

A MANUAL FOR TEACHING THE RIGHTS OF CHILDREN

COLEGA

Geneva Office for Human Rights Education



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.

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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
November 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**

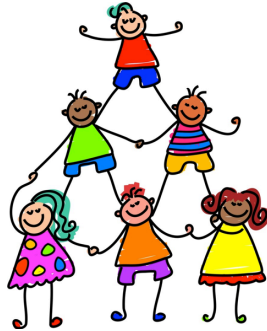
AGE: 6 – 10 years

LEARNING POINTS

1. Human rights are like rules that all children have in order to live with dignity in freedom and safety.
2. A short history of the Universal Declaration of Human Rights (UDHR).

MATERIALS

- Flip chart or chalkboard
- Markers or chalk
- A Talking Stick (short stick)
- Class Roll example
- Student Evaluation Questionnaire
- Image of the United Nations
- Image of Eleanor Roosevelt
- Illustrations for the Universal Declaration of Human Rights
(Save illustrations for future lessons)



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 sure that it is neat and clean.

BEFORE the first class: Make a **CLASS ROLL**, a list of class members for keeping track of attendance. A sample Class Roll is found at the end of the lesson.

PART I: WELCOME AND CLASS RULES (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: Our Class Rules (10 minutes)

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.

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

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.

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 and should be posted 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.*

PART II: INTRODUCTION TO HUMAN RIGHTS

Activity: Student Evaluation BEFORE Starting the Lesson (5 minutes)

A questionnaire is provided at the end of the lesson. It is a form with a list of questions to gather information. It is short, fast and easy to do. Once you finish the questionnaire, it should be saved. You will use the exact same questionnaire at the end of the entire course of lessons. At that time (the end of the course), compare the two questionnaires to help you evaluate how much the children have learned.

Do this activity **BEFORE** you say anything about human rights. 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.

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.

Explain: I have a few questions before we talk about our lesson today. Don't worry if you don't know the answers.

Conduct the questionnaire.

After the questionnaire, say: Thank you for answering the questions so cheerfully.

DEVELOP & DISCUSS (10 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.

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."

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.

Explain: Here's a picture of Mrs. Eleanor Roosevelt. She was the woman 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. Don't forget to use the Talking Stick.

CONCLUSION (10 minutes)

Ask: Do you remember what the pictures were about? (They were about human rights.) Don't forget the Talking Stick.

- What do we call the document that protects all our human rights? Let's all say that together. (The Universal Declaration of Human Rights.)
- What did you like about the pictures that we looked at? (Accept all answers.)
- 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

- What can you do this week to take care of someone?
- Can you find someone to help?
- Thank you for coming today. I'm already excited to see you again next time!

NOTE: 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.)

MATERIALS**CLASS ROLL**

STUDENT NAME	Lesson # Date	Lesson # Date	Lesson # Date	Lesson # Date	Lesson # Date

Make more 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
1. HAS ANYONE HEARD OF THE UNITED NATIONS? • Raise your hand if you have. (Count the hands.) • Raise your hand if you have NOT heard of the United Nations. (Count the hands.)		
2. HAVE YOU EVER HEARD OF “HUMAN RIGHTS”? • Raise your hand if you have. (Count the hands) • Raise your hand if you have NOT heard of human rights. (Count the hands)		
3. DO YOU THINK YOU HAVE ANY HUMAN RIGHTS? • Raise your hand if you think you do. (Count) • Raise your hand if you don’t think you have any human rights. (Count)		
4. CAN ANYONE TELL ME ANY HUMAN RIGHTS YOU THINK YOU HAVE? 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.		

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



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.

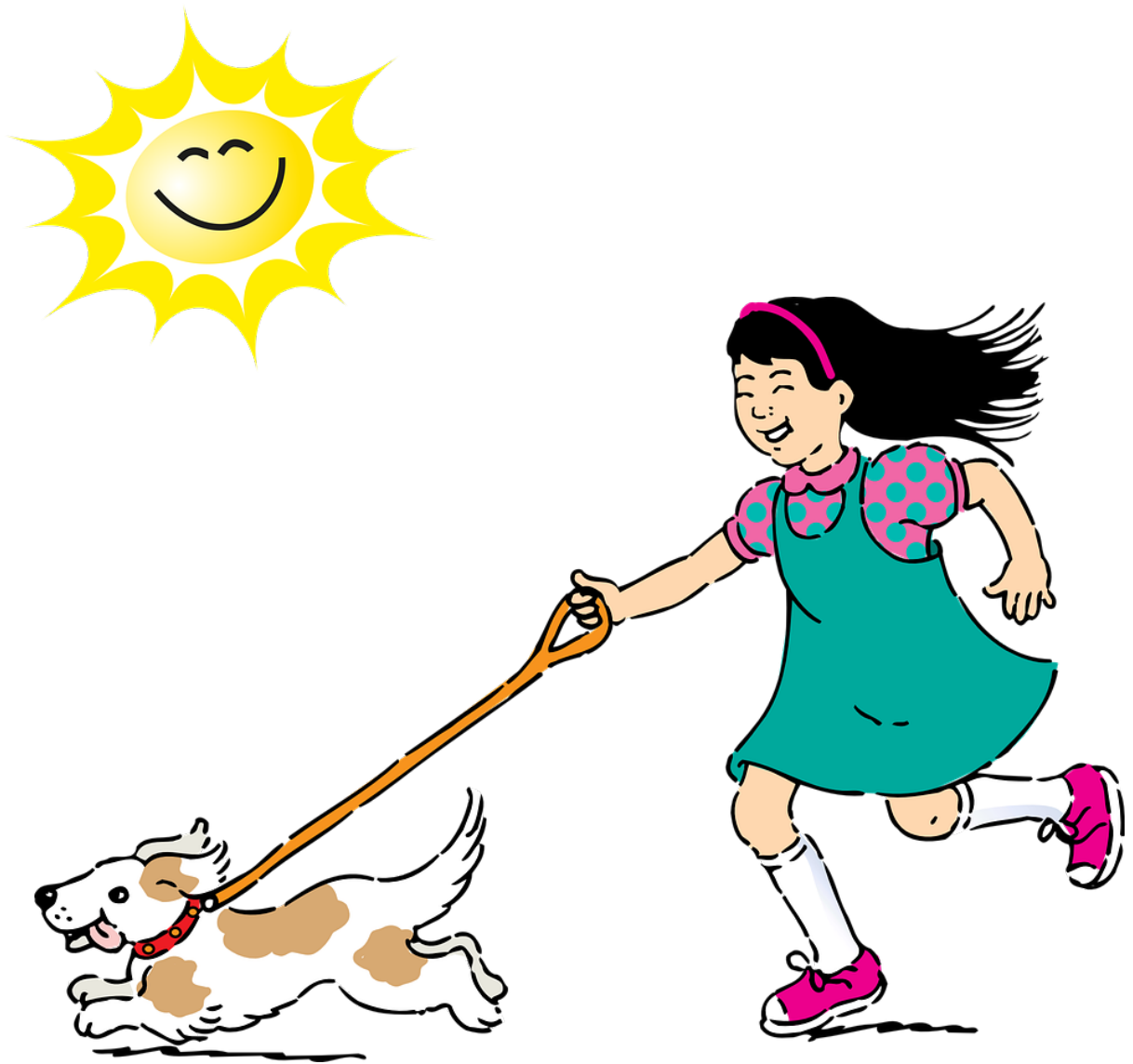
Shown here: *The Universal Declaration of Human Rights* translated into Spanish.

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.

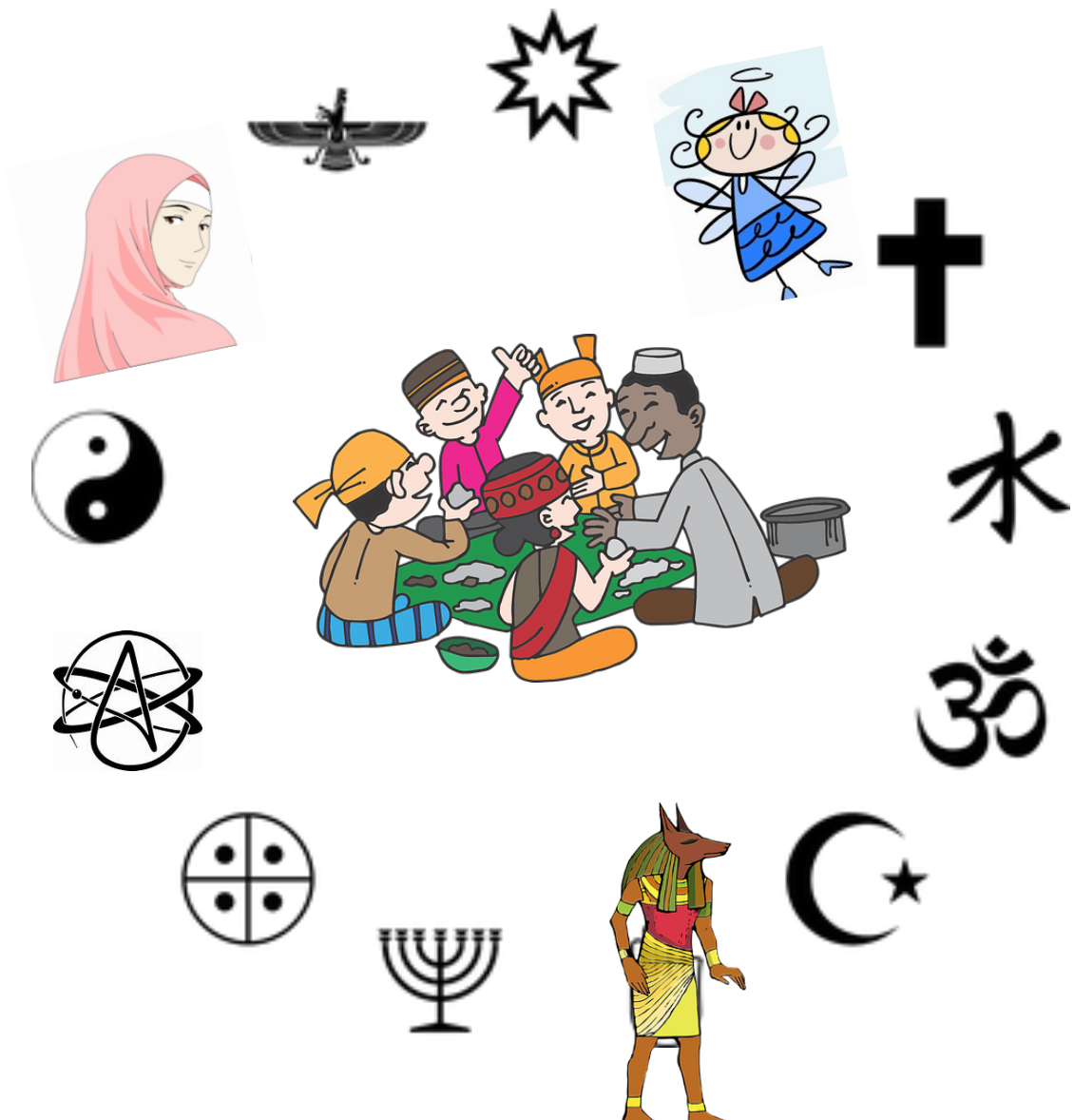


Article 16. Every grown up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

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 a
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?

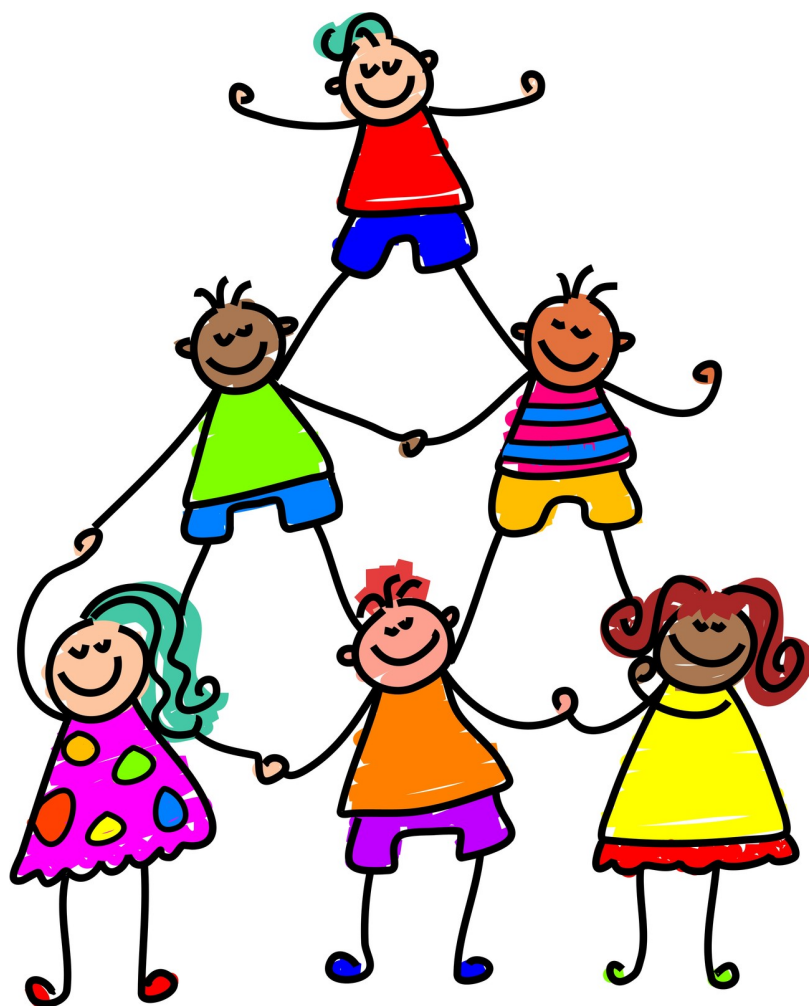
Bella Bluebird is not afraid to tell the whole world how she feels.
She has that right – as long as she doesn't hurt anyone else.





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 needs and human rights.

MATERIALS

- Talking Stick (short stick)
- Class Roll from previous lesson
- CLASS RULES chart from the previous lesson, posted where the children can see it.
- Flip chart or chalkboard or large piece of paper
- Markers or chalk
- 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
- Song: Here We Are Together

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.

SECOND DAY OF CLASS

WELCOME & WARM-UP: (10 minutes)

Greet the children warmly by name and show them 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, using the names of four children. Then sing together 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: Starting the class with music, singing and rhyming is a wonderful way to begin. "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: 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?

- Do you remember what some of them are?
- 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.**)

- Ask: And what is the name of the document that has all these rights? (The Universal Declaration of Human Rights.) Let's say it together again.

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.

Activity: Story, "A Pet for JoZy, the Joey" (found at the end of the lesson)

Ask: Does anybody know what you call a baby kangaroo? It's a joey!

- 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 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.

Read or tell the story, showing the pictures as you go.

DEVELOP & DISCUSS (15 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 her pet had these things? (JoZy)

Say: Let's pretend we are JoZy, and we want a pet for our class.

Ask: If we could have a pet, what would it be? What would you like to have?

Show the children pictures of two or three animals that would be appropriate as a pet, such as a rabbit or dog or goat or bird (at the end of the lesson). Let them choose one as their class pet for today.

PET'S NAME	CLASS NAME
Animal NEEDS	Class NEEDS
WHO?	WHO?

Ask: What should we name our pet? For example, Robby or Fluffy or Tippy or Max.

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

Write the animal's name, or whatever animal is chosen (such as "RABBIT"), at the top of the left-hand column.

Ask: What are all the things your animal will need to live and be safe?

List these under ANIMAL 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 animal side, write "WHO?"

Ask: Who is responsible to make sure that the animal's rights to these things are met?

Write the name of the animal's owner or the children themselves, or whoever has accepted responsibility for their pet's life.

Ask: Does _____ (the animal's name) really need these things to survive?

- Should _____ (the animal) have a right to them?
- Do you remember 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.**

Say: Let's call our class the _____ .

Let the children pick a favorite sports team, such as the Red Sox.

Write the name of the class at the top of the right-hand column.

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, toys, 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, and 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.)

Activity: Line-up! (5-10 minutes)

Say: Everybody stand up for a short energizer called "Line-up!"

- We're going to practice helping each other. Let's divide up into teams and then I'll tell you what to do.

Have the children form teams of five or six or more if you have more than 10 or 12 children.

Say: Everyone please line up from shortest to tallest when I say "GO!"

Facilitator: GO!

The players race to find the right order.

The team that finishes first should hold up their fists.



(Source: "The Line-up Game," <https://www.activityvillage.co.uk/ice-breaker-games>)

Ask: How is it that you were able to make your lines so easily?
(Because we helped each other and we could think about what we were doing.)

