECTIONS

Lesson and Date _____

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

What would or should I do differently next time?

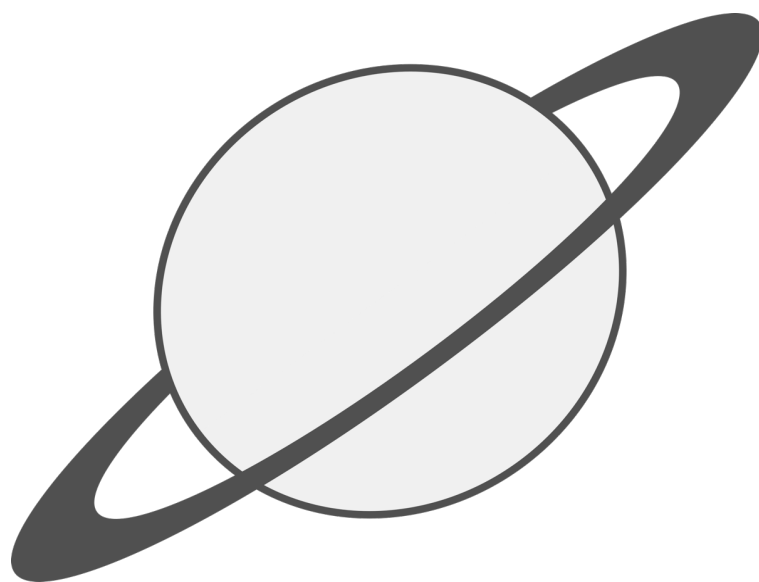
(Adapted from Keating-Chetwynd, Sarah, ed., *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences*. Council of Europe, 2008, p. 61.)

Make two copies of this page, one for each lesson.

THE BOY WITH TWO EYES

Once upon a time, a long way out in space, there was a planet just like planet Earth. The people on that planet were just like us except for one thing: they each had one eye instead of two.

But it was a very special eye, even though they could only see things in black and white. With one eye, they could see in the dark. They could see far, far away, and they could see straight through walls.



One day a strange child was born. He had two eyes! The little boy was a very happy child. His parents loved him and enjoyed looking after him, but they were worried because he was so unusual.

As the child grew up, he began having problems. He couldn't see in the dark, so he had to carry a light. He couldn't see long distances, so he had to get a telescope. And he certainly couldn't see through walls!



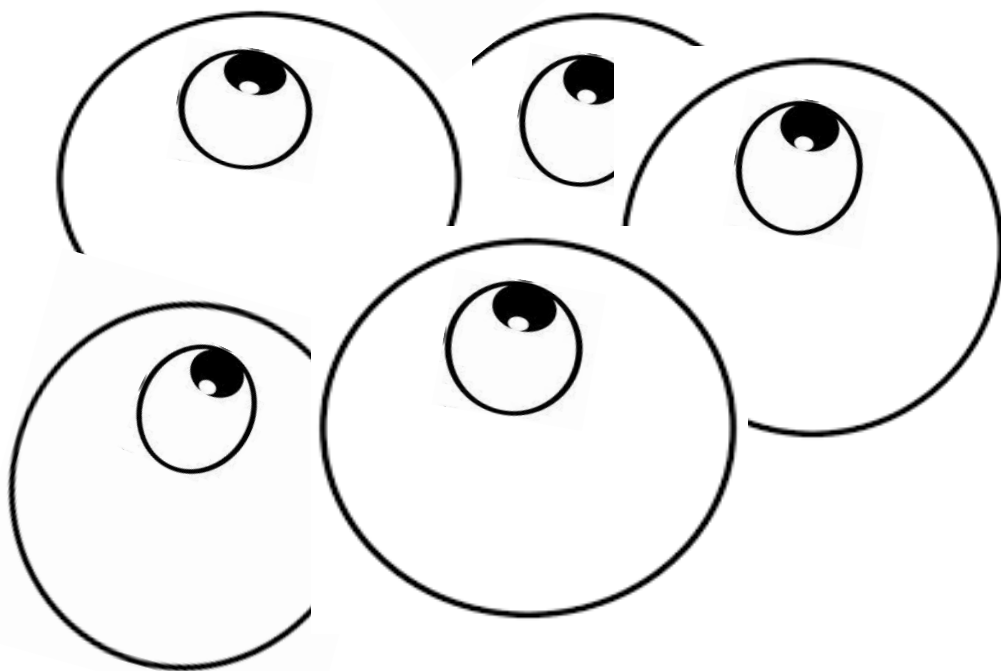
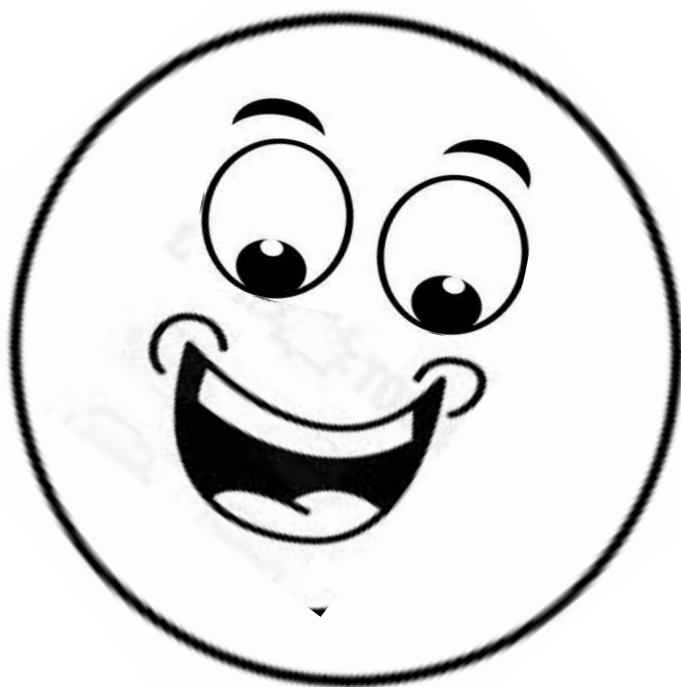
Sometimes when he walked home from school he felt very lonely. “Other children see things that I can’t see,” he thought. “I wonder if I can see things they don’t see.”