- Did you feel safe, did you trust each other, did it make you happy to get in the right order?

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

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

Let each child stand up and give a response if they wish, such as:

Articles 1, 2 & 3	We're all born free and equal. 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.

Say: I'm so glad we were together today. Next time we will learn more about our rights.

CHALLENGE

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

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.)

**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!! Pleeease!!!
Oh, pleeeeeease!!!!"

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

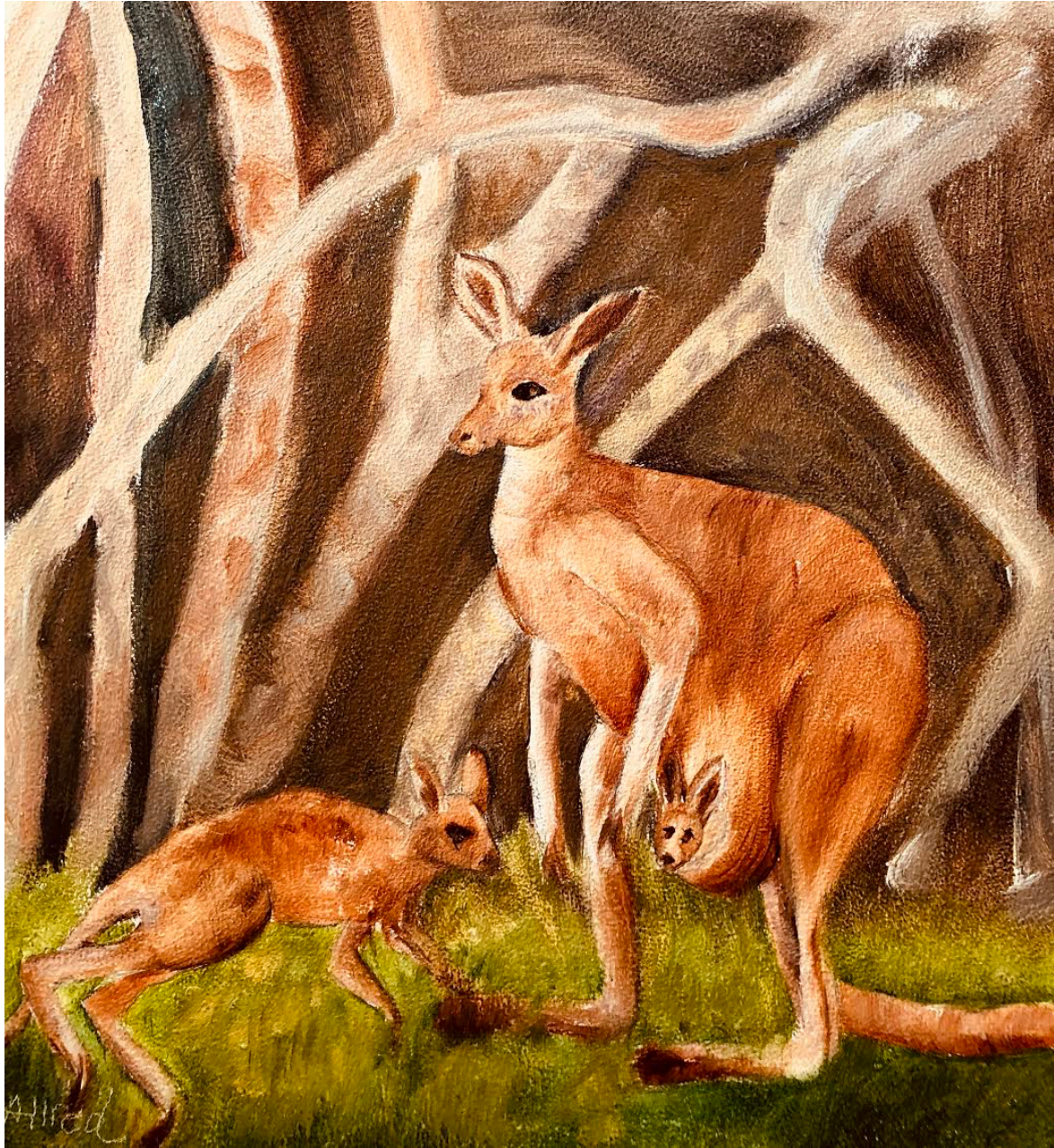
"Okay, what kind of a pet would you like?" asked Momma as she rubbed JoZy's nose.

"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, curly-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, curly-haired, blue-eyed, freckle-faced little girl.

But, wait! What about that adorable little big-eyed gecko* over there on the other side of the gully?

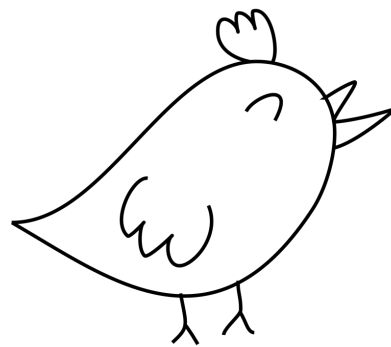
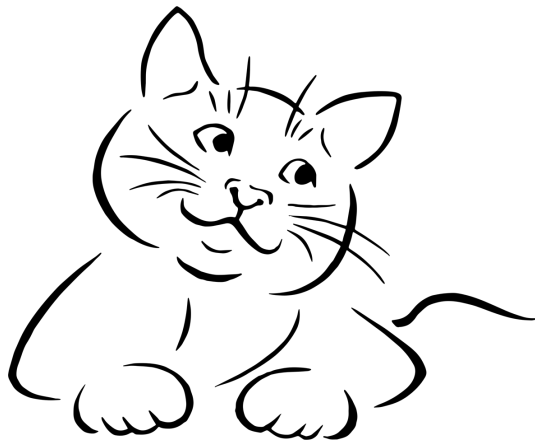
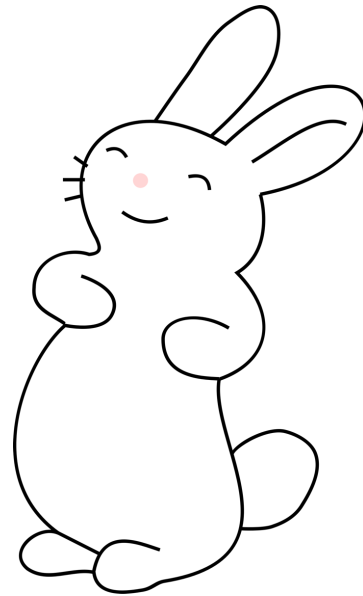
Oh yes! It would make a perfect little pet. And it was just the right size to fit into her little pouch.

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

* A gecko is a particular kind of little lizard with big bulging eyes and round toe pads. It sometimes makes chirping noises as it runs around at night looking for insects to eat. Geckos are found in temperate and tropical regions, including parts of Australia.



Pets





The Right to be FREE & SAFE

UDHR 1, 2 and 3

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>

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
- Poster from Lesson 2: Free and Safe
- Chalkboard or flipchart
- Chalk or markers
- JoZy, picture from previous lesson
- 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 before* (using chairs or masking tape on the floor 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 and the mini poster from the previous lesson (Free and Safe) where all the children can see them.

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

REVIEW (5 minutes)

Show picture of the baby kangaroo (JoZy).

Ask: Who remembers our little kangaroo?

- What was her name? (JoZy)
- What did she want? (She wanted a red-haired, blue-eyed, freckle-faced little girl.)
- What did she think her pet would need? (Food and water and love and a place to sleep.)
- Do you need any of these things?
- What did JoZy help us learn about? (She helped us learn about our human rights.)
- Do you remember the name of the important document that talks about our rights? (The Universal Declaration of Human Rights.)

INTRODUCTION (10 minutes)

Explain: Today we're going to talk about another one of our rights for people with special needs. 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. Read or 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 (15 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 the 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 (10 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?
- Do you know anyone in your family or community with similar physical disabilities?
- Do people treat them differently?
- How could you help them?

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.

Read: 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.

Read: 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 need to make sure that we don't discriminate, and that we help other people who might not be able to have rights as easily as we do. We're all happier when we help each other.

Activity: I'll Walk with You (10 minutes)

Explain: I want you to all stand up. We are going to say a poem 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.

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

Do the same thing for the second verse, except for the last line, "But I will." For this line, have the children point to themselves.

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

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, I want you to think about 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?

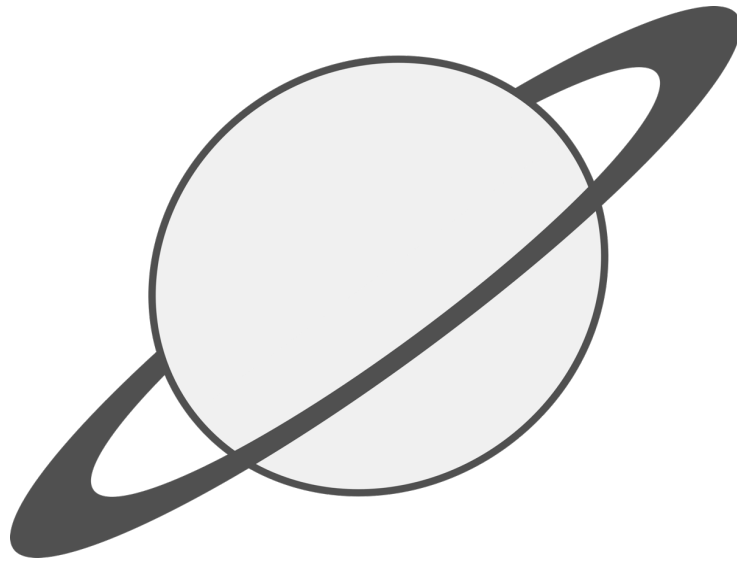
What would or should I do differently next time?

(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.)

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.



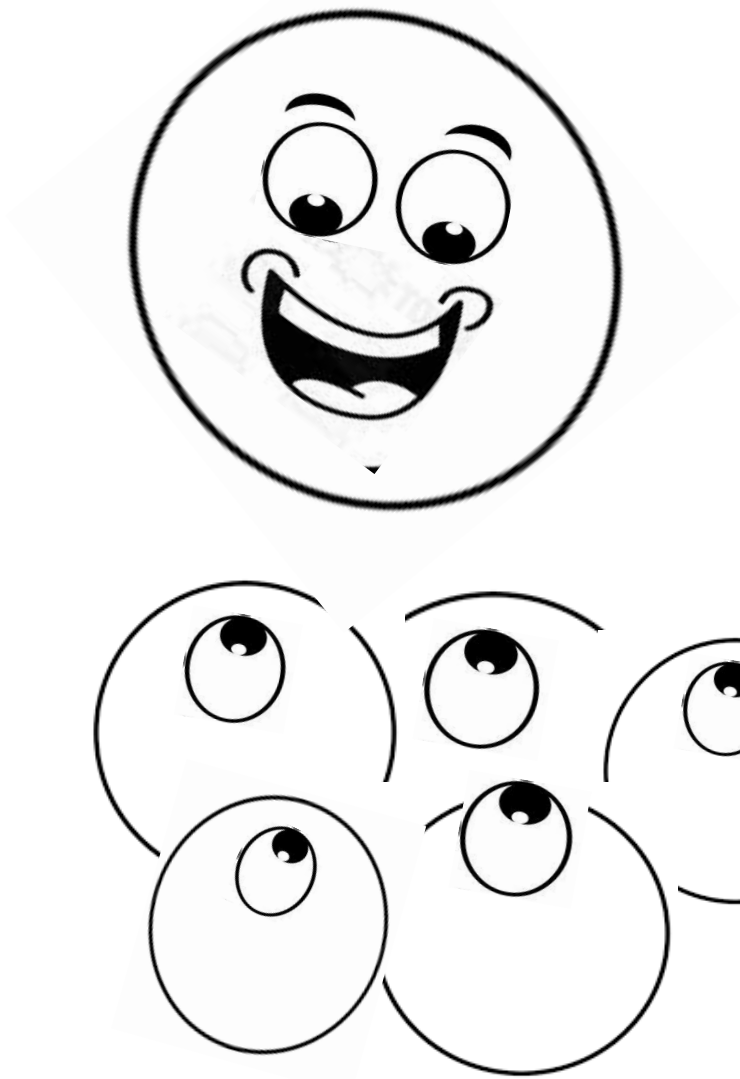
As the child grew up, he began having problems. He couldn't see in the dark, so he had to carry a light. He couldn't see long distances, so he had to get a telescope. And he certainly couldn't see through walls!

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.



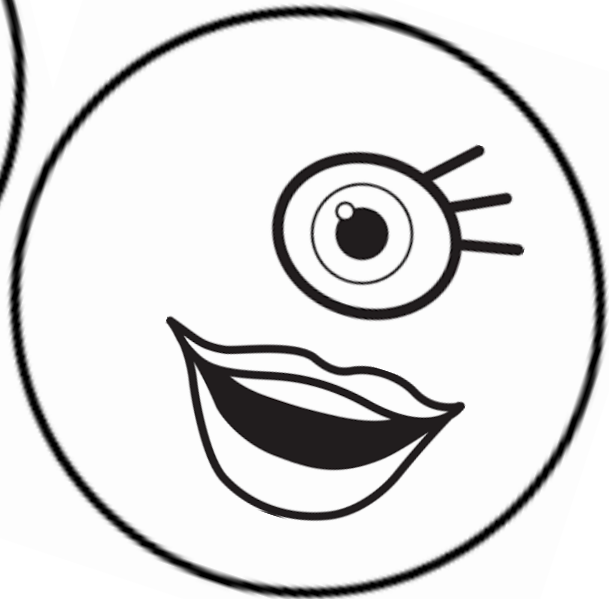
Children came from all over the planet to hear his stories.

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 (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



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 a 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
- Mini poster: The Right to a Family
- Song: Here We Are Together
- 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

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 (Music and words 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

Say: Remember the poem we learned last time? I'll say 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: Well done! We should always be ready to defend other people from discrimination.

Activity: Questions in a Basket (10 minutes)

Before the class begins: Cut out the questions from the REVIEW SHEET at the end of the lesson. Fold them in half and put them in a bowl or basket so that the questions cannot be easily seen.

How to play: Divide the class into two teams, such as girls against boys (or other variation).

- Say: I'm going to count to three. Before I get to three, girls go to the right and form a line, and boys go to the left and form a line. One, two, three!

After the lines are formed, say, “Well done!”

- Choose one child from each team, and flip a coin or draw straws to see which team goes first.
- The first person takes a question from the basket and gives it to the facilitator to read out loud.
- She can answer it herself, or if she doesn’t know the answer, she can call on someone else on her team.
- If she knows the right answer, or her teammate does, then her team gets a point, and it’s the other team’s turn to choose a question.
- If no one on the team knows the answer, the other team has a chance to answer. If they get it right, they get a point. It’s now the other team’s turn to have a player choose a question.
- If no one gets it right, the facilitator answers the question, no one gets a point, and the game continues.
- The team with the most points wins.
- Switch back and forth between the teams quickly so the review doesn’t take too long.
- If there are questions left over at the end, save them to use at the end of the lesson or for another occasion.

INTRODUCTION (5 minutes)

Show the picture of a family.

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 three or four children some time to describe their families.)

Explain: Not all children live in the same kinds of families.

- Some 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 moms or two dads, and some kids even live with their grandparents. Some live in India or Japan or Great Britain. There are all kinds of families all over the world.
- We’re going to play a game called “Concentration on the Family,” and let’s see if we can match up different kinds of families.

Activity: Concentration on the Family (10 minutes)

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

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

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 all the cards 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 (10 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.

- 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 (or ask if one of the children would like to read 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.

Ask: What does that 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.)
- Now let's say it all together:

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

- Congratulations! The family really is a beautiful thing!

Activity: The Human Knot (10 minutes)

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

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 Toolkit*, Activity 36. Equitas – International Centre for Human Rights, 2008.)

Show the pictures 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 of a family again (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: 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 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.

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.

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.)

MATERIALS

REVIEW QUIZ: Cut out the questions. Fold them in half and put them in a bowl or basket.

What is the name of the special document that has all our rights?
What do we call the rights that we all have?
What's the word for ignoring people who are different than we are?
What rights does a person with disabilities have?
What is the name of the wonderful document that's just for children?
Name any two rights that we have.

ANSWER KEY FOR THE FACILITATOR

What is the name of the special document that has all our rights?
THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

What do we call the rights that we all have? HUMAN RIGHTS

What's the word for ignoring people who are different than we are?
DISCRIMINATION

What is the name of the wonderful document that's just for children?
THE CONVENTION ON THE RIGHTS OF THE CHILD

How many rights does a person with disabilities have? ALL OF THEM

Name two rights that we have.
THE RIGHT TO BE FREE AND SAFE. THE RIGHT TO A FAMILY. Or any others that
were mentioned that the children remember from the picture book or previous classes.



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

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.
4. If our family is not a safe place, we each have a right to be helped and protected.

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 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

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.

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 (10 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.

Activity: The Washing Machine (also known as “The Laundry”)

You need at least 8 to 10 children to play this game. As soon as you have that many in class, start the game.

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 “laundry” children to run 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.

FACILITATOR TIP: Play this game regularly – not every time, but twice a month. Or during class if needed to energize the children. Make sure that everyone has 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.

REVIEW

Show the picture of a 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.

INTRODUCTION (5 minutes)

Ask: What was the word we read that meant “most important”? (Fundamental)

DEVELOP & DISCUSS (20 minutes)

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.

Encourage the children to include details about their family (name, age, sex of each person, etc.).

- Let children share their pictures if they wish and explain about their families.
- 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 different? (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.

Explain: Even though we are all different, we are also all the same because we all have needs. And we all have the right to have someone to take care of us and protect us. Each of you should feel that your family is special just because it is yours.

Activity: Johnny's Family (5 minutes)

Show the image of the family again 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 two or three 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 with 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.

Activity: The 4-Handed Chair (15 minutes)

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.

Put the children into groups of three. Try to make them slightly different from each other, for example, two boys and a girl, two girls and a boy, two tall children and a short child.

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 into position.
- The person then sits on the "chair," and puts her arms around the shoulders of the "chair" pair for balance.
- The pair slowly lifts together and walks forward carefully with the passenger.

If there's time, 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?

- 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 chairs?
- If you didn't feel safe, who could you talk to about safety?
(Another adult that you trust, such as your mother or your leader at school or one of your friends.)

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

CONCLUSION (5 minutes)

Explain: Let's look at the **Convention on the Rights of the Child** again, this time Article 20.

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

Ask: Who do you think might give you special protection if you couldn't live with your parents? (The leader of your village, the leader of your church, for example.)

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.)

CHALLENGE

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

- This time, find something you can do this week to make someone in your family HAPPY.
- It could be a hug or saying that you love them or telling them that you're glad they're part of the family.
- Or you could show them how to make a four-handed chair and give someone else a ride.

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.)

MATERIALS



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 20

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

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
- 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)

- Place the mini posters where everyone can see them.
- Greet the children warmly by name.

Activity: Song, Here We Are Together (at the back of the 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 today is the right to have a religion or a belief or no religion at all. This right is found in Article 18 of the *Universal Declaration of Human Rights*.

- 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.*

Say: This is saying that you can believe what you want as long as you don't stop other people from believing what they want to believe, right? That's really important.

- 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.

- **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 (15 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 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.

Ask the children to think of actions or words that describe girls or boys.

Write their suggestions on the chalkboard. The list might include playing a sport, brushing long hair, driving a big truck, caring for a baby, cooking, milking a goat or cow, washing clothes, planting seeds, hoeing, teaching school, playing video games.

How to play:

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.

Have the groups take turns demonstrating the action they chose to the other side. Then have them decide if it's in the right column or not.

On another part of the chalkboard, while the children are working in their small groups, draw two columns on the chalkboard or flipchart. Label one "GIRLS" and the other "BOYS."

GIRLS	BOYS
Cooking Seamstress Short	Soccer Tall Math whiz

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:

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

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

Point to the word **STEREOTYPE** on the chalkboard or chart.

Ask: Does anyone remember what a stereotype is?

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.

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

Have the children return to their original seats.

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 (5 minutes)

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

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.

Ask: Are any of these statements true?

- Is it fair to say or think things like this, especially if they are not true?

- What should we learn from this?
(Not to make assumptions about people who are different than we are.)

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 (10 minutes)

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 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.

CONCLUSION

(10 minutes)

Say: Let's see what we have learned from the lesson.

- What does the word "stereotype" 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 words may or may not be correct. When they are not accurate or correct, they can be hurtful.)
- Were there times in the lesson that you felt angry or sad about the way 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 and read it to 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.)

- 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.

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.

CHALLENGE

Say: When you go home, look for someone with whom you can share this song (or poem).

Ask: What is our new big word? (Stereotype)

- Let's all say it again.
- 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.)
- 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 NOTES AND REFLECTIONS




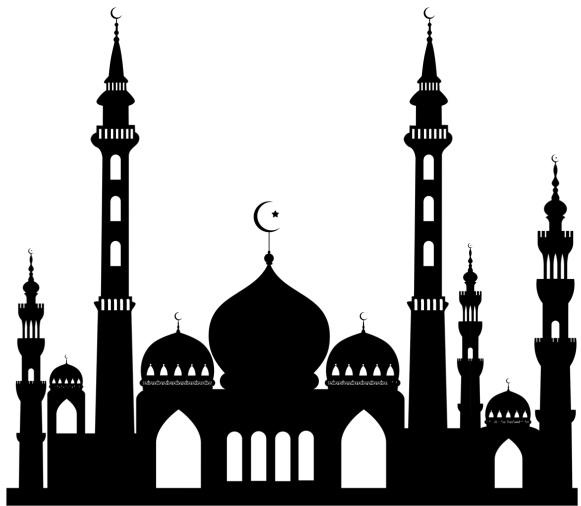
Lesson and Date _____

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.)

RELIGIOUS IMAGES

<p>1</p>  <p>BUDDHA</p>	<p>2</p>  <p>HINDU GOD</p>
<p>3</p>  <p>JEWISH MENORAH</p>	<p>4</p>  <p>MUSLIM MOSQUE</p>

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

1. I know you, and you know me.
 2. I help you, and you help me.
 3. I love you, and you love me.

We are as different as the sun and the sea.
 We learn from problems, and we're starting to see.
 We reach together for the best we can be.

I know you, and you know me,
 I help you, and you help me,
 I love you, and you love me.

And that's the way that it's supposed to be.

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

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

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 CONVENTION ON THE RIGHTS OF THE CHILD

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.

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>

Words Make a Difference

FREEDOM OF EXPRESSION

AGE: 6 – 10 years

LEARNING POINTS

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

MATERIALS

- Talking Stick
- Class Roll
- Class Rules
- Mini posters from the previous lessons
- Song: Here We Are Together
- Song: We Are Different
- Story: Peter and His Brothers
- Pictures for “Like or Dislike”
- Images for “Sad, Mad, Glad” faces
- Pencils
- 9 small strips of paper for each child
- Article 13, CRC
- Mini poster: Freedom of Expression



THE CONVENTION ON THE Rights of the Child

FREEDOM OF EXPRESSION

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing, or in any other way – unless it harms the rights of other people or hurts their reputation.

THE UNIVERSAL DECLARATION OF Human Rights

FREEDOM OF EXPRESSION

Article 19

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

SIMPLIFIED

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 by all means available with other people, including those from other countries.

WELCOME & WARM-UP

(5 minutes)

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

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

REVIEW

(10 minutes)

Point to the mini poster on “Freedom of Religion or Belief.”

Ask: Who noticed any stereotypes being used since the last time we met? What did you do when you heard a stereotype that was unkind or unfair?

- Remember our song from last time? I’ll start us, and then let’s do it together.

Say: I know you, and you know me (show the actions).

- Okay, let’s all sing together with the actions:

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.

INTRODUCTION

(10 minutes)

Say: Everybody come closer. I’m going to tell you a story.

Activity: Story, Peter and His Brothers

Read and show the pictures (at the end of the lesson).

Ask: How did Jack and Matt make Peter feel?

- Why was Peter sad?
- Have you ever been sad? What made you sad?
- Why did Peter feel happy later?
- How do you feel when your friends let you play with them?
- Can words hurt us or make us feel bad?
- Can words make us feel happy?
- What kinds of things can you say to help other people?

Activity: Like or Don’t Like (Images at the end of the lesson)
Explain: Today I have some pictures that I want you to look at.



Explain: As I show each one, I want you to hold up your thumb if you like it, or hold your thumb down if you don't like it.



Continue with all the pictures, and record the number of LIKES and DON'T LIKES **on the back of each picture**. Add up the numbers.

FACILITATOR TIP: For a variation, you could hold up *pairs* of pictures and ask the children which one they like better. For example, "Which one do you like better, carrots or bananas?"

Fish or Ice Cream
Soccer or Dancing
Carrots or Bananas

Truck or Boat
Dog or Cat
Flower or Tree

Explain: We all have the right to say what we think as long as we respect other people.

- That's what we're going to talk about today. Let's look at our pictures again. (Show the pictures again.)

Tell the children the number of LIKES and DON'T LIKES on the back of the cards, and ask:

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

Explain: You have the right to your own opinions.

Ask: Do you remember that the *Convention on the Rights of the Child*, as well as the *Universal Declaration of Human Rights*, give you the right to express yourself out loud, and to tell other people what you think?

DEVELOP & DISCUSS (10 minutes)

Hold up the mini poster of Article 13 with the first part of it visible, but the second part at the bottom of the page should be covered.

Read the first part to the children:

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way . . .

Ask: Should we always be able to say whatever we like?

- Should we say things about other people that we know are not true?
- How about if we call each other bad names?
- What kind of language would hurt the rights of others? Stereotyping?

- What kind of language would hurt the reputation of other people? Stereotypes?

Guide the children to recognize that there are times when we shouldn't always say what we are thinking.

Explain: This is what the last part of Article 13 says about saying things that are damaging or hurtful to other people.

Uncover the second part and have one of the children read it:

... unless it harms or offends other people or hurts their rights.

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

Activity: Sad Face, Mad Face and Glad Face (found at the end of the lesson)

Ask a child to hand out pencils, and another to hand out 9 strips of paper to each student.

Say: Please write your name or put an X on each piece of paper. We are going to do an experiment. I have 3 faces that I'm placing here on the floor (or the wall).

How to play: Hold up or point to one of the faces, and ask the same question for each one.

Ask: What does this face look like? (Let the children answer.)

Explain: I'm going to read some words to you. As I read each one, I want you to put one of your papers under the face that shows how the word I read makes you feel – glad, sad or mad.

Choose 5 words from the list below and read them out loud to the children in a neutral way. After each word, give the children time to put one of their papers under a face.

You may use other words, in keeping with your culture, that can have a different meaning depending on the way you say it or your tone of voice.

CRAZY	SOFT	CURIOUS	COOL
HOT	FUNNY	SMART	

After all the children have put their papers under one of the faces, count the number under each one out loud.

Ask: Why do some of these words mean different things to different people?

- Does it matter how a word is said?
- Does it matter who says the word?
- Why do people use words like these?

Give the children plenty of time to make up their own ideas and draw their own conclusions, otherwise the connection to human rights won't be as strong.

Guide them to recognize that a word that one child may consider playful, another child might feel to be hurtful.

CONCLUSION (10 minutes)

Say: Let's read the end of the story again: "Jack and Matt told Peter that they were sorry."

- Look at your neighbor and tell her or him that you're sorry.

Ask: What did your face look like?

Read: "They all looked at their pictures again. They decided they could use Peter's picture for the front of the boat and Matt's picture for the rest of the boat. Everyone was happy as they were building their new boat together."

Say: Show me how you would look when you're happy building the boat together.

Ask: How do you feel when you think about how your words and actions affect others?

Give the children time to answer but don't take too long.

Explain: These may be small things, but people are watching you more and more as you grow older. Your behavior and the way you speak to other people can make a big difference in their lives and in your own life.

Hold up *The Right to Freedom of Expression* mini poster, and read it out loud. Then have the children read or repeat it after you.

Place the poster with the others on the wall or wherever the children can see it.

Say: Let's sing (or say) the rest of the song (or poem) from last week. I'll say the words first to remind you, and then we'll say (or sing) them together.

Facilitator: I know you, and you know me (clapping in rhythm with the words).

- Okay, everybody together as we clap with the words:

You can say or sing each line separately and have the children repeat it after you if needed.

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.

CHALLENGE

Say: This week try to use your thoughts and your words to help others feel happy.

FACILITATOR NOTES AND REFLECTIONS

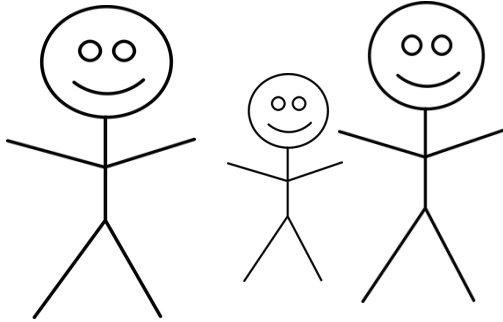
Lesson and Date _____

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

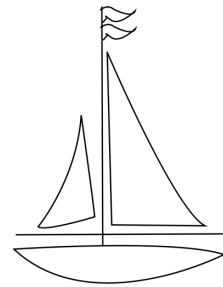
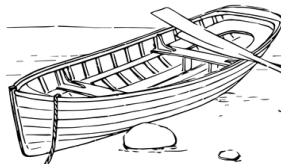
What would or should I do differently next time?

(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.)

PETER AND HIS BROTHERS



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

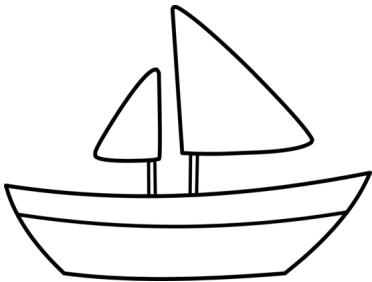


Then they all drew pictures of what the boat should look like. Each picture was different. Jack didn't like Peter's picture. He liked Matt's picture instead. So Jack and Matt decided to build the boat like Matt's picture.



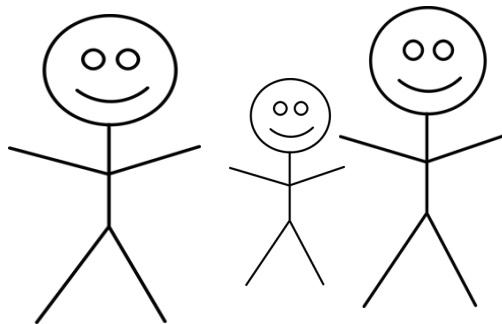
They began making fun of Peter. They told Peter he was dumb. "You're too little to draw a good picture," they said.

Peter felt bad. He started to cry. Then Jack and Matt felt bad when they saw how sad Peter was. They told him they were sorry.



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

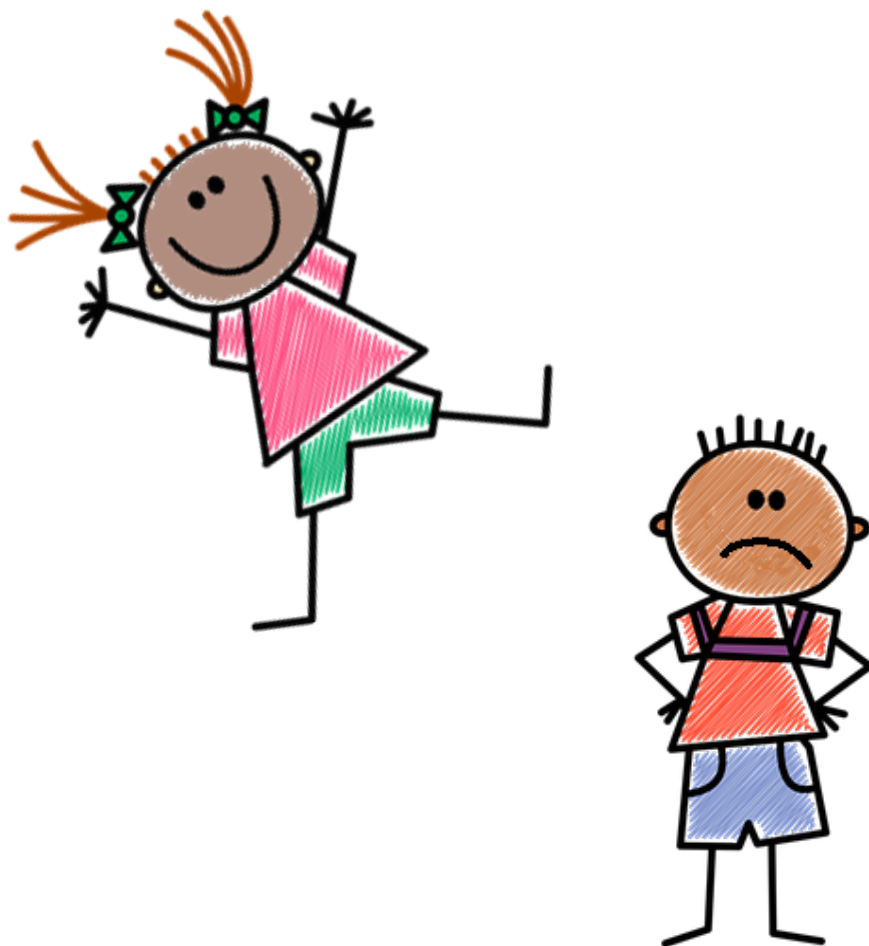
Everyone was happy as they were building their new boat together.