One day, he discovered that he could see something that nobody else could see. He could see things in color! He told his parents and his friends about his wonderful discovery.



He told them stories and used words they had never heard before – like red and yellow and orange. He talked about green trees and purple flowers. He told them about the deep blue ocean, and fiery sea monsters.

Children came from all over the planet to hear his stories.

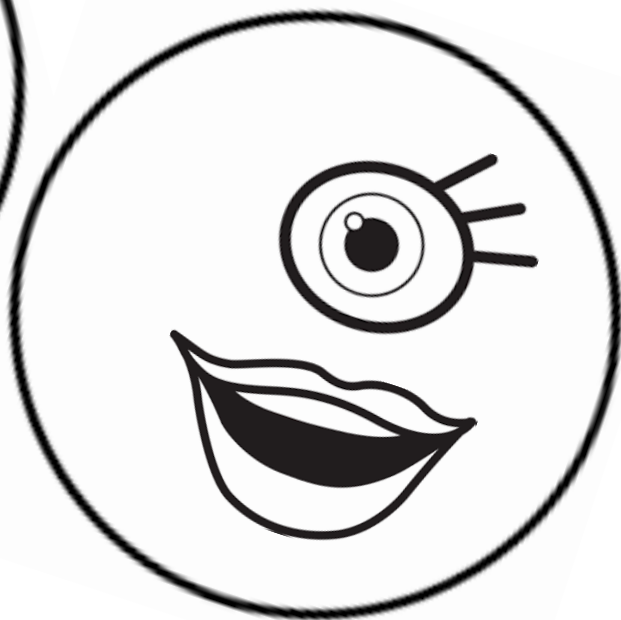


He met lots of interesting people. One day he met a lovely one-eyed girl. They fell in love and got married. They didn't mind that they were different from each other.

After a while, they had a little baby boy. He was just like all the other children on the planet.

He had only one eye.

(Adapted from: *Siniko, Towards a Human Rights Culture in Africa*, Amnesty International 1998, p. 66.)



Physical Disability Strips

You can use the same disability more than once.

Duplicate this set as many times as necessary for the number of children in your group.

YOU ARE MISSING AN ARM

YOU ARE MISSING AN ARM

YOU CANNOT SEE –
YOU ARE BLIND

YOU CANNOT SEE –
YOU ARE BLIND

YOU ARE MISSING A LEG

YOU ARE MISSING A LEG

YOU CAN ONLY
WALK BENT OVER

YOU CAN ONLY
WALK BENT OVER

YOU CANNOT
BEND YOUR KNEES

YOU CANNOT
BEND YOUR KNEES

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 2

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



THE CONVENTION ON THE RIGHTS OF THE CHILD

Article 2

You have the right to protection against **discrimination**.

Article 23

If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Here We Are Together

Playfully ♩ = 144-168

Here we are to - geth - er,* to - geth - er, to - geth - er; Oh, here we are to -

geth - er with our hap - py face. There's (name) and (name) and (name) and

(name); Oh, here we are to - geth - er in our hap - py place.

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 melody:
<https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3>

I'll Walk with You

Quietly moving ♩ = 88-104

D Em
 If you don't walk as most peo-ple do,
 Some peo-ple walk a - way from you, But I won't! I won't! If
 you don't talk as most peo-ple do, Some peo-ple 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.

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

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

If you don't talk as most people do,
 Some people talk and laugh at you.
 But I won't! I won't.

I'll walk with you, I'll talk with you.
 That's how I'll show my love for you.

To hear the music:

<https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3>

THE RIGHT TO



PROTECTION AGAINST DISCRIMINATION

UDHR 2
CDC 2 and 23

Family, A Beautiful Thing

THE RIGHT TO A FAMILY



AGE: 6 – 10 years

LEARNING POINTS

1. The family is the basic unit of society.
2. We each have the right to live with our family.
3. Family units usually make us stronger no matter what their make-up or configuration.
4. If our family is not a safe place, we each have a right to help and protection.

MATERIALS

- Talking Stick
- Class Roll
- Class Rules
- Review Sheet: *Cut out before class*
- Image: A Family
- Two sets, Family Photographs
- Illustrations for the UDHR from Lesson 1.
- Mini poster: The Right to a Family
- Song: Here We Are Together
- Song: I'll Walk with You
- UDHR 16 and CRC 9 and 20

THE UNIVERSAL DECLARATION OF Human Rights

THE RIGHT TO A FAMILY

Article 16

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.

Marriage shall be entered into only with the free and full consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

SIMPLIFIED

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

THE CONVENTION ON THE Rights of the Child

THE RIGHT TO A FAMILY

Article 9

You have the right to be brought up by your parents unless it is not safe or not possible.

Article 20

You have the right to special protection and help if you can't live with your parents.

WELCOME & WARM-UP (5 minutes)

- Greet the children warmly by name and show them where to sit.
- Display all previous mini posters as well as Class Rules where the children can see them.

Activity: Song, Here We Are Together (Found at the back of the lesson.)

If you don't know the music, sing the words to a different melody. If that is too complicated, skip this song and sing one that is energetic and familiar to the children.

REVIEW (5 minutes)

Activity: I'll Walk with You (Music and words at the back of the lesson)

Say: Remember the poem (or song) we learned last time? I'll say (or sing) it first and then let's say it all together with the motions.

Facilitator: Point to the children and say, "If you don't walk as most people do . . ."
Shrug your shoulders, palms up: "Some people walk away from you."
Wag your finger to signal "No" and say: "But I won't, I won't!"

Say: Okay, now let's say it all together with the motions.

If you don't walk as most people do,
Some people walk away from you.

But I won't! I won't!

Ask: Remember the next verse?

If you need help to tie your shoe (point to your foot)
Some people won't be there for you.

Say: Okay, all together now.

If you need help to tie your shoe (point to your foot)
Some people won't be there for you.

But I will! I will!

Say: I'll walk with you, I'll talk (wait for the children) ... with ... you.
That's how I'll show ... (wait for the children to remember) ... my love for you.

Say: Well done! Somebody tell me the word we use to describe how some people treat other people who have disabilities or who are different than we are? (Discrimination.)

INTRODUCTION (10 minutes)

Show the picture of a family and say: Let's talk about another right.

Ask: What do we see here in this picture? (A family.)

- Does everyone have to live in the same kind of family? (No.)
- What kind of family do you have? (Give 3 or 4 children some time to describe their families.)

Activity: Concentration on the Family

Before class, cut out all the pictures of both sets of the “Family Photographs.” Trim as necessary to make them all the same size.

Explain: There are all kinds of families all over the world.

FACILITATOR TIP: Make sure that the children feel comfortable and will not be teased for presenting family styles that are unusual or different. Emphasize tolerance, feelings and values which make a family stronger.

It is important to know the family situations of the children in your group and to adapt the activity so as not to embarrass or make any of the children feel uncomfortable about their situation.

- For example, some children live in a family with a mother and a father, others just have one mom or one dad or they’re adopted or they live with two aunties, and some children live with their grandparents. There are all kinds of families all over the world.

Show the various cards as you name different families. (Single Mom, Grandparents and Children, Conventional Family, etc.)

Say: We’re going to play a game called “Concentration on the Family,” and let’s see if we can match up the families.

How to Play: Divide the children into two new groups or teams, combining the girls and the boys.

Give each child a number: one, two, one, two, one, two – until they all have a number. Put all the “ones” in one group, and all the “twos” in the other group.

- Using both sets of cards, mix them up and lay them face down on a table or flat surface.
- The first player on **Team A** begins the game by turning over one card and naming the picture on the card (such as Single Dad, Grandparents and Children, etc.).
- The player turns over a second card, names the picture, and determines if the two cards match. If they match, **Team A** keeps the pair of cards. If they do not match, the first player turns the cards back over.
- The first player on **Team B** takes a turn looking for a pair of family cards, following the same directions as the previous player. If he or she gets a match, the team keeps the pair. If not, the player turns the cards back over.
- The remaining players each take a turn looking for pairs of picture cards.
- The players on both teams cannot help the child who is choosing the cards.
- Remind the children to pay close attention to where the cards are when a player does not get a match.
- The team with the most matches at the end of the game wins!

DEVELOP & DISCUSS (5 minutes)

Ask: Do we all have to come from the same kind of family in order to be happy and safe? (No.)

Explain: Families are important no matter what they look like. The people who wrote the *Universal Declaration of Human Rights* also said that families are important for children.

- Let's read a really important article in the Declaration and see what it says.
- I'm going to read and I want you to listen for a big word. It may start with the letter F.
- Raise your hand when you hear it.

Read the last part of Article 16, emphasizing the word "fundamental" as you say it.

*The family is the **fundamental** part of society and government should protect it.*

Ask: What was the word? (Fundamental.) Let's all repeat it.

- What does fundamental mean?

Explain: "Fundamental" means that it's the foundation, the most important part of society.

- Let's read that again and change the word "fundamental" to "most important".

*The family is the **most important** part of society and government should protect it.*

- Repeat after me: *The family is the **most important** part of society*
(The children repeat the phrase.)
- *And government should protect it.* (The children repeat the second part.)

CONCLUSION (5 minutes)

Say: Let's say it all together one last time:

*The family is the **most important** part of society and government should protect it.*

- Congratulations! The family really is a beautiful thing!

CHALLENGE

Ask: What does the word "fundamental" mean? Yes! The most important part of society. Very good!

Say: Be sure and share your new word with your family. **Fundamental**. What a good word!