GLAD FACE, SAD FACE, MAD FACE



CUT OUT ALONG THE SOLID LINES



Freedom of Expression

DUDH #19 and CDC #13

THE CONVENTION ON THE RIGHTS OF THE CHILD

Article 13, Freedom of Expression

You have the right to find out
things and share what you
think with others,
by talking, drawing, writing,
or in any other way . . .



. . . unless it harms
the rights of other people
or hurts their reputation.

We Are Different

Rhythmically ♩ = 116-120

1. I know you, and you know me.
 2. I help you, and you help me.
 3. I love you, and you love me.

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.

I know you, and you know me,
 I help you, and you help me,
 I love you, and you love me,

And that's the way that it's sup - posed to be.

To hear the music:

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

We Are Different

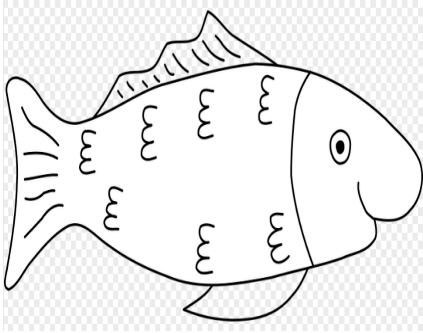
I know you, and you know me.
We are as different as the sun and the sea.
I know you, and you know me,
And that's the way it's supposed to be.

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.



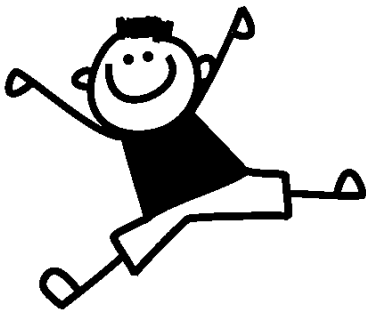
LIKE OR DON'T LIKE



FISH



ICE CREAM



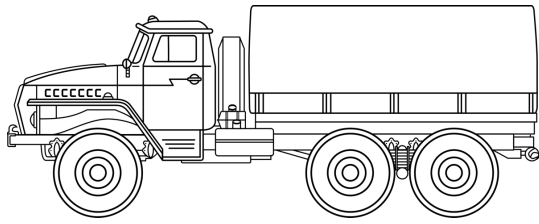
DANCING



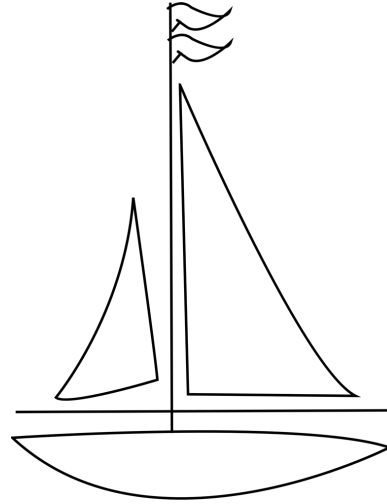
SOCCER

CUT OUT ALONG THE SOLID LINES

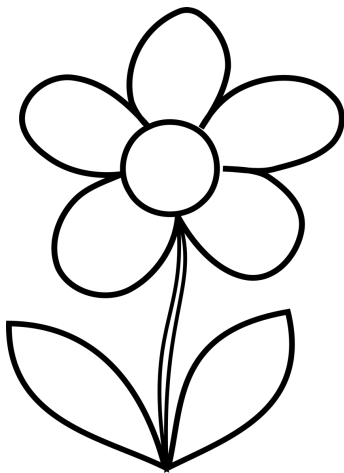
LIKE OR DON'T LIKE



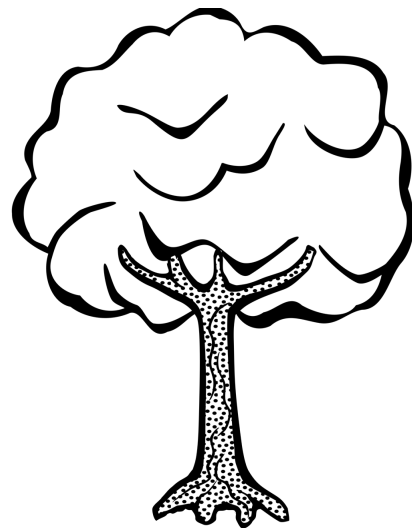
TRUCK



BOAT



FLOWER



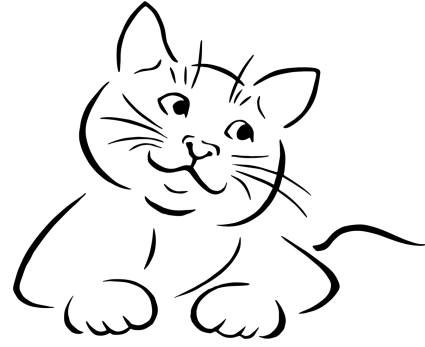
TREE

CUT OUT ALONG THE SOLID LINES

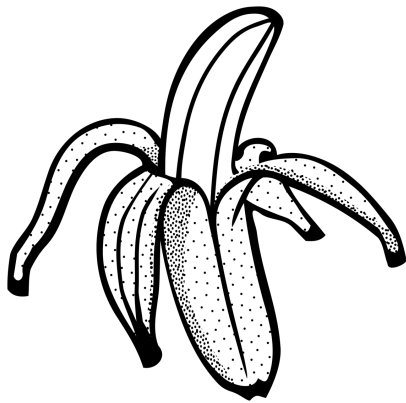
LIKE OR DON'T LIKE



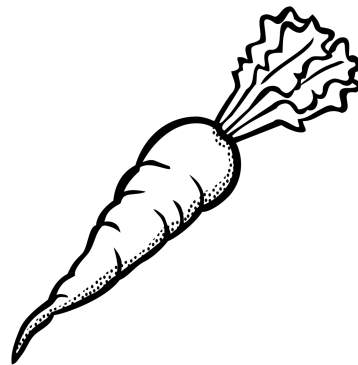
DOG



CAT



BANANA



CARROT

CUT OUT ALONG THE SOLID LINES

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:
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My Right To Be Me

THE RIGHT TO BE ACCEPTED AS A PERSON

AGE: 6-10

LEARNING POINTS

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



MATERIALS

- Class Roll
- Class Rules
- Talking Stick
- Song: Here We Are Together
- Story: Horton Hears a Who!
- Prompts for “Horton Hears a Who!”
- Word strips for “What’s the Difference?”
- Word strips for UDHR Article 6
- Sample BIRTH CERTIFICATE for each child
- Pencils for the students
- Mini posters, including Article 6: A Person Before the Law
- Quote: A Person’s a Person, No Matter How Small

THE UNIVERSAL DECLARATION OF Human Rights

THE RIGHT TO BE ACCEPTED AS A PERSON

Article 6

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

SIMPLIFIED

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

THE CONVENTION ON THE Rights of the Child

THE RIGHT TO A NAME AND REGISTRATION

Article 7

You have the right to have your birth legally registered.

THE RIGHT TO A NAME AND A NATIONALITY AND A FAMILY

Article 8

Government should respect your right to a name, a nationality and family ties.

WELCOME & WARM-UP (5 minutes)

- Display the human rights mini posters for everyone to see.
- Greet the children enthusiastically by name and ask them to sit in a circle.

Activity: Song, Here We Are Together (Music and link found at the back of Lesson 7 if needed.)
Sing or say the verses.

REVIEW (10 minutes)

Say, pointing to the mini posters: Look at all the human rights that we have learned about so far! That's quite an accomplishment!

- Last time we talked about the right to freedom of expression. We have the right to say what we think.

Ask: But when are we NOT allowed to say whatever we wish? (When it hurts someone's reputation or if it is not true or if it hurts their feelings.)

- Remember the story of Peter and his brothers? How did they solve the problem of sharing their ideas about the boat? (By apologizing and cooperating)
- Did anyone share the story of Peter and his brothers with your family or friends? How did they feel about it?
- Who remembers what the word stereotype means? (An idea about people or things that usually isn't right or even true. It can be hurtful when it's not true.)

INTRODUCTION (15 Minutes)

I have another story for you today, this time about a big elephant and some teeny tiny people that nobody can see.

Activity: Story, Horton Hears a Who!

Read or tell the story and show the pictures. (Found at the end of the lesson)

After the story, say: Some of us are big and some of us are small, but each of us is a person.

Ask: Beatriz, are you a person? Of course you are!

- How about you, Luiz?
- Are you a person, too, Jenny?

Explain: It makes no difference if we are big or small, girl or boy, each of us is a person.

Show the Horton quote and ask: What did Horton say about a person? Let's say it all together.

A person's a person, no matter how small.

Explain: Each of us is a person. Whether you are big or small, there are lots of ways that you are important.

Ask: How are you important in your family? (Take all answers, such as: They love you and would miss you if you were not there. You help with different chores at home.)

- How are you important in your school? Or in your town or village?

Activity: Follow Me (5 minutes)

Explain: Because each of us is a person, we have heads that turn, and arms and legs that move, and bodies that bend.

Say: Let's all stand up. I want you to follow me and do what I'm doing.

As you say the following words, do the actions and have the children follow you.

- Reach, reach, reach up really tall, tall, tall.
- Shake, shake, shake your hands up high, high, high.
- Shake, shake, shake your hands down low, low, low.
- Shake, shake, shake your right leg.
- Shake, shake, shake your left leg.
- Turn, turn, turn and sit down, down, down.

DEVELOP & DISCUSS (20 Minutes)

Say: Now we're ready to talk together. It's true that each of us is a person, no matter how small, but we are each different from any other person in the world.

Explain: In the *Universal Declaration* it says we have a **right** to be accepted as a person.

Show and read the mini poster for Article 6 of the *Universal Declaration of Human Rights*.

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

Ask: How do you think you can be accepted as a person? (Accept all answers.)

Explain: Thank you, those are good answers. In fact, the **best** way you get accepted as a person is to have a birth certificate.

Show a sample birth certificate. (Found at the back of the lesson.)

Say: This is a sample birth certificate. When you go to the doctor or when you go to school, if you have a birth certificate, this is how people know who you are, and that you are not somebody else.

Ask: Where do you suppose we get a birth certificate that says who we are?
(Give the children time to offer some answers.)

Say: Those are good ideas. Let me tell you what happens. Every time a baby is born, information about the baby is written down on a piece of paper and kept in a government office. That piece of paper is called a BIRTH CERTIFICATE for the baby.

Explain: YOU probably have a birth certificate. It may look something like this or it may be different. But it doesn't matter. A BIRTH CERTIFICATE shows that you are a person born in your country. It has your **name**, your **birthdate** and the **place** where you were born. Sometimes it also has your **mother's name** and your **father's name**.

Activity: Our Birth Certificate

Be sure you have the **word strips** ready if you are going to use them.

Ask two students to help you: one to hand out pencils and the other one to hand out copies of a *Sample Birth Certificate* to each student.

Explain: As we talk about this sample birth certificate, we will fill in the parts that we know with information about yourself as a baby. We will also add information about your parents as far as you know it. Don't worry if you can't fill it all out today.

FACILITATOR TIP: If there are students who cannot read or write well, have them sit with someone who can write. They can dictate the information so that everyone has a completed form to take home. If there are not enough children to help each other, have some of them come to you for help in writing the information.

Say: My name is _____ (give your full name.)

Point to a child and ask: What is your name? (Help the student give his or her complete full name – first, middle and last name.)

Point to another child and ask: What is your name? (Help the student give his or her complete full name – first, middle and last name.)

Ask the other children: Do they have exactly the same names? (No.)

Say: Our names are one of the things that make us different from other people in the world.

Write or post the word strip “Your NAME” on the chalkboard or on the wall.

- Everybody please write your name on your birth certificate.

Allow two or three minutes for name writing.

Say: My birthday is _____ (give the day, month and year of your birth).

Write the word or put the word strip DATE OF BIRTH on the board.

Say: We each have a different birthday. Even if we were born on the same day, we were born at different times of the day.

- Do you know when your birthday is? If you know your birthday, write it on your birth certificate. (Allow time for the children to write their birthdays.)

Explain: I was born in _____ (name the place where you were born, including the country).

Ask: Does anyone else know *where* they were born? (Let the children respond.)

Write or place the word strip "PLACE OF BIRTH" on the board.

Explain: **Place of Birth** means the place where you were born. That's important to know because that tells you what your **NATIONALITY** is. Your nationality is usually the country where you born. Is there anybody here who was born in another country?

Let the children respond, reminding them that their nationality is usually the same as the country where they were born.

Explain: If you were born in Kenya, you are a Kenyan. That is your nationality. If you were born in Mozambique, you are a Mozambican. That would be your nationality.

Ask: Who can tell me what your mother's name is?

As the children answer, *put the word strip "MOTHER'S NAME" on the board.*

Say: Please write your mother's name on your birth certificate.

Do the same with the **father's name** and *put the word strip "FATHER'S NAME" on the board.*

Say: If you know your father's name, please write that on your birth certificate.

Explain: These are the things that make us different from every other person in the world. Not one of you will have all this exact same information in exactly the same way.

- Even if you have the same name as someone else, you won't have the same birthday. Or you might have the same birthday, but you won't have the same mother's name. Everybody's information is a little different from everyone else.
- This helps people know who you are, especially as you get older.

Say: Don't worry if you can't fill out the whole birth certificate today.

- When you're finished, hold up your hand so I'll know when we're all done.

Activity: Memorizing UDHR Article 6 (10 minutes)

Say: Let's all read Article 6 together.

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

Explain: That means you have a name and a nationality and probably some relatives. This is so important that we should memorize it. Let's read it together again.

Use the Article 6 word strips at the back of the lesson, and lay them on the floor in the proper order. Students should stand or sit so that they can see them.

FACILITATOR TIP: if you have a chalk board, write the sentence on the board instead of using the word strips. Write the sentence without any breaks, but use the diagram below as a guide for keeping the phrases short that you are going to erase.

Diagram: YOU HAVE / A RIGHT / TO BE ACCEPTED /
 EVERYWHERE / AS A PERSON / BEFORE / THE LAW

- After reading it together, erase one of the phrases or remove one of the word strips.
- Read the article together again, filling in the missing word or words as you say it. Call on a few students to read the sentence alone, supplying the missing word.
- Remove another word strip or section and repeat the sentence again, first all together, and then a few students alone (different ones than before).
- Repeat this process until all of the words are erased or all of the word strips are off the floor and everyone can repeat the article without reading any of the words.

Ask groups of three or four to come to the front and repeat the article together.

Say: That was great!

CONCLUSION (5 minutes)

Say: Each of us has a right to a name and a nationality. Most of us have a birth certificate.

Show the sample of Birth Certificate again.

Explain: This makes it possible for you to be accepted as the person you say you are everywhere you go.

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

CHALLENGE

Say: Let's all do three things this week:

1. Share the story of Horton and the Whos with your family and friends. Don't forget to tell them that a person is a person, no matter how small.
2. Show the Sample Birth Certificate to your family.
3. Ask someone in your family to help you complete any information you did not know.

Explain: If you can't find the information, we'll talk about where to find it at our next lesson, especially if you remind me.

Remind everyone of the time when the class meets again.

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?

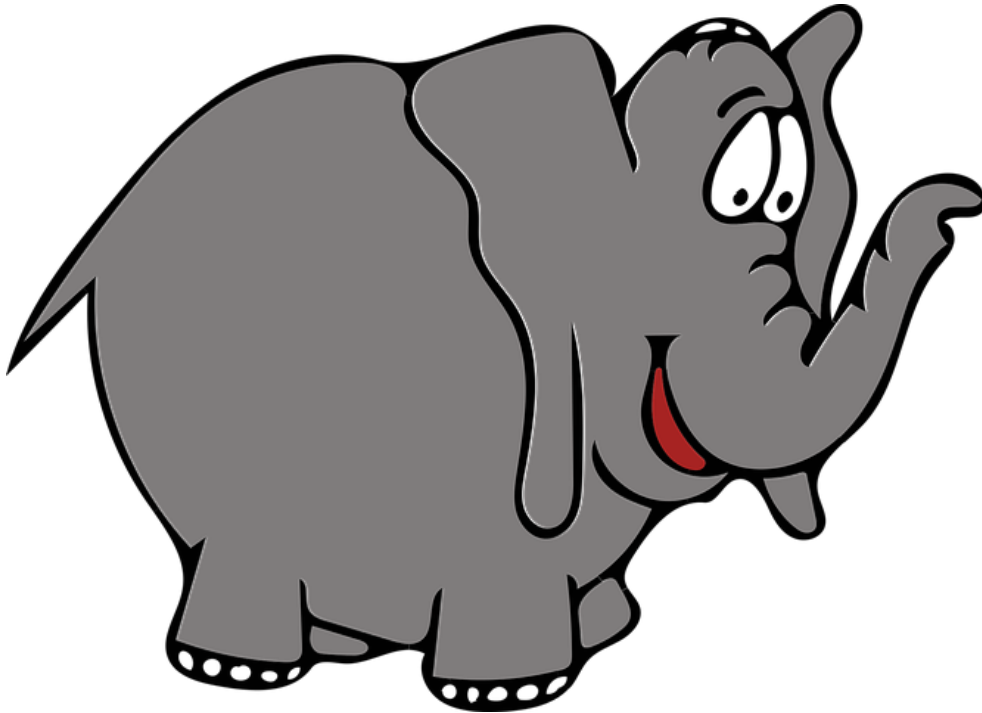
(Adapted from Keating-Chetwynd, Sarah, ed., *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences*. Council of Europe, 2008, p. 61.)

HORTON HEARS A WHO

I Horton was a thoughtful and kind-hearted elephant who lived in the jungle. He had big, floppy ears and a long, snake-like trunk. His big ears helped him to hear very quiet sounds.

Because he was big and strong, he could also use his trunk to help the other animals.

One day while playing in a pool, he heard a very faint sound, a sound so soft and quiet, he could barely hear it.

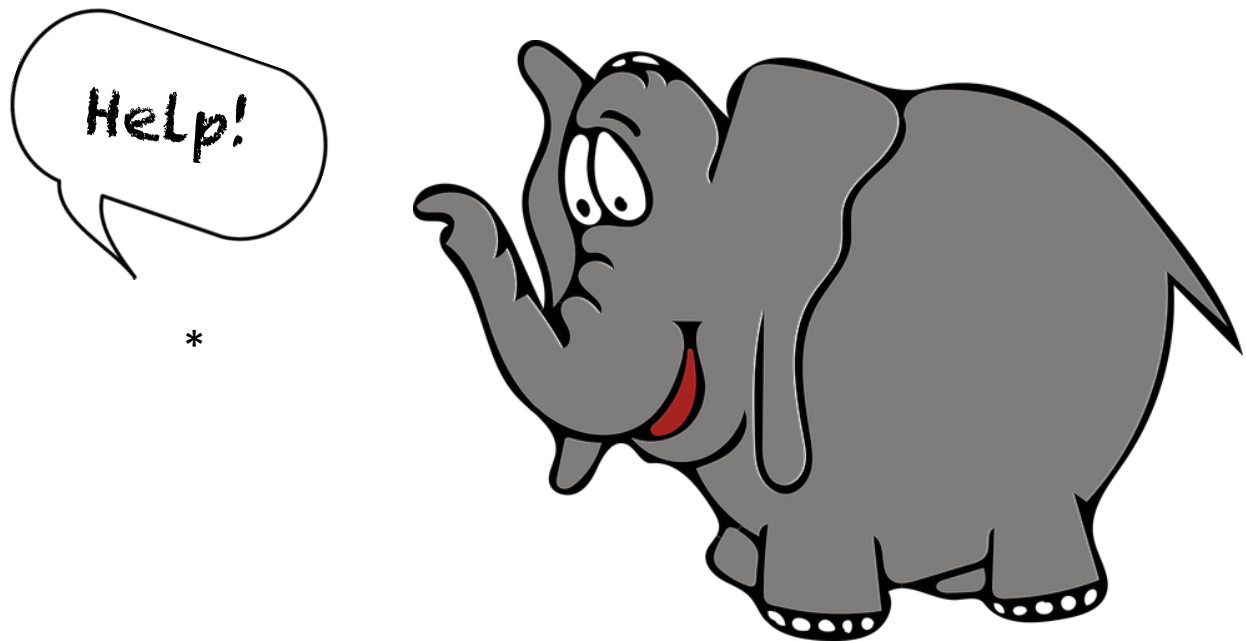


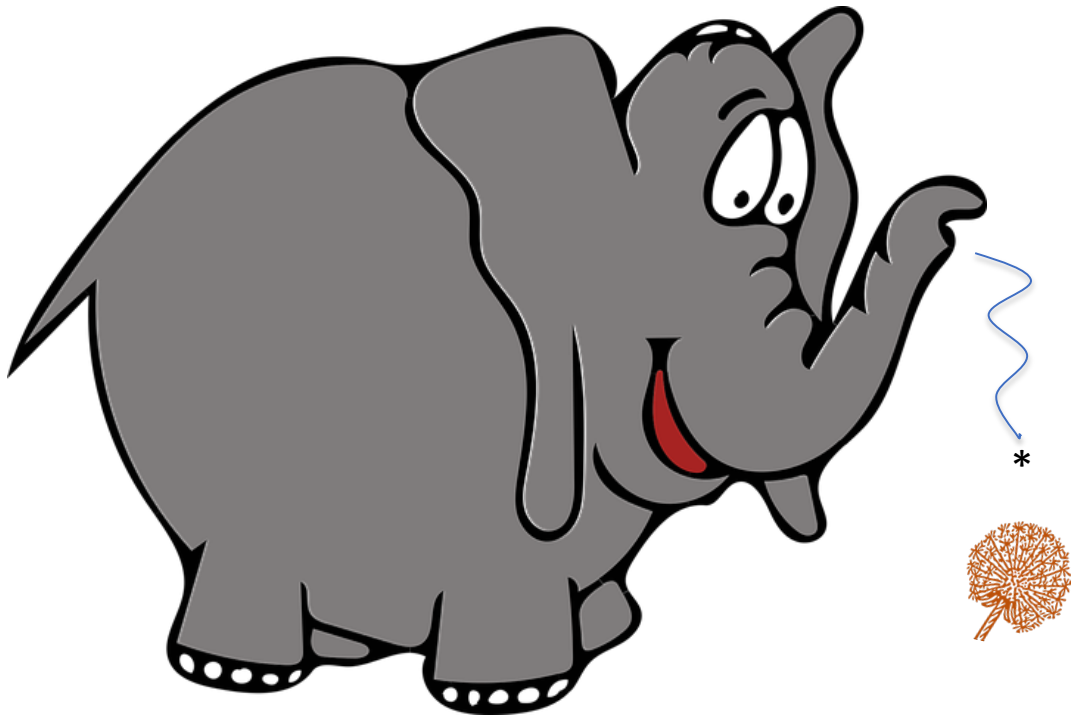
2 He looked around, but he could not see anyone. Except for a small spot of dust.

It seemed to Horton that a very tiny person was calling out for help from that very small spot of dust.

He listened again. And, yes, he did hear the very small voice of a very small person.

He couldn't see the person, but he decided to help because "a person's a person, no matter how small."





3 Horton learned that the tiny spot of dust was home to a whole little town called Who-ville. It was filled with tiny people called Whos.

Horton wanted to help them. He said,

I'll just have to save them
Because, after all,
A person's a person,
No matter how small.

So he promised to protect his tiny new friends and get them to safety, away from his pool of water where they might fall in and drown.

He carefully placed the spot of dust on a clover flower.

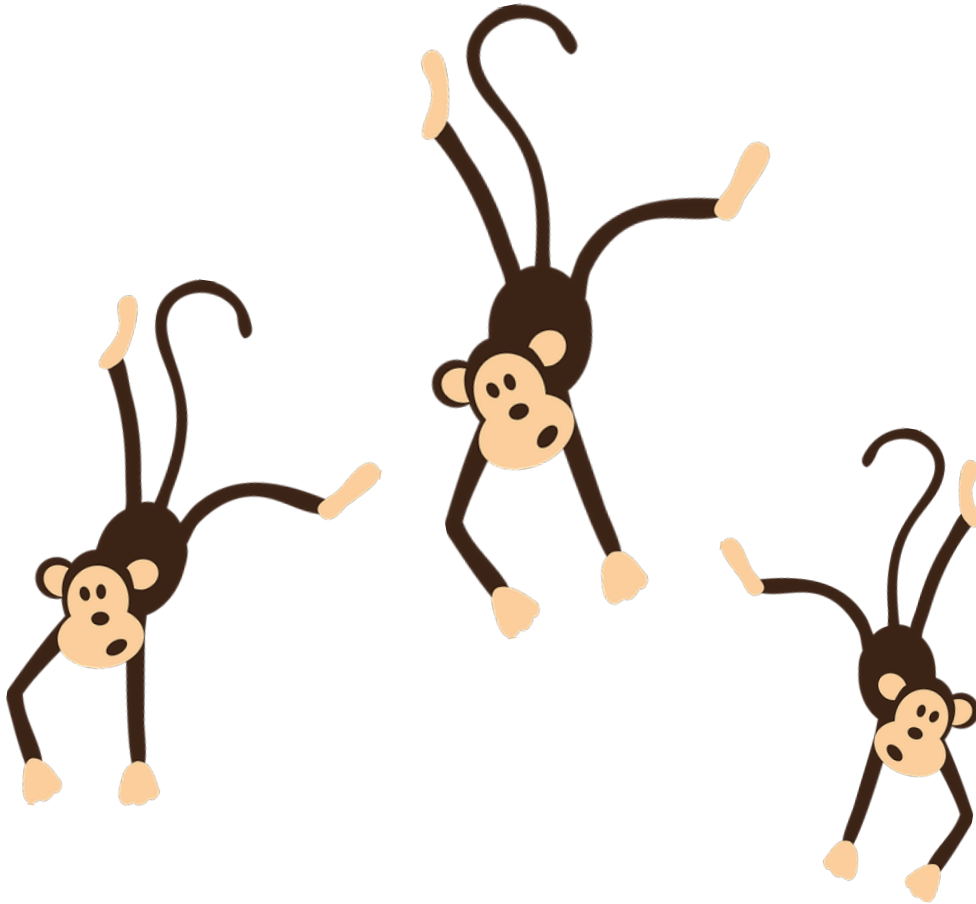
4 Suddenly, a very commanding and disagreeable kangaroo and her baby showed up. They had smaller ears and they were very mean, and they couldn't hear a thing. They thought Horton was crazy. "You're a fool," they said.

So they jumped in the pool with a great big splash, trying to wash away the little spot of dust.

But Horton quickly stretched out his long trunk and picked up the clover and hurried away.



5 This made the mama kangaroo so mad that she told the monkeys about Horton and his silly story about small people on a spot of dust.



The monkeys quickly swung down from the trees but they couldn't hear the Whos, either. So they jumped on Horton and climbed up his trunk and grabbed the clover with the little dust spot before the elephant could stop them.

Off they ran as fast as they could, determined to get rid of the pesky clover. And they almost succeeded. But Horton refused to give up. He called out to his little friends and told them that now was the time to let everyone know that they were there.

He explained just what to do:

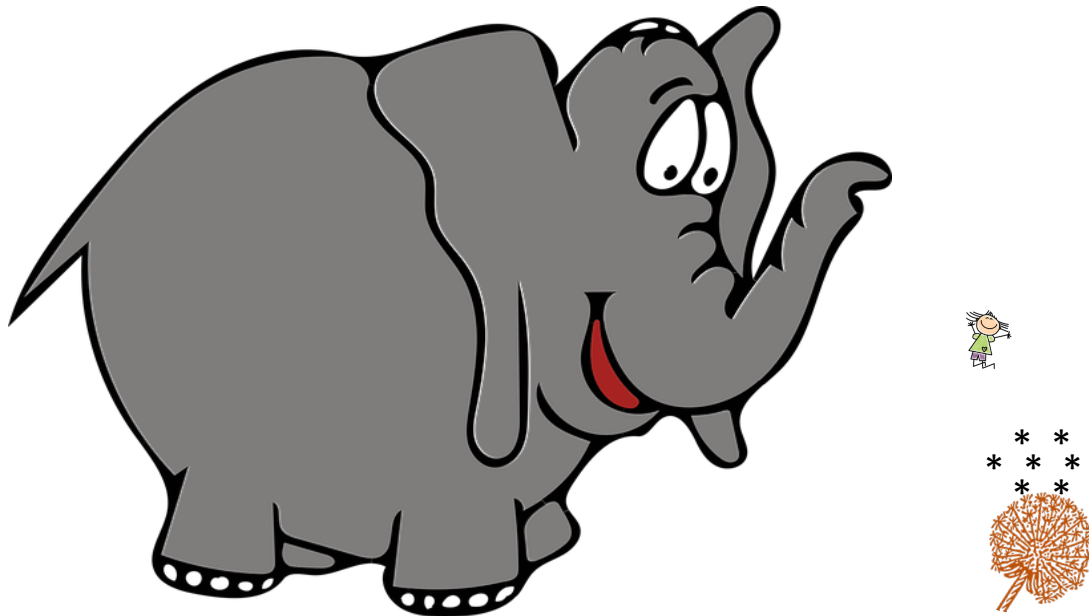
So call a big meeting.
Get everyone out.
Make every Who holler!
Make every Who shout!



6 The Whos in Who-ville all came running to help make a great big noise. They sang and they yelled. They pounded and banged, and they blew their horns, trying to make the other animals hear them and believe that they were real. But the animals **STILL** couldn't hear them.

Desperately, the mayor of Who-ville went racing through the town until he found one little Who that wasn't making any noise at all! "You have to help us," cried the mayor. So the little Who opened her mouth and added her voice to all the others – and it worked! At last the animals could hear them.





7 “They’ve proved they ARE persons, no matter how small.
And their whole world was saved by the Smallest of ALL!” said Horton happily.

The other animals all gathered around the little clover. They finally believed Horton and learned a big truth, that little people are people, too. They are important and should be protected and cared for. And the animals all promised to do just that – take care of their new little friends. “Because, after all,” said Horton,

“A person’s a person
No matter how small.”

(Adapted from: Dr. Seuss, Horton Hears a Who, New York: Random House, 1954.)

PROMPTS FOR THE STORY REVIEW

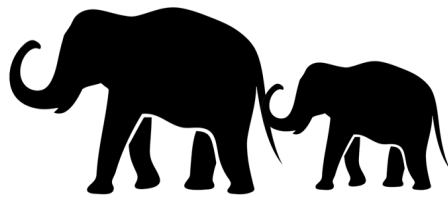
(To be used only if you have extra time)

- 1.** Horton with big ears
 - How do Horton's big ears help him in this story? (He can hear the Whos.)
 - Do you think you could hear the little people?
- 2.** Horton with a spot of dust
 - Who does Horton hear while he is in the pool? (A little voice calling for help.)
 - What does he see? (A little spot of dust.)
 - Can Horton see the little people? (No.)
 - How does he know the little people are on the speck of dust? (He hears them.)
- 3.** Horton putting the small spot of dust on a clover flower
 - Why does Horton decide to help the little people? Accept all answers.
(Because they are people even though they are small.)
 - What does he do to help them?
(He puts them on a clover and uses his trunk to protect them.)
- 4.** Mother and baby kangaroo making fun of Horton
 - Why does the mother think Horton is crazy?
(She can't see the Whos, so she doesn't believe him.)
 - How do the mother kangaroo and her baby try to destroy the spot of dust?
(They jump in the pool and make a big splash.)
- 5.** Monkeys swinging down from the trees
 - Can the monkeys hear the little people on the flower? (No.)
 - Why are the monkeys trying to take the flower from Horton?
(They don't believe Horton so they want to destroy the flower.)
- 6.** The Whos running to make a big noise
 - Why does Horton tell the people in Whoville to make a big noise?
(He wants the other animals to hear the little people.)
 - If you were asked to make a big noise, what would you do?
(Let the children respond. Accept all answers.)
 - Who helps them make a bigger noise? (The littlest Who, found by the mayor.)

The littlest Who making a big, big noise.

 - What happens when the littlest Who helps makes a big, big noise?
(The other animals can finally hear the Whos.)
- 7.** The animals gather around Horton and the Whos.
 - Why do you think the littlest Who is an important person in this story?
(She helped save the Whos by adding his voice to make a big noise.)

**“ A person’s
a person
no matter how
small.”**



Dr. Seuss

Seuss, *Dr. Horton Hears a Who!* New York: Random House, 1954.

What's the Difference?