- Have a great week! Tell your family how important they are.

WELCOME & WARM-UP (5 minutes)

- Greet the children warmly by name and show them where to sit.
- Display all previous mini posters as well as Class Rules where the children can see them.

Activity: Song, Here We Are Together (Music and words at the back of the lesson.)
Sing with enthusiasm as you name the various children.

REVIEW (5 minutes)

Ask: Who can tell me what we talked about last week as the basic and fundamental unit of society? (The family.)

- Our families are different from each other. Did you tell your family how important they are?

INTRODUCTION (10 minutes)

Explain: Today we're going to talk about how we can all work together in a family to solve problems.

Activity: The Human Knot

How to Play: Invite the children 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 child is holding the hands of two different people.
- Ask the children to open their eyes, and explain that they have to undo the knot and form a circle without letting go of any hands.
- Watch the group to ensure no one gets hurt and intervene only if absolutely necessary.

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.

After everyone is "unknotted," have the children return to their seats.

Ask: Did you ever want to quit or think you might not be able to undo the knot?

- What tricks or plans worked best in undoing the knot?
- If we played this again, how would you try to undo the knot more quickly?

- What was the best way to cooperate as a group?
- How is this game like being in a family?

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

DEVELOP & DISCUSS (5 minutes)

Show illustrations from Lesson 1 about the articles of the *Universal Declaration of Human Rights* .

Explain: Remember these pictures about the *Universal Declaration of Human Rights*?

- The women and men who created the *Universal Declaration of Human Rights* all believed that the family is the best place to raise children.

Ask: Do you remember what they said about protection?
(Society and government should protect the family.)

- Who is supposed to protect the family?
(Everybody – because that’s what society is – all of us, including the government.)

Show the picture again of Article 16, a family (or a picture of a different family if you wish).

Explain: The people who created the *Convention on the Rights of the Child* also thought **the family is important**, and they said that children have a right to be raised by their parents unless it is not safe.

Read Article 9 of the CRC (or ask if one of the children would like to read it).

*You have the right to be brought up by your parents
unless it is not safe or not possible.*

Ask: Why do you think families are the best place to grow up? (You have people who love you and keep you safe and show you how to do the right things.)

CONCLUSION (5 minutes)

Hold up the mini poster: *The Right to a Family.*

Ask: Does anybody remember what the word “fundamental” means? (Most important)

- What’s the fundamental or most important part of society? (The family.)

Put the mini poster with the previous posters, and review them all before ending the lesson.

Explain: Remember, **everyone’s family is a beautiful thing**. It is special because it’s yours. We are all different in many ways, but we’re also all alike because we have the same needs and the same human rights. **We are all an important part of society.**

CHALLENGE

Say: Look for something you can do to help your family this week, even if it's just a little thing – and do it!

- When you get home today, tell your family that you love them.
- See you next week. I already miss you!

FACILITATOR TIP: It may be necessary to help children understand what it means to live in a family that is not safe. Invite any child who seems troubled or has questions to visit with the facilitator privately, who can then direct the child to proper assistance.

FACILITATOR NOTES AND REFLECTIONS

Lesson and Date _____

How I feel about what happened with today's lesson:

What would or should I do differently next time?

(Adapted from Keating-Chetwynd, Sarah, ed., *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences*. Council of Europe, 2008, p. 61.)

Make two copies so that you can fill out one for each lesson.



A FAMILY

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

ARTICLE 16

*You have the right to marry and start a family.
Nobody should force you to marry.*

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

THE CONVENTION ON THE RIGHTS OF THE CHILD

ARTICLE 9

*You have the right to be
brought up by your parents
unless it is not safe or not possible.*

ARTICLE 20

*You have the right to
special protection and help
if you can't live with your parents.*

FAMILY PHOTOGRAPHS

Cut along the solid lines



CONVENTIONAL FAMILY



MULTI-RACIAL FAMILY



SINGLE DAD



SINGLE MOM



GRANDPARENTS AND GRANDCHILDREN

Before class: Make two copies of this page. Cut out all the pictures of both sets.

Here We Are Together

Playfully ♩ = 144-168

Here we are to - geth - er,* to - geth - er, to - geth - er; Oh, here we are to -

geth - er with our hap - py face. There's (name) and (name) and (name) and

(name); Oh, here we are to - geth - er In our hap - py place.

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

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 melody:
<https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3>



The Right to a FAMILY

UDHR 16
CRC 9 and 20

I'll Walk with You

Quietly moving ♩ = 88-104

D Em
 If you don't walk as most peo-ple do,
 Some peo-ple walk a - way from you, But I won't! I won't! If
 you don't talk as most peo-ple do, Some peo-ple 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.

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

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

If you don't talk as most people do,
 Some people talk and laugh at you,
 But I won't! I won't!

I'll walk with you, I'll talk with you.
 That's how I'll show my love for you.

To hear the music:

<https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3>

Love at Home

THE RIGHT TO A FAMILY



AGE: 6 – 10 years

LEARNING POINTS

1. The family is the basic unit of society.
2. We each have a right to live with our family.
3. Family units usually make us stronger no matter what their make-up or configuration.

MATERIALS

- Talking Stick
- Class Roll
- Class Rules
- Song: Here We Are Together
- Paper for the children to draw on
- Crayons or markers or pencils
- Mini posters from previous lessons to display
- Image: A Family
- UDHR 15

THE UNIVERSAL DECLARATION OF Human Rights

THE RIGHT TO A FAMILY

Article 16

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.

Marriage shall be entered into only with the free and full consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

SIMPLIFIED

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

WELCOME & WARM-UP (5 minutes)

- Before class begins, display the mini posters where the children can see them.
- Greet the children warmly by name and show them where to sit.

Activity: Song, Here We Are Together. . (Music at end of lesson.)

Sing with enthusiasm and delight

REVIEW (5 minutes)

Show the picture of a family.

Say: Does anyone want to share what you did to help your family?

Ask: Do we all have to belong to the same kind of family?

- What are some of the different kinds of families that exist? (Remind the children about the different kinds of families in the card game from the previous lesson.)
- Last time, what did we learn about the family?

Take all answers. Try to include:

- Not all families are the same but that doesn't matter.
- Families are usually the best place to grow up.
- The family is the most important part of society.

Activity: The Washing Machine or The Laundry (5 minutes)

Choose 2 or 3 children to be the "laundry."

Have the rest of the children form two parallel lines close together, facing each other. Send one of the children from one end, between the lines, "through the wash."

Everyone (where this is culturally appropriate) taps her **very lightly** on the shoulder while offering words of praise, affection and encouragement. Out comes a sparkling, happy child at the end of the "wash." She joins a line, and the next child takes a turn.

Ask: How does that make you feel when people say good things about you? (We feel good.)

FACILITATOR TIP: It's best if you have at least 8 to 10 children to play this game. You can use it while waiting for everyone to arrive as soon as you have that many in class.

Play this game regularly – not every time, but a couple of times a month. Or during class if needed to energize the children. Try to be sure that all of the children have a chance to be the "laundry" sometime during the first few months of class. Encourage the children not to be too enthusiastic as the child runs through the line (so that no one gets tapped too hard). It's best if you have at least 8 to 10 children to play this game.

DEVELOP & DISCUSS (10 minutes)

Ask: What was the word we read last time that meant "most important"? (Fundamental.)

Activity: My Family

Pass out paper and crayons or markers while you talk to the children.

Say: There are all kinds of families all over the world.

- Today I want each of you to draw a picture of the family you live in right now.
- If you used to live in a different family or if you wish you lived in another family, that's okay. But I want you to draw the family that you live in now.

FACILITATOR TIP: Make sure that the children feel comfortable and will not be teased for presenting family styles that are unusual or different. Emphasize tolerance, feelings and values which make a family stronger.

It is important to know the family situations of the children in your group and to adapt the activity so as not to embarrass or make any of the children feel uncomfortable about their situation.

Let children share their pictures if they wish and explain about their families.

- Encourage children to include details about their family (name, age, sex of each person, etc.).
- If there are more than 12 students, divide into smaller groups to share.

Ask: Do you need to have a certain kind of family to love that family?

- How do you think children feel when their family is uncommon? (Accept all answers.)

(Adapted from Flowers, Nancy, ed., *Compasito, Manual on Human Rights Education for Children*. Council of Europe, second edition, January 2009, p. 172.)

Collect the drawings and keep them for another activity.

CONCLUSION (5 minutes)

Ask: Can anyone think of a reason why we all have the right to have a family, even though our families may look different from each other?

(We all need love, we need someone to take care of us and teach us good things, etc.)

- Each of you should feel that your family is wonderful just because it is yours.

CHALLENGE

Say: Last time we talked about finding something you could do to HELP your family.

- This week, find something you can do to make someone in your family HAPPY.
- It could be a hug or saying that you love them or giving them a compliment like we did with the Washing Machine game, or telling them that you're glad they're part of the family.

WELCOME & WARM-UP (5 minutes)

- Before class begins, display the mini posters where the children can see them.
- Greet the children warmly by name and show them where to sit.
-

Activity: Song, Here We Are Together. (Music at end of lesson.)
Sing with enthusiasm and delight.

REVIEW (5 minutes)

Say: Last week we played the Washing Machine game that made us feel happy when we heard kind words of praise and encouragement and love.

Ask: Does anyone want to tell us what you did to make someone in your family happy?

INTRODUCTION (5 minutes)

Activity: Johnny's Family

Show the image of the family from last week, and point to the small boy.

Explain: This is Johnny when he was a little boy.

Point to the parents: He had a family who loved him and took good care of him.

Ask: How does your family take care of you? (Allow 2 or 3 students to answer.)

Explain: Johnny's father often took him to work in the wood shop with him. He taught Johnny how to smooth the wood and make things from it.

- Johnny's mother taught him and his sisters how to feed the chickens. There were many family chores to do. But they all learned what needed to be done and they worked together.
- When we help each other, there is more love in our families and we are happier and our families are stronger.

DEVELOP & DISCUSS (10 minutes)

Activity: The 4-Handed Chair

Explain: Let's play a game that I think is really fun. I want you to see if you can figure out how it's like a family.

FACILITATOR TIP: If your class is very large, you may wish to have only two or three groups come to the front to demonstrate the activity.

Create groups of three children each. Make sure the third person (the passenger) is smaller than the two people who create the “chair.”

If there’s an extra person, that person could coach. Or two extras could take turns being a passenger in another group.