Your NAME

**Date of
Birth**

**Place of
Birth**

**Mother's
Name**

**Father's
Name**

Birth Certificate



Birth Certificate

Name: _____

Date of Birth: _____

Place of Birth: _____

Mother's Name: _____

Father's Name: _____

You have

a right to

be accepted

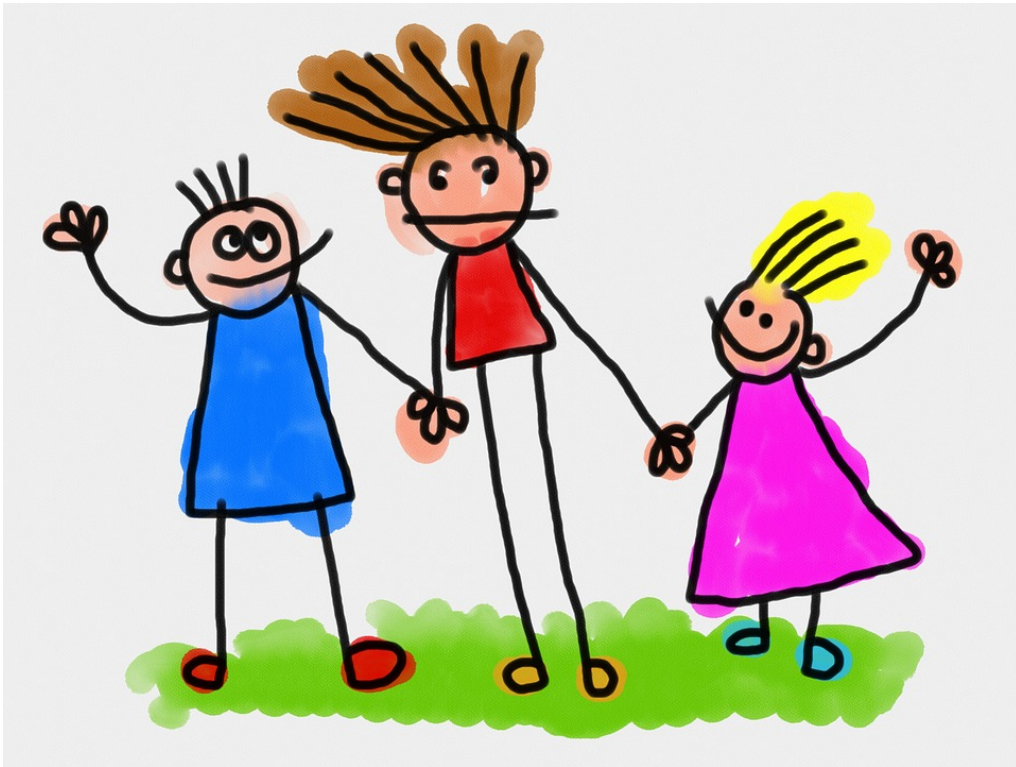
everywhere

as a person

before

the law.

The RIGHT to be



**ACCEPTED as
a PERSON
before the LAW**

UDHR 6 and CRC 7 and CRC 8

Child Labor Is Just Not Fair!

PROTECTION FROM CHILD LABOR

AGE: 6 - 10

LEARNING POINTS

1. You have a right NOT to work if the working hours interfere with your school and study times.
2. You have a right NOT to work if that work is dangerous or harmful to your health.

MATERIALS

- Class Roll
- Class Rules
- Talking Stick
- Song, Here We Are Together
- Chalkboard or flipchart
- Chalk or markers
- Word strips for Article 6
- Story: Rupinder
- Set of Child Labor Photographs
- Photo, Young boy in brickyard, prepared before class according to instructions in the lesson
- Human Rights mini posters, including The Right to Protection from Child Labor



THE CONVENTION ON THE Rights of the Child

PROTECTION FROM CHILD LABOR

Article 32

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

THE UNIVERSAL DECLARATION OF Human Rights

RIGHT TO DESIRABLE WORK

Article 23

Everyone has the right to work, to free choice of employment, and to just and favorable conditions of work.

Everyone . . . has the right to equal pay for equal work.

SIMPLIFIED

You have the right to work, to choose your work and to work in good conditions.

People who do the same work should get the same pay.

You should be able to earn a salary that allows you to live and support your family.

WELCOME & WARM-UP

(5 minutes)

- Before class, put the human rights mini posters around the room for everyone to see.
- Welcome each child warmly by name and show them where to sit.

Activity: Song, Here We Are Together (Music and link found at the back of the lesson.)
Sing with enthusiasm!

REVIEW

(5 minutes)

Ask: Did anyone have someone in their family who helped them fill in the birth certificate? What information did they give you? (Allow children time to answer.)

Ask: What did your friends think of Horton, the elephant?

- Did you remember what he said about small people? (Take all answers. Congratulate anyone who remembers that “A person’s a person, no matter how small.”)

Say: Very good! It’s great that you remember so much!

FACILITATOR TIP: If they can’t remember, give them a prompt such as the beginning of the phrase, “A person’s a person . . .” – slowly so they can join as they remember the rest.

Activity: Memory Minute

(5 minutes)

After they answer, ask three children to come up and stand with their backs to the other children. Give each child one of the word strips for UDHR Article 6, **out of order**.

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

How to play:

Explain: You have the words for Article 6 of the *Universal Declaration of Human Rights*. I want you to try to put these in the right order and then turn around and show everyone.

- When the children turn around, stand behind them.
Say to the class: Hold up your thumb if you agree with me.
- Then hold your hand above the head of the child with the first word strip.
Say to the class: Do you agree that this one is right?
- If most of the children hold up their thumbs, move to the next child, and hold your hand above his or her head.
Say to the class: Do you agree that this one is right?
- Do the same for the third child.

If they are all in the right order, congratulate and thank them and let them sit down.

If they are not right, ask the class to help them put the words in the right order.

When the words are properly arranged, say: Let's say it together one last time.

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

INTRODUCTION

(5 minutes)

Say: We have many rights that allow us to do many different things. Today we're going to talk about another one, but first we're going to be **detectives**.

- We need to use our brains and our eyes and our ears. We need to use our mouths, too, but only when we're holding the talking stick.
- I have a photograph I want to show you.

Show the picture of the boy in the brickyard, *covered with another sheet of paper that has a hole cut out of it so that the children can see only the boy's head.*

Ask: What do you see? (A boy's head.)

Rip off the bottom right corner, about 3-4 inches up, to show the bricks.

Ask: What do you see now? Does it change your opinion of what it's about? (Allow the children to answer.)

Rip off the top left corner, showing the women and some bricks.

Ask: What are your eyes telling you now – what do you think this photograph is telling us? (Accept all answers as the children pass the Talking Stick to each other.)

Remove the rest of the paper.

Say: This photographer is trying to tell us a story about children who have to do dangerous and difficult work.

Activity: What's the Story?

(5 minutes)

Ask: What *is* a photographer? That's a big word and we haven't talked about that yet. (Allow answers.)

Say: A photographer is a person who takes pictures. He or she usually has a story to tell, such as where something is happening or when or to whom it's happening.

- Let's use our detective skills to meet the photo and make sense of the story the photographer is trying to tell us.

Ask: Who is in the picture and what is happening?

- What is the boy doing? (Pushing a very heavy wheelbarrow full of bricks.)
- What are some of the ways he could hurt himself? (Accept all answers.)
- How old do you think this boy is? (Allow all answers.)
- If this photograph was taken during the day time, what are some of the things the boy cannot do because he is working? (He cannot play or go to school.)
- How does the picture make you feel? (Accept all answers, guiding the children to recognize that:
 - they feel sad for the boy
 - it is very hard work for a young child
 - it is not fair

Activity: Rupinder's Story (5 minutes)

Say: I want to tell you about another young boy who had to go to work. This is what he said happened to him.

Read Rupinder's Story, Part 1 (found at the back of the lesson).

Ask: Why do you think Rupinder's parents sent him away? (Allow all responses.)

Guide the children to recognize that it wasn't Rupinder's fault.

- His parents were poor and they didn't have enough money.
- They had a lot of children to take care of.

Ask: What do you think is going to happen to Rupinder? (Take all responses.)

- Why do you think that's not fair?

Explain: Some work is good for children. It helps them learn how to care for themselves. It also helps their families when their children help with chores at home and in the fields.

- Sometimes hard work harms children. That's what we call "child labor" and it is not a good thing.
- Let's all say that together: Child Labor.

Say: We're going to be detectives today and look at some pictures of children doing hard work. With each one, use your detective skills to see what's happening in the picture.

Activity: Child Labor Photos (5 minutes)

Show the photos one by one and read the descriptions on the back of each.

Young girl doing laundry
Boys working in the field
Girls in the gold mine

Say: Let's pretend we're in these pictures doing child labor.

Hold the 3 photos so that the children cannot see the front side of the photographs.

Stand in front of one of the students and let him or her choose one of the photos and show the class. Explain the photo and then stand in front of another student and do the same. Repeat this with a third child.

Depending on which photo is picked, say:

- (Boys in the field) Show me how hard you're hoeing. Good, let's all do it together while we count to 10.
- (Gold mine) What should we do to show that we're crushing the rock into powder? Let's ALL do it while we count to 10.
- (Laundry) Somebody show me how we would do the laundry. Okay, let's all do the laundry while we count to 10.

Say: Well done! Now everyone turn, turn, turn, and let's sit down, down, down.

Explain: There is an organization that worries about children who have to do such hard work. They try to protect them from being forced to work in bad conditions or who are working instead of going to school.

- The pictures that we looked at were taken by their photographers. They travel around the world to find out how many children are working and what kind of working conditions they have.
- Millions of children work long hours every day, often in places that are dirty and unpleasant. Sometimes the work is hard. Even small children can work hard.

DEVELOP & DISCUSS (15 minutes)

Show the mini poster, The Right to Protection from Child Labor.

Say: This says you have the right to be protected from Child Labor.

- I'm going to read what Article 32 of the *Convention on the Rights of the Child* says about child labor.
- Listen carefully and raise your hand if you hear what it says about your health, or if you hear something about your education, which means going to school.

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

Pause and ask: What kind of work?

(Allow children to answer, “Work that is dangerous to your health.”)

Then continue to read: *. . . or work that interferes with your education.*

Explain: “Interfere” means to stop or interrupt or make things hard. So it’s talking about work that would stop your education by making it hard for you to go to school.

Ask: What happens when you cannot go to school?

- If the children cannot go to school and learn how to read and write and do arithmetic (or numbers), what kind of work do you think they will be able to do when they grow up? (Allow all responses.)

Ask: Does this mean that children should not do any kind of work, or that you shouldn’t help with chores at home? (No, of course not.)

- What are the kinds of work that we’ve just learned about that children should NOT do?

Guide the children: Work that is dangerous or harmful to their health or that stops them from going to school and studying.

Ask: What is the difference between the kinds of work or chores you do at home and the kinds that are called “child labor”? (The things you do at home usually aren’t dangerous to your health and they shouldn’t keep you from going to school and studying.)

- What was wrong with the kind of work that Rupinder was doing? (He couldn’t go to school, and he got hurt so it must have been dangerous to his health.)

CONCLUSION (10 minutes)

Activity: Child Labor Is Just Not Fair!

Say: This is what Rupinder says about child labor.

Read: Rupinder’s response, Part 2 (at the end of the lesson).

Ask: Why does Rupinder think education is so important?

Guide the children to recognize:

1. Without education, children grow up to be uneducated and poor.
2. Without education, the children will remain poor.
3. Without education, things will never change (especially the financial situation).

Say: Let’s read the article again. It’s Article 32 of the Convention on the Rights of the Child, so this is especially to protect children.

Read and say together:

*You should be protected from work that is dangerous to your health
or work that interferes with your education.
(Article 32 of the Convention on the Rights of the Child)*

CHALLENGE

Ask: What have we learned about today? (Take all answers.)

Say: You've learned about child labor today.

- You've learned about using detective skills when you look at photographs to see what's happening and what story the photographer is trying to tell and how it makes you feel.
- You can share these skills with your family and friends. It makes pictures more interesting.
- You can also tell them about Rupinder and child labor and why it's bad for you.

1. Remind the children of the time for the next meeting.
2. Gather the mini posters and lesson materials to save for future lessons.

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

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.)

**AS A PERSON
BEFORE THE LAW**

**TO BE ACCEPTED
EVERYWHERE**

YOU HAVE A RIGHT



Young boy working in a brickyard in Bolivia, South America. Photographed by Crozet M. 2010. © ILO

RUPINDER'S STORY

Part 1

My name is Rupinder and I am 13 years old. My parents work on a coffee plantation.

When I was young, I went to school for two years. But when I was 8, my parents told me I had to stay home and look after my younger sisters and brothers.

Then, when I was 10, I started working on the coffee plantation too, during picking seasons. I worked from 6 in the morning till 10 at night.

One day while I was working, I hurt my arm. Now I can't work on the plantation anymore.

My parents can't afford to keep me at home if I don't work, so I came to the city. I thought I could find work here. But I cannot read and write, so it is hard.

What I really want is to go to school, and learn to be an engineer or a builder.

RUPINDER'S RESPONSE

Part 2

I know it's hard for parents who don't have enough money, or who have lots of children. I understand that there are families in villages that need their children to work on the farm. I understand that if the children didn't work, the family might not eat very well.

But the important thing is: How are the children being treated? Are they being asked to do things that are hurting them? Are they going to school even part-time?

If a working child doesn't get an education, that child will grow up to be uneducated and poor. And his children will remain poor. It will never change.

(Source: Farm Radio International, <http://scripts.farmradio.fm/radio-resource-packs/package-69-a-world-fit-for-children/protecting-children-from-child-labour/>)

The Right to PROTECTION from CHILD LABOR



CRC 32 & UDHR 23

SET OF CHILD LABOR PHOTOGRAPHS



Children crushing limestone at a gold mine in Benin. Photographed by Gianotti E., 2001. © ILO

These children work for a gold mining company in Benin. They are using bricks or stones to crush a soft rock called limestone into a powder that may contain gold. The powder is then washed away and if there is gold, it is collected.

This picture was taken during the daytime.

Do you think they have time to work and also go to school?



African boys working in fields on a farm. Malawi, Africa, March 2013. © ILO

These boys live in Malawi. They are using tools called hoes to break up the dry soil and dig up any weeds they may find.

Their backs get very tired from bending over for many hours as they dig.

The boys are not wearing any shoes to protect their feet.
The hoes are heavy, and can sometimes slip and cut them.



Young servant girl washing clothes, Mali. Photographed by Crozet M., 2010. © ILO

The young girl is doing the laundry by hand.
The lady of the house is watching
to make sure she does it right.

Many children work all day in
someone else's house
doing the cleaning or cooking,
sometimes taking care of babies
or working outside.

Often they do this just so they can have
a place to sleep and some food,
and they get little or no pay.

Sometimes they are beaten
or treated cruelly.

THE CONVENTION ON THE RIGHTS OF THE CHILD

Article 32, Protection from Child Labor

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

. . . or work that
interferes with
your education.

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 Get to Go to School!

THE RIGHT TO AN EDUCATION

AGE: 6 – 10 years

LEARNING POINTS:

1. Education makes all other rights possible.
2. All children have the right to an education.
3. Children can become teachers.



MATERIALS

- Class Roll
- Class Rules
- Talking Stick
- Human Rights mini posters, including Right to an Education
- Chalkboard or flip chart
- Chalk or markers
- Pencils
- Song: Here We Are Together (see previous lesson for the music)
- Child labor photo from previous lesson
- Malala and her story
- 6-7 slips of paper
- Basket or container for the papers
- UDHR Article 26, CRC Article 28 and 29
- Song: This Little Light of Mine
- Set of Job Images
- Skills to Teach, cut out before class
- Student Evaluation Questionnaire

THE UNIVERSAL DECLARATION OF Human Rights

RIGHT TO AN EDUCATION

Article 26

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

Your parents have the right to choose how and what you learn.

You should learn about the United Nations and how to get along with other people and to respect their rights.

THE CONVENTION ON THE Rights of the Child

Article 28

Children have a right to education.

Discipline in schools should be done fairly, with kindness and respect.

Primary education should be free and required.

Article 29

Education should prepare you for life.

WELCOME & WARM-UP (5 minutes)

- Display the mini posters where everyone can see them.
- Greet the children warmly by name, and have them sit in a semi-circle in front of the chalkboard or easel.

Activity: Song, Here We Are Together (Music and link at the back of Lesson 9.)

STUDENT EVALUATION BEFORE Starting the Lesson (5 minutes)

The short questionnaire at the back of this lesson has the same questions that were used in Lesson 1. It is fast and easy to do. When today's lesson is over, compare the first questionnaire with today's in order to evaluate how much the children have learned since the first one (given at the beginning of Lesson 1). Give this information to your supervisor.

Explain: I have a few questions before we talk about our lesson today. Don't worry if you don't know the answers.

How to do it: After each question, count the number for each answer and record it on the questionnaire. Keep this paper in a safe place to compare with the earlier questionnaire. *It is helpful to have another person do this with you, to count and record the answers.*

Conduct the questionnaire, and say: Thank you for answering the questions so cheerfully. We've learned a lot about human rights from our lessons.

REVIEW (5 minutes)

Show one of the child labor photos from last week's lesson, such as the children working in the gold mine or boys working in the fields.

Ask: Who remembers why child labor is not a good thing for children? (They can't go to school and they don't have time to play.)

- When do children have a right NOT to work? (When it is dangerous to their health or when it keeps them from going to school.)

INTRODUCTION (5 minutes)

Say: That's exactly right. It's really important for children to go to school. And today we're going to learn about your RIGHT to go to school and get an education.

Activity: The Story of Malala

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

Show the picture of a Muslim girl and tell Malala's story (at the end of the lesson).

FACILITATOR TIP: If you have time, read the story beforehand so that you can tell it to the children without reading it. It will be more interesting for them.

After the story, ask: How do you know that education was important to Malala?
(She talked to people about education for everyone, especially girls.)

- How do you know that she was brave?
(She went to school even though the enemy army threatened to kill her.)

Say: Fortunately, **you** can go to school without worrying about an enemy army. Just like in Pakistan where Malala lived, there are places in the world where some children don't get to go to school, especially the girls. That is not a good thing.

- School is so important that the people who wrote the *Convention on the Rights of the Child* said you have the RIGHT to go to school and learn things. It's called the Right to an EDUCATION.

Show the mini poster: The Right to an Education.

Read (or ask a student to read): **Article 28** of the *Convention on the Rights of the Child* (found on the back of the mini poster):

1. *Children have a right to education.*
2. *Discipline in schools should be done fairly, with kindness and respect.
(This means teachers should treat you fairly with kindness and respect. They should not hit you or yell at you or be mean as a way to punish you.)*
3. *Primary education should be free and required.*

Ask: Without an education, do you think you would know about human rights or about the *Universal Declaration of Human Rights*?

Say: Learning new things is fun. It helps you prepare for the future for when you grow up.

Ask: Who do you think is going to take care of you after you grow up and leave your home? (Take all answers.)

Say: You are going to need money to take care of yourself. Tell me some jobs that you might be able to do to earn money when you grow up. (Don't forget the Talking Stick.)

Activity: Working Pictionary (10 minutes)

Give a few slips of paper to a child who can write very well, and ask her or him to write each job on a separate paper as it is named. If you have a chalkboard, list the jobs there also.

Let the children list 5 or 6 different jobs, such as farmer or teacher or nurse.

Say: Thank you, Teresa. Let's put the papers in this basket (or other container).

Divide the students into two groups.

- Have one student from the first group come up to the board and take a job slip out of the basket. That student must draw a picture of the job on the board while the students on her team have two minutes to guess what it is.
- If they can't guess, the other team gets a turn. The team earns one point for each correct answer.
- Erase the picture off the board and switch teams.

- Let a student from the second team come up and take another slip of paper out of the container. Keep going until each side has had the opportunity to draw 3 jobs.
- Congratulate both teams for doing such a good job and for making the game fun.

Show the Job Images at the back of the lesson.

Say: Here are a few pictures of some jobs. Who would like to hold them for me so that everyone can see them? (Ask 3 or 4 children to hold the pictures.)

Ask: Do you remember Rupinder, the boy who had to work instead of going to school? Who remembers why he couldn't find a job when he went to live in the city? (He couldn't read or write.)

- He needed a good education, didn't he?

Explain: In order to perform any of the jobs on the board or in the pictures, YOU need a good education, too, more than just learning to read and write.

- Raise your hand if you think you might like to do this kind of work when you grow up.
- You have a right to get as much education as you need. And you also have a responsibility to study hard and to share some of the things you learn with other people.

Activity: SONG, This Little Light of Mine (5 minutes)

Music and words are at the back of the lesson. You can use this as a poem, also. Or use a song that everyone already knows with a similar message about sharing.

Say: We're going to sing a fun song about sharing what we learn with our family and community. It's about a little light. What do we do with a light? (Take all answers.)

Explain: That's great. There are lots of things we can do with a light. We let it shine so people can see what they're doing and where they're going. The little light in this verse stands for the things that we are learning so that we can make our lives better. And of course we want to let that light shine for everyone.

Have the children stand in a circle, with you (the facilitator) in the center. Sing (or say) the song to the children, with the actions.

This little light of mine	(point to yourself)
I'm gonna let it shine!	(spread out both hands)
This little light of mine,	(point to yourself)
I'm gonna let it shine!	(spread out both hands)
This little light of mine,	(point to yourself)
I'm gonna let it shine!	(spread out both hands)



Let it shine, let it shine, let it shine! (wave hands and fingers back and forth)

Explain: This little light of mine – means the things I'm learning –
I'm gonna let it shine – means I'm going to share with everyone.

Sing (or say) it again, one line at a time, having the children sing it back to you with actions, line by line. There are extra verses at the back of the lesson.

DEVELOP & DISCUSS

(15 minutes)

Ask: How can you let the things you have learned about our Human Rights shine at home and in the neighborhood? (By sharing what you have learned everywhere with everyone.)

Explain: All of you already know how to do a lot of things. When you learn something new, or already know how to do something, you can teach it to your family or friends.

- We're going to let our lights shine right now. We're going to practice being a teacher.

Divide the children into groups of 3 or 4, making the groups different than earlier activities.

Activity: Skills to teach

Give each group one of the skills found at the back of the lesson.

Say: You have 3 minutes to discuss and decide how you would teach this to someone who doesn't know how to do it, such as a younger brother or sister. Then we'll have a "show" and take turns "teaching."

Allow the groups to quickly practice teaching it to each other.

- At the end of 3 minutes, let each group come to the front and take 2 or 3 minutes to teach the skill to the class, using words and motions.
- Make sure that each group gets applause as they finish. Thank them for a job well done.

CONCLUSION

(5 minutes)

Explain: When you learn new things at school or our club, and then share them with others, you are becoming a teacher of human rights in your family and the community.

Ask: Do you think you can be a teacher just by setting a good example?

Show the picture of Malala again.

Say: This is what the leader of the United Nations said about Malala: "[She] is a brave and gentle advocate (or champion) of peace who became a global teacher just through the simple act of going to school."

- That means that just by going to school, she was a teacher for everyone in the world, teaching them that it was important to go to school.
- And that's how you let your light shine, when you go to school and learn new things and share them with your friends and family.
- Let's sing "This Little Light of Mine" again before we leave. (Sing the song.)

CHALLENGE

Say: This week, let your light shine by doing three things:

1. Teach this song to your friends and family.
2. Try to learn one new thing that you can share with the class the next time we meet.
3. Invite your friends to come and join us. I can hardly wait to see you again soon!

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.)

MALALA YOUSAFZAI

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



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

One day when Malala was 15 years old, she was riding a bus with friends on their way home from school, when a masked gunman stopped the bus and got on board, and shouted, "Who is Malala?" Then he fired at her, hitting Malala in the head before he ran away.

Malala almost died. People around the world were shocked and angry. The government of Pakistan made a new law called the Right to Free and Compulsory Education. Compulsory means that it's something you have to do. So the new law meant that school was free and that you had to go. That was really amazing.

Malala survived from the attack, and today she speaks all over the world in favor of education, especially for girls. She is also a student at one of the best universities in the world, Oxford University in Great Britain.

The Right to an EDUCATION



UDHR 26 and CRC 28 and 29

THE CONVENTION ON THE RIGHTS OF THE CHILD

Article 28

1. Children have a right to an education.
2. Discipline in schools should be done fairly, with kindness and respect. (This means that teachers should treat you fairly and not be mean or make fun of you. They should not hit you as a way to punish you.)
3. Primary education should be free and required.

This Little Light of Mine

musical score for "This Little Light of Mine" in 4/4 time, key of B-flat major. The score consists of four systems of piano and vocal staves. The first system shows the piano introduction with a triplet in the right hand. The second system contains the first vocal line with lyrics: "mine I'm gon-na let it shine This lit-tle light of mine". The third system contains the second vocal line with lyrics: "I'm gon-na let it shine This lit-tle light of mine I'm gon-na let it". The fourth system contains the third vocal line with lyrics: "shine Let it shine - Let it shine - Let it shine -". The piano accompaniment includes chords and a triplet in the final measure.

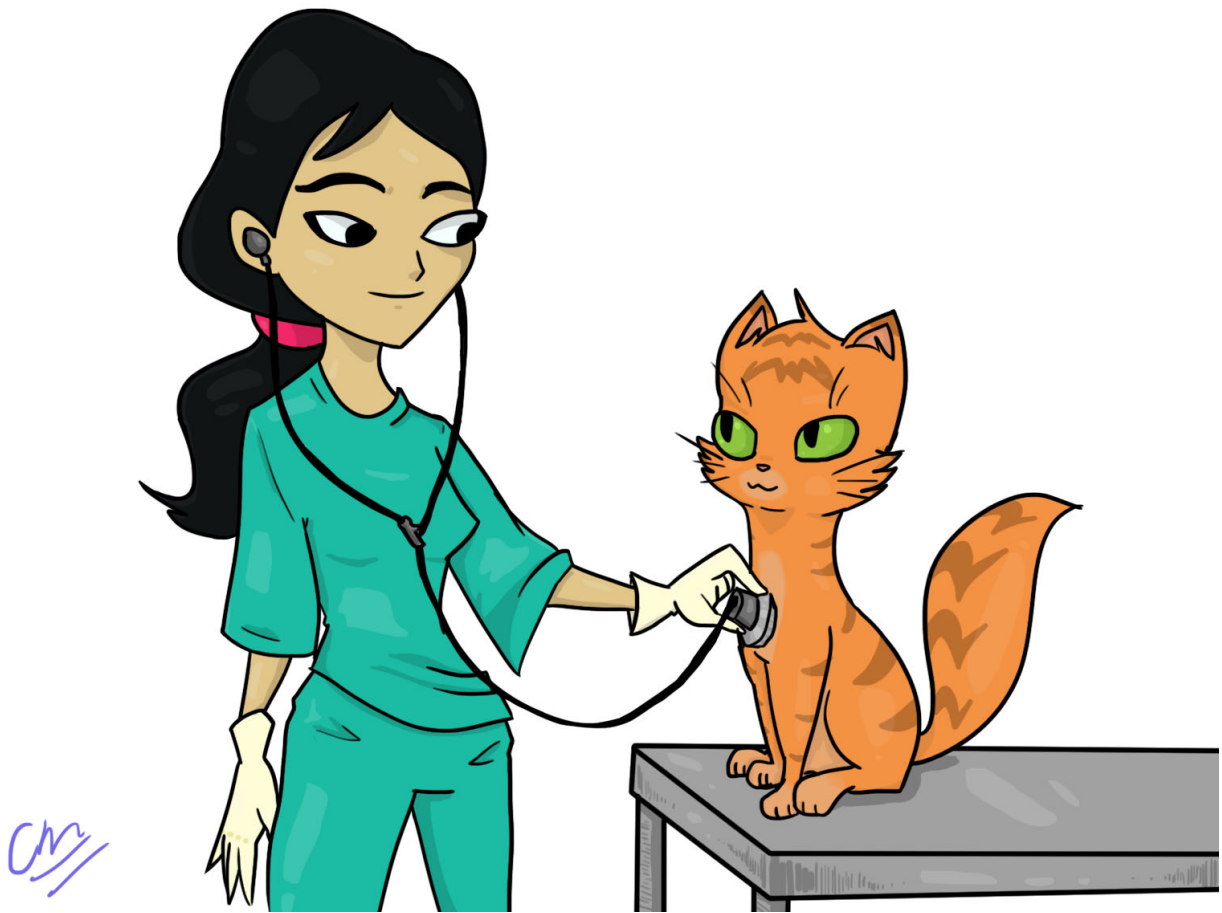
This little light of mine - I'm gonna let it shine!
 This little light of mine - I'm gonna let it shine!
 This little light of mine - I'm gonna let it shine!
 Let it shine, let it shine, let it shine!

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

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

To hear the music:
<https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11lCKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3>

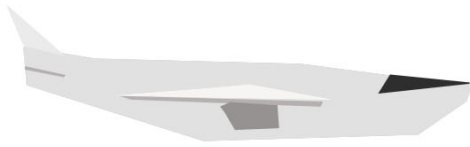
JOB IMAGES



VETERINARIAN



FARMER OR AGRICULTURAL WORKER



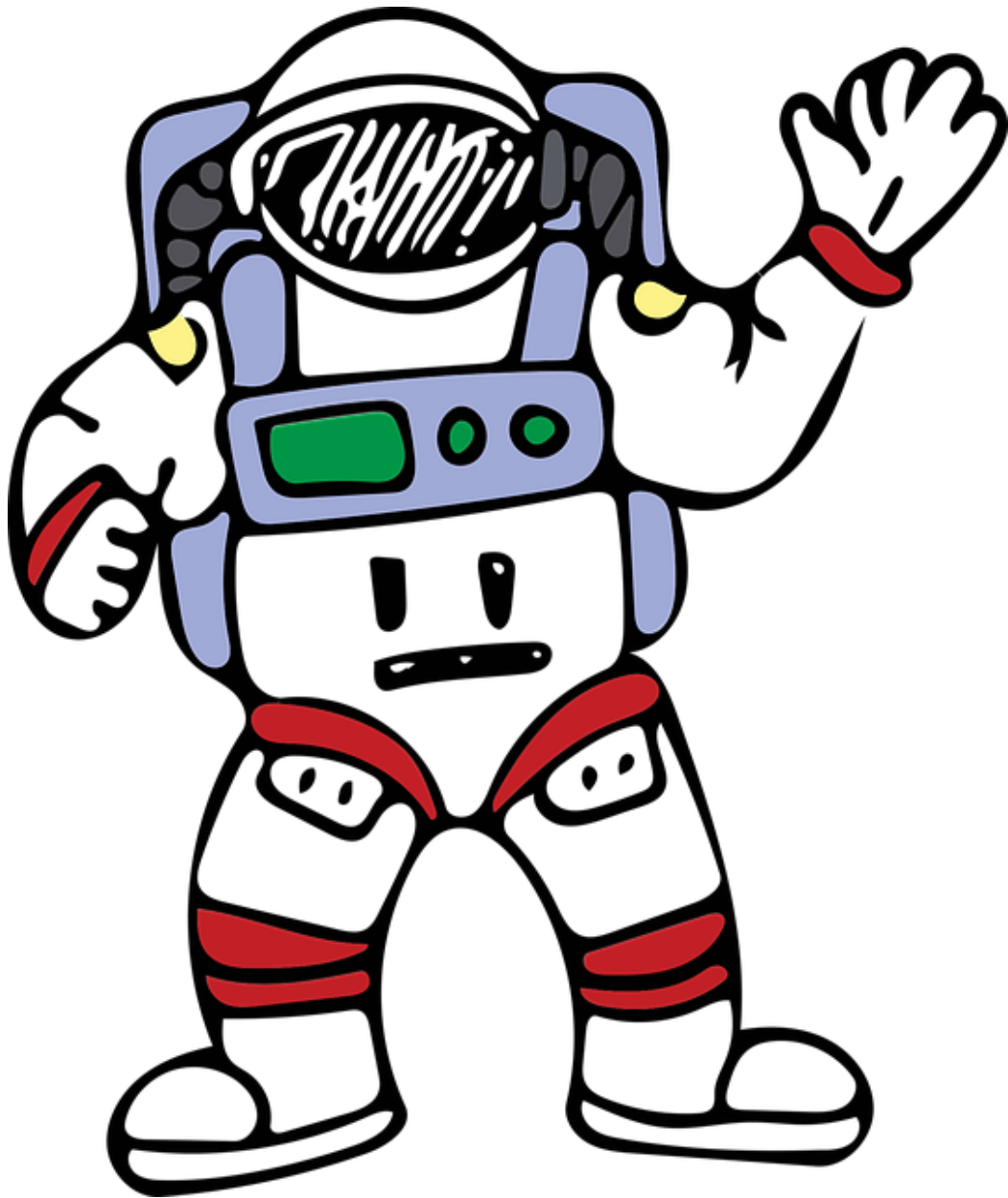
AIRLINE PILOT



TEACHERS



CONSTRUCTION WORKER



ASTRONAUT



TAXI DRIVER



PHARMACIST OR CHEMIST

SKILLS TO TEACH

How to plant a seed and make it grow.

How to make a paper airplane.

How to help someone who is blind.

How to wash and dry pots and pans.

How to make a sandwich.

How to make your bed.

How to pull weeds in the garden.

How to sweep the floor.

How to take care of younger children.