How to Play: Ask two of the children in each group to do the following:

- Each child should grab his/her own left wrist with his/her right hand.
- Each child then grabs her/his partner’s right wrist with her/his left hand. (The facilitator should demonstrate this.)
- The partner then grabs the right wrist of the other person with her/his left hand. This creates a square-shaped seat with their arms.



When the pairs have each created a “chair,” they should let a third person sit on their “chair.”

- The person (passenger) being picked up should first lower herself into a sitting position.
- The “chair” pair should stand behind her and lower their bodies as well, bringing the chair down into position for the passenger to be seated.
- The person then sits on the “chair,” and puts her arms around the shoulders of the “chair” pair for balance.
- The chair pair slowly lifts together and walks forward carefully with the passenger.

If there’s time, and your class is not too big, give everyone a chance to be a chair, as well as a passenger.

Ask: Was it easier or harder to carry someone with the help of another person? Why?

- Did you feel stronger with another person?

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

FACILITATOR TIP: CAUTION! Remind the children that this game is **only** to be played with adult supervision so that no one gets hurt.

CONCLUSION (5 minutes)

- How is that like the family? (The family is stronger when we show love and help each other.)
- What do you think would happen if one of the chair people lost their grip?
- What would happen if the passenger started bouncing around or hitting the chair people?

- If you didn't feel safe, who could you talk to about safety?
(Another adult such as your mother or your leader at school or one of your friends.)
- Why do you think families are the best place to grow up? (You have people who love you and keep you safe and show you how to do the right things.)

CHALLENGE

Say: Families are stronger when everybody works together.

- Show your family how to make a four-handed chair and give someone a ride. Have an adult nearby to make sure no one falls or gets hurt.

Remind the children about the time for your next gathering.

Say: I can hardly wait to see you next time. Have a wonderful week!

FACILITATOR NOTES AND REFLECTIONS

Lesson and Date _____

How I feel about what happened with today's lesson:

What would or should I do differently next time?

(Adapted from Keating-Chetwynd, Sarah, ed., *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences*. Council of Europe, 2008, p. 61.)

Make two copies of this page so you have one for each lesson.

MATERIALS



A FAMILY

ARTICLE 16

You have the right to marry and start a family.

Nobody should force you to marry.

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

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Here We Are Together

Playfully ♩ = 144-168

Here we are to - geth - er,* to - geth - er, to - geth - er; Oh, here we are to -

geth - er with our hap - py face. There's (name) and (name) and (name) and

(name); Oh, here we are to - geth - er in our hap - py place.

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

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 melody:

<https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3>

I Can Choose!

FREEDOM OF RELIGION OR BELIEF

AGE: 6 – 10 years

LEARNING POINTS

1. There are stereotypes connected to men and women, as well as different religions, which are not correct.
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.

MATERIALS

- Talking Stick
- Class Roll
- Class Rules
- Song: Here We Are Together
- Mini posters from previous lessons, place where children can see them
- Ball for the review activity
- Chalk or markers
- Chalkboard or flip-chart
- UDHR Article 18
- CRC Article 14
- Song or poem: We Are Different
- Religious images, cut out *before class*
- Mini poster: The Right to Freedom of Religion or Belief (front and back)



THE UNIVERSAL DECLARATION OF

Human Rights

FREEDOM OF RELIGION OR BELIEF

Article 18

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

SIMPLIFIED

We all have the right to believe in whatever we want. We have the right to have a religion, and to change it if we wish.

THE CONVENTION ON THE

Rights of the Child

FREEDOM OF RELIGION OR BELIEF

Article 14

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

WELCOME & WARM-UP (5 minutes)

- Before class begins, **display** the mini posters where the children can see them.
- Greet the children warmly by name and show them where to sit.

Activity: Song, Here We Are Together. Sing with energy. (Music at end of lesson.)

REVIEW (No more than 5 minutes)

Activity: Ball Toss

Point out the posters from the previous lessons.

Say: Let's play a game to help us remember the human rights that we've learned.

- Have the children stand in a circle and toss a ball from one to another.
- Each child who catches the ball says one thing she or he learned about one of the human rights displayed on the mini posters.
- Try to make sure every child gets his or her turn.

INTRODUCTION (5 minutes)

Explain: Another human right that we'll learn about is the right to have a religion or a belief or no religion at all. Article 18 of the *Universal Declaration of Human Rights* is about religion.

- Have you ever heard the word "religion"? (Write the word on the chalkboard.)
- What does "religion" mean? (Take all their answers.)

Explain: **Religion** is a set of beliefs or practices that a group of people have – about the world and about how to act and even about where we all come from before we are born.

- *The Declaration* says that we are free to think or believe whatever we want. We can peacefully talk about those beliefs by teaching about them or going to a church or synagogue or mosque to worship. Or we can have no religion at all.

Ask: Remember the name of the Declaration where we find Article 18? It starts with the word "Universal." (Give the children a little time to come up with the answer.)

- That's right! *The Universal Declaration of Human Rights*! Let's read what it says.

Read the simplified version of Article 18 of the *Universal Declaration of Human Rights* and Article 14 of the *Convention on the Rights of the Child*. (Or you can ask if one or two children would like to read it instead.)

Article 18 (UDHR): *We all have the right to believe in whatever we want. We have the right to have a religion and to change it if we wish.*

Article 14 (CRC): *Children have the right to think and believe what they want, and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.*

Ask: What is this article saying to us? (You can believe what you want to as long as you don't stop other people from believing what they want to believe.)

- Now let's look at another big word: STEREOTYPE.

Write the word "Stereotype" on the chalkboard or flipchart.

Say: Let's say this word together: Stereotype.

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

DEVELOP & DISCUSS

(10 minutes)

Activity: Charades

Divide the children into two or three groups, depending on the size of the class. Make sure that everyone is in a group. Refer to the **FACILITATOR TOOLKIT** at back of the manual, "Assigning and Creating Groups," in the section on "Teaching Methods," for suggestions on dividing the group so that they are not always with the same children.

Say: Raise your hand if you can think of actions or words that describe girls or boys.

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).

Tell the groups to choose one action on the list that they will pantomime in front of the class for the others to guess. Have each group choose someone to be the speaker for their group.

- While children are working in their groups, draw two columns below "religion" and "stereotype" on the chalkboard or flipchart. Label one "GIRLS" and the other "BOYS."
- Have the groups take turns demonstrating the action they chose to the other side, who then guesses what it is.
- Then have them decide which column it belongs in, and write it there.

Ask the following questions after everyone has had a turn to pantomime:

- Is it fair to say that all boys are tall and all girls are short?
- Are you happy with the lists you have created?
- Are there words that do not belong under the heading they are under?
- Are there actions that might fit under both headings?

RELIGION	
STEREOTYPE	
GIRLS	BOYS
Cooking Short	Soccer Tall

Have the children return to their seats.

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

CONCLUSION (5 minutes)

Ask: Do you think there might be stereotypes about religion?

Explain: Some people use stereotypes when they talk about certain religions or religious people. Here are some that you may have heard:

Activity: Religious Stereotypes

Show the “Religious images,” cut out and prepared before class.

All religious people are Catholics.	Image 6 or 8
All young Muslim women wear hijabs (or headscarves).	Image 5
All Hindus live in India.	Image 2
All Buddhists are happy.	Image 1
All Jews are rich.	Image 3 or 7
All Muslim men have many wives.	Image 4

Ask: Are any of these statements true?

- Is it fair to say or think things like this, especially if they are not true?
- What do you think we should learn from this?
(Not to make assumptions about people who are different than we are.)

FACILITATOR TIP: You can change these to other religions and stereotypes that are more typical of your culture or neighborhood. Or you can ask the children if they can think of any other stereotypes that deal with religion, now that they’ve seen the ones listed above.

Point to the word “Stereotype” on the chalkboard or chart.

Ask: Does anyone remember what a stereotype is? (Accept all answers.)

Remind the children: A stereotype is a commonly held belief or idea about people or things. The words may or may not be true. When they are not true, they are hurtful.

Say: Give me some examples of stereotypes. (Accept all answers.)
(Only girls can cook meals and do the dishes. Only boys can play sports.)

- Why is it not always fair or kind to use stereotypes? (Accept all answers.)

CHALLENGE

Say: This week, I want all of you to share our important new word with your friends and family, and tell them what it means.

- Let's say it together again:

A stereotype is a commonly held belief or idea that is often mistaken about what a person or group of people is like. The beliefs may or may not be correct.

- Let's practice not using stereotypes this week.

WELCOME & WARM-UP (5 minutes)

- Before class begins, display the mini posters where the children can see them.
- Greet the children warmly by name and show them where to sit.

Activity: Song, Here We Are Together. Sing with energy. (Music at end of lesson.)

REVIEW (5 minutes)

Write the word “STEREOTYPE” on the board.

Ask: Who can tell me what the word “stereotype” means?

Help the children: A stereotype is a commonly held . . . belief or idea about . . . people or things. The words may or may not be . . . true. When they are not true, they are . . . hurtful.

- Can anyone think of some examples of a stereotype?

INTRODUCTION (5 minutes)

Say: Let’s sing a song (or learn a poem)! It’s about the importance of not using stereotypes even if we are different from each other.

Activity: We Are Different (Music is found at the end of the lesson.)

Line the children 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 children 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.

- You sing or say the first line, and then the first side repeats the first line after you. Sing or say the second line and the **other** side repeats the second line.
- Sing or say the first line of the second stanza, 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 children 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 children can do this with just a little prompting from the facilitator.

VARIATION: You can have the children clap their hands in rhythm or come up with actions as they say the poem or sing the song.

We Are Different

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 it's supposed to be.

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 it's supposed to be.

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 it's supposed to be.

DEVELOP & DISCUSS (10 minutes)

- Are there ever times that you felt angry or sad about the way some people are treated?
- What are some good ways to break stereotypes?

Guide the children to recognize 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.

Explain: It is not enough to refuse to laugh.

- Silence sends a message that you are in agreement with the stereotype even if you don't laugh or say anything.

Ask: Do we all need to believe the same thing or have the same religion? (No.)

- Everyone has the right to choose their religion or belief.
- Everyone has the responsibility to allow others to choose a religion or belief, even if they choose something different.

Show the mini poster about religion and read it with the children.

Say: Let's read this all together.

The Right to Freedom of Religion or Belief

Point to the mini poster and ask: What things do you see that are the same in this picture?