STUDENT QUESTIONNAIRE 2

Date _____

City or town name _____

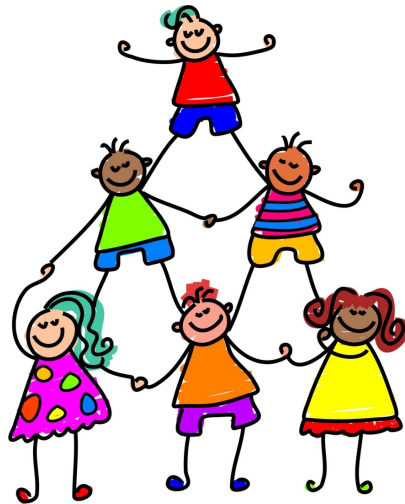
Age of the children (6 to 10 or 11 to 18) _____

This is NOT a test. There are no right or wrong answers.

	YES	NO
1. HAS ANYONE HEARD OF THE UNITED NATIONS? • Raise your hand if you have. (Count the hands.) • Raise your hand if you have NOT heard of the United Nations. (Count the hands.)		
2. HAVE YOU EVER HEARD OF “HUMAN RIGHTS”? • Raise your hand if you have. (Count the hands) • Raise your hand if you have NOT heard of human rights. (Count the hands)		
3. DO YOU THINK YOU HAVE ANY HUMAN RIGHTS? • Raise your hand if you think you do. (Count) • Raise your hand if you don’t think you have any human rights. (Count)		
4. CAN ANYONE TELL ME ANY HUMAN RIGHTS YOU THINK YOU HAVE? 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.		

Keep the **Student Questionnaire 2** with your manual to compare with the **Student Questionnaire 1** from the beginning of this course.

Facilitators Toolkit



Background Information
Guidelines and Teaching Tips
Activities, Energizers and Reviews
Songs
Glossary
Documents

SECTION I: BACKGROUND INFORMATION

Historical Background

Human Rights

What Are Human Rights?

What Is the *Universal Declaration of Human Rights*?

What Is the Purpose of Human Rights?

What Is Human Dignity?

What Is Equality?

Children's Rights

What Are the Rights of the Child?

What Is the Purpose of Having Children's Rights?

What Is the *Convention on the Rights of the Child*?

Human Rights Education

What Is It?

How Does Human Rights Education Produce Social Change?

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

HISTORICAL BACKGROUND

Early in 1947, with the horrors of two world wars fresh in their memories, the newly created United Nations appointed a committee of remarkable women and men to create a document that would ensure that the future of humankind would be different. They wanted one that would spell out the meaning of the fundamental rights and freedoms to which we are all entitled, such as life, liberty, food, shelter, education, and equality.

It took the commission almost two years of determination and hard work, culminating in the *Universal Declaration of Human Rights*, which captures the aspirations and protections which every person in the world should have. It was adopted on December 10, 1948 in Paris by the 56 members of the United Nations General Assembly.

The 30 articles of the *Declaration* cover economic, social, cultural, political, and civil rights. These rights are both **inalienable** (they belong to every person and cannot be taken away under any circumstances) and **interdependent** (they are complementary in nature and build on each other). The document is also **indivisible** (all the rights are equally important to the full realization of one's humanity) and **universal** (it applies to all people everywhere).

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

Over the years, the Declaration has acquired the status of customary international law because most countries treat it as though it were law. Nation states are now obligated to honor human rights by international treaties. They are required to teach human rights to their citizens through their education systems and other civil institutions. As such, states assume the obligation to protect their citizens from discrimination and the denial of their guaranteed rights.

But rights are of little value to a person who doesn't know that she or he has them. In many places of the world, states actually tolerate social exclusion and unequal treatment in order to privilege their social or political position or placate their opposition.

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

HUMAN RIGHTS

What are human rights?

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

What is the *Universal Declaration of Human Rights*?

The *Universal Declaration of Human Rights* (UDHR) is the **founding document** created by the UN commission. Adopted by the United Nations' General Assembly on December 10, 1948, it stands as a common reference point for the world, and setting common standards of achievement in human rights.

Although the UDHR does not officially have force of law, its fundamental principles have become **international standards** worldwide, and most countries view the UDHR as international law. Human rights have been codified in various legal documents at the international, national, provincial and municipal levels.

What is the purpose of human rights?

Human rights are a tool to **protect people** from violence and abuse. They are important because they protect our right to **live in dignity**, including the right to life, freedom and security. To live in dignity means that we should have essential things such as a decent place to live and enough to eat. We should be able to participate in society, to receive an education, to work, to practice our religion, to speak our own language, and to live in peace.

Human rights foster **mutual respect** among people. They stimulate conscious and responsible action to ensure that the rights of others are not violated. For example, it is our right to live free from all forms of discrimination, but at the same time, it is our responsibility not to discriminate unjustly against others.

What is human dignity?

Human dignity is a fundamental principle of human rights, which affirms that all people deserve to be respected simply because they are human beings. Regardless of age, culture, religion, ethnic origin, color, sex, sexual orientation, language, ability, social status, civil status or political convictions, **all individuals deserve dignity**.

What is equality?

Equality is another fundamental principle of human rights. It affirms that all human beings are born free and equal. Equality presupposes that **all individuals have the same rights** and deserve the same level of dignity and respect.

Non-discrimination is an integral part of the notion of equality. It ensures that no one is denied their rights because of factors such as age, ethnic origin, sex, religion, etc.

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

CHILDREN'S RIGHTS

What are the rights of the child?

The rights of the child are specific rights documented in the *Convention on the Rights of the Child* (CRC). They are meant for all children everywhere.

The child is defined as any person younger than 18 years old unless the laws of a particular country set the age of majority at a younger age.

Children have a right to all the human rights of the *Universal Declaration of Human Rights*. However, because of their vulnerable position in society, children also have specific rights that afford them special protection.

What is the purpose of having children's rights?

Children's rights aim to ensure that each child has the opportunity to **reach his or her full potential**. Children's rights stipulate that all children – without discrimination (Article 2) – should be able to develop fully, have access to education and health care, grow up in an appropriate environment, be informed about their rights, and participate actively in society.

Children's rights are a tool to **protect children** from violence and abuse.

Children's rights foster **mutual respect** among children and respect by adults for children. Respect for the rights of the child can only be fully achieved when everyone, including children themselves, recognizes that every person has the same rights, and then adopts attitudes and behaviors of respect, inclusion and acceptance.

What is the *Convention on the Rights of the Child*?

The *Convention on the Rights of the Child* is an **international treaty** that recognizes the civil, political, economic, social and cultural rights of children.

These rights take into account a child's age and "evolving capacities" (maturing abilities). The child's best interests are the main concern. The *Convention* repeatedly emphasizes the major importance of the role, authority, and responsibility of parents and family.

This treaty was adopted by the United Nations on November 20, 1989. As of April 2017, the *Convention on the Rights of the Child* is the most ratified document of the United Nations.

The Convention requires governments from around the world to respect and uphold children's rights, particularly through the laws they develop at a national level. However, in order for children to fully enjoy their rights, the fundamental principles of the Convention must be respected and promoted by all members of society from parents, to educators, to the children themselves.

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

For more information about children's rights, visit UNICEF's website: <http://www.unicef.org/crc>.

HUMAN RIGHTS EDUCATION

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

What is human rights education?

Human rights education is education **about** and also **for** human rights. It is all learning that builds knowledge and skills, as well as attitudes and behaviors of human rights.

- Human rights education is about helping people **understand** human rights and recognize that they have a responsibility to respect, protect and promote the rights of all people.
- It supports democratic principles from diverse perspectives through a variety of educational practices.
- It helps develop the communication skills and informed critical thinking essential to a free and safe world. It provides multicultural and historical perspectives on the universal struggle for justice and dignity.
- Human rights education affirms the interdependence of the human family. It promotes understanding of the complex global forces that create abuses, as well as the ways in which abuses can be avoided and abolished.

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

How does human rights education produce social change?

For knowledge of human rights to produce social change, human rights education must strive to develop practical skills, and work to foster appropriate attitudes and behaviors.

Human rights education engages the heart as well as the mind by challenging children and adults to ask what human rights mean to them personally. It encourages them to translate caring into informed action.

“We must not just educate our children and youth ‘to know’ and ‘to do;’ we must also educate them ‘to be’ and ‘to live together.’” (Delores, Jacques et al. *Learning: The Treasure Within*. Report to UNESCO of the International Commission on Education for the Twenty-First Century. UNESCO.)

The activities and songs in this manual are meant to give young people the skills, knowledge and attitudes essential to achieve a world free of human rights violations.

They are to be used in a participative, interactive instructional method, which human rights educators have found to be the most effective and powerful way to achieve these goals in both children and adults.

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

THE IMPORTANCE OF EDUCATING CHILDREN ABOUT HUMAN RIGHTS

It is their right! Article 42 of the *Convention on the Rights of the Child* stipulates that children have the right to know their rights.

It increases the child's respect for human rights. Knowing about your rights while you are still a child is the first and most effective step in promoting greater respect for human rights as adults.

Human rights are universally recognized values. Adults who work with children are constantly faced with the task of trying to determine which behaviors are acceptable and which are not acceptable. Making these types of decisions often involves relying on personal experiences or values. Human rights education provides a clear framework for evaluating when and how to intervene by referring to the universally recognized values that stem directly from the *Universal Declaration of Human Rights*.

It reinforces positive behaviors. Human rights education is one of the most effective ways of encouraging positive behavior because it involves both critical reflection and a strengthening of the child's sense of responsibility.

It encourages the development of self-confidence and active participation. Once children become aware of their rights, they begin to recognize their own importance as human beings. They start to realize that how they live, think and feel has value, and that they can make a positive contribution to their group, their family, their school, and their community.

Learning about rights encourages children to become more actively involved. They are sensitive to the way their words and actions are perceived by others. They recognize and feel uncomfortable when they witness bullying or shaming. They feel encouraged to attend and remain in school for the duration of its annual cycle. They recognize and call out unacceptable behavior in others. In short, as children mature to adulthood, they bring with them a culture of human rights.

It encourages empathy for others.

Human rights education encourages children to think about how they interact with others and on how they can change their behavior to better reflect human rights values.

The result is that they are not only more aware of the importance of respect, cooperation, and inclusion, but also better equipped to put these values into practice in their daily lives.

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

**Summary of the Articles of
THE UNIVERSAL DECLARATION OF HUMAN RIGHTS**

1. Right to equality
2. Freedom from discrimination
3. Right to life, freedom, personal security
4. Freedom from slavery
5. Freedom from torture and degrading treatment
6. Right to recognition as a person before the law
7. Right to equality before the law
8. Right to remedy by competent tribunal
9. Freedom from arbitrary arrest, exile
10. Right to a fair public hearing
11. Right to be considered innocent until proven guilty
12. Freedom from interference with privacy, family, home, and correspondence
13. Right to free movement in and out of any country
14. Right to asylum in other countries from persecution
15. Right to a nationality and freedom to change it
16. Right to marriage and family
17. Right to own property
18. Freedom of belief and religion
19. Freedom of opinion and information
20. Right of peaceful assembly and association
21. Right to participate in government and free elections
22. Right to social security
23. Right to desirable work and to join trade unions
24. Right to rest and leisure
25. Right to adequate living standards
26. Right to education
27. Right to participate in cultural life and community
28. Right to social order assuring human rights all over the world
29. Community responsibilities and duties essential to free and full development
30. Freedom from state and personal interference

(Source: *Play It Fair! Human Rights Education Toolkit for Children*, 2008 Equitas – International Centre for Human Rights Education.)

See the DOCUMENTS Section at the end of the manual for the full *Declaration*, as well as the Child-Friendly Version.

Summary of the Articles of

THE CONVENTION ON THE RIGHTS OF THE CHILD

- | | |
|--|--|
| 1. Definition of a child | 23. Rights of Disabled Children |
| 2. Freedom from Discrimination | 24. Right to Healthcare |
| 3. Right to the Child's Best Interests | 25. Right to Periodic Review |
| 4. The Child Has All These Rights | 26. Right to Social Security |
| 5. Right to Parental Guidance | 27. Right to Adequate Living Conditions |
| 6. Right to Life and Development | 28. Right to Education |
| 7. Right to a Name and Registration | 29. Educational Institutions and |
| 8. Right to a Nationality and Family | Responsibilities |
| 9. Rights in Case of Parental Separation | 30. Rights of Minority Children |
| 10. Right to Family Contact | 31. Right to Rest and Play |
| 11. Freedom from Kidnapping | 32. Freedom from Child Labor |
| 12. Right to an Opinion in Court | 33. Freedom from Drug Abuse |
| 13. Right to Freedom of Expression | 34. Freedom from Sexual Exploitation |
| 14. Right to Freedom of Religion or Belief | 35. Freedom from Trafficking & Abduction |
| 15. Right to Freedom of Association | 36. Freedom from Other Exploitation |
| 16. Right to Privacy & Reputation | 37. Freedom from Torture |
| 17. Right to Reliable Information | 38. Freedom from Armed Conflict |
| 18. Parental Responsibility | 39. Right to Rehabilitation |
| 19. Freedom from Violence and Neglect | 40. Right to Juvenile Justice |
| 20. Right to Alternative Care | 41. Right to Higher Standards |
| 21. Rights of Adopted Children | 42. Right to Knowledge of the Convention |
| 22. Rights of Refugee Children | 43. Duties of Government |

(Source: <http://unchildrights.blogspot.ch/2009/03/summary-childrens-rights-convention.html>.)

See the DOCUMENTS Section at the end of the manual for the complete *Convention on the Rights of the Child*, as well as the Child-Friendly Version.

MUSIC IN THE COLEGA MANUAL

Music and singing are good for children of all ages. In addition to being fun, scientists have found that musical experiences strengthen the connection between brain and body, and improve learning on almost every level.

Children remember a lesson or message better when words have a melody attached to them. They particularly love sing-along songs that involve rhythm and movement combined with the words which provide facts and feelings.

When learning about human rights, music can be an effective way to help children remember and think about the messages they are hearing.

Music also provides joy. A great song can often light up our eyes and energize us. Even more importantly, it can also generate sympathy and empathy for others as we sing about experiences both happy and sad.

The songs in this manual are rich in human rights allusions (e.g., Kindness Begins with Me, Here We Are Together, I'll Walk with You). But they are just a beginning. Each culture has its own songs, of course, that can be used for teaching important principles dealing with human rights. Use the ones that are appealing or familiar to the children you are leading.

Use music as often as you are comfortable and able. It is one of the best tools available, an excellent and entertaining way for children of any age to learn about human rights.

The better acquainted they become with their rights, the greater will be their ability to claim these rights while developing empathy as they recognize that human rights belong to everyone.

As children grow up with the skills and staunchly committed to the preservation and promotion of human rights, our world will become a better place for all.

SECTION II: TEACHING GUIDELINES AND TIPS

COLEGA FOR THE FACILITATOR

Educational Approach of *COLEGA*

Best Practices and Effective Facilitators

Best Practices for Facilitators

Best Practices for the “Classroom”

Teaching Methods

Evaluation and Self-Critique

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

This part of the manual is intended to support the **facilitator** with practical information about using the *COLEGA* manual to do exactly that. You will understand your context and your children, their background and needs, better than anyone else.

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

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

Unlike lesson plans for classroom use in a formal school curriculum, *COLEGA* is designed to be adaptable for more informal settings where children can learn about human rights.

EDUCATIONAL APPROACH OF COLEGA

COLEGA uses a **participatory transformative** learning model to teach the children about human rights.

The lessons are designed to create an awareness in the children of human rights values and ideas based on their own experiences and on critical reflection. They are then challenged to look for ways to **integrate human rights values** into their lives.

- **Experiencing** the human right through lesson activity or story
- **Thinking** about the right through discussion
- **Acting** or reflecting the human right behavior or change

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

BEST PRACTICES AND EFFECTIVE FACILITATORS

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

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

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

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

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

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

BEST PRACTICES FOR FACILITATORS

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

Reviews help facilitators determine if children have the knowledge or skills for the current lesson. As you find out how much they remember or know, adapt the lesson or activity accordingly.

Provide a brief overview of the new material so that children can anticipate what they will be learning. Begin with a short preview that includes general principles, outlines or questions which establish a plan for learning.

Use energetic and enthusiastic speech or obvious interest in the subject matter. When facilitators are enthusiastic, children are more likely to pay attention and develop enthusiasm of their own. Ultimately, they are also more likely to incorporate positive behavior.

Use questions that require the child to recognize or recall information such as facts, definitions, names, details, etc. The more factual the questions are that the facilitator asks, the more the children will remember. Using open-ended questions that require more than a yes or no answer also engages participation and interest.

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

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

Apply learning to a child's personal experience, future life, or potential work situation.

A child's background knowledge plays an important role in all types of learning; what children already know influences what and how much they'll learn in the future.

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

"Thanks so much for sharing your ideas, Bao."

"I love the way Asha lined up quickly."

"*This* group followed my directions exactly!" is more effect