- All the images have hands.
- They all have a head.
- Two of them look like they are praying.

Ask: If the person with crossed legs is not praying, what do you think he or she is doing?
(The person with crossed legs might be meditating, not praying.)

Ask: What is different about these people? (Accept all answers, such as:)

- One is an angel, one is a man, and one is a person.
- The angel is flying.
- The man is kneeling.
- One of them has two closed eyes, etc.

Ask: If one of these people came to visit us, what would you like everyone to know about that person?

- How should we treat that person? (Accept all answers.)

Explain: There is nothing wrong with having different beliefs or different religions.

CONCLUSION (5 minutes)

Say: Let's sing the song again (or say the poem). I'll say it first, then you say it with me.

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 it's supposed to be.

The children repeat the song (or poem) with the facilitator.

Ask: What is our new big word? Let's all say it again. (Stereotype)

- What does it mean?
(A stereotype is a commonly held belief or idea that is often mistaken about what a person or group of people is like. The beliefs may or may not be correct. Stereotypes are usually hurtful.)
- Is it always fair or kind to use stereotypes? (No.)

CHALLENGE

Say: When you go home, share and teach our new song (or poem) to friends and family.

- This week, I want all of you to share our important new word with your friends and family, and tell them what you learned about freedom of religion or belief.

FACILITATOR TIP: Remember to keep using the Talking Stick as needed.
Don't forget to fill out the *Facilitator Notes and Reflections* page after each lesson.

FACILITATOR NOTES AND REFLECTIONS

Lesson and Date _____

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

What would or should I do differently next time?

(Adapted from Keating-Chetwynd, Sarah, ed., *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences*. Council of Europe, 2008, p. 61.)

Print two copies of this page so that you have one for each lesson.

RELIGIOUS IMAGES

1 2



BUDDHA

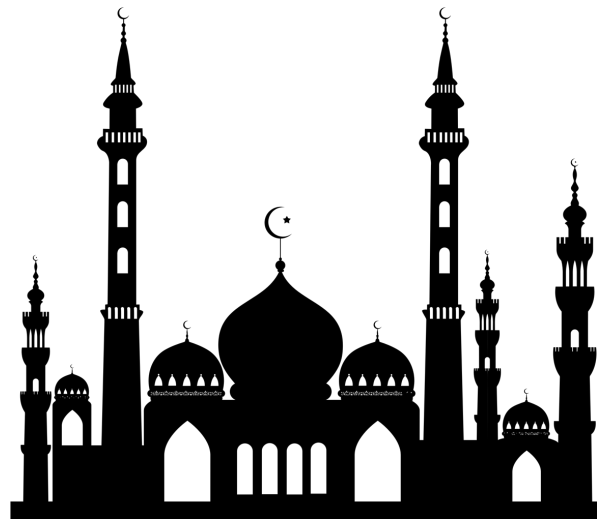


HINDU GOD

3 4



JEWISH MENORAH



MUSLIM MOSQUE

Cut along the solid lines.

5 6



MUSLIM WOMAN



CHRISTIAN CROSS

7 8



JEWISH STAR
OF DAVID



CHRISTIAN ANGEL

We Are Different

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 it's supposed to be.

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 it's supposed to be.

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 it's supposed to be.



We Are Different

Rhythmically ♩ = 116-120

The musical score is written in 4/4 time with a key signature of one flat (Bb). It consists of four systems, each with a vocal line (treble clef) and a piano accompaniment line (bass clef). The tempo is marked 'Rhythmically' with a quarter note equal to 116-120 beats per minute. The score includes lyrics and musical notation such as chords (C, F, G7), rests, and fingerings.

System 1: The vocal line begins with a C chord and a triplet of eighth notes. The lyrics are: 1. I know you, and you know me. 2. I help you, and you help me. 3. I love you, and you love me. The piano accompaniment starts with a triplet of eighth notes, followed by a quarter note, and then a half note.

System 2: The vocal line features a G7 chord and a C chord. The lyrics are: We are as dif - frent as the sun and the sea. We learn from prob - lems, and we're start - ing to see. We reach to - geth - er for the best we can be. The piano accompaniment continues with a half note and then a quarter note.

System 3: The vocal line has a C chord and an F chord. The lyrics are: I know you, and you know me, I help you, and you help me, I love you, and you love me. The piano accompaniment features a half note and then a quarter note.

System 4: The vocal line starts with a G7 chord and a C chord. The lyrics are: And that's the way that it's sup - posed to be. The piano accompaniment begins with a half note and then a quarter note.

To listen to the music:

<https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3>

The RIGHT to



FREEDOM of RELIGION or BELIEF

UDHR 18 and CRC 14

SIMPLIFIED

Article 18

- We all have the right to believe in whatever we want.
- We have the right to have a religion,
- and to change it if we wish.
- We have the right to tell others about our beliefs.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 14

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

THE CONVENTION ON THE RIGHTS OF THE CHILD

Here We Are Together

Playfully ♩ = 144-168

Here we are to - geth - er,* to - geth - er, to - geth - er; Oh, here we are to -

geth - er with our hap - py face. There's (name) and (name) and (name) and

(name); Oh, here we are to - geth - er In our hap - py place.

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

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 melody:
<https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUwUJ-Wa5&index=3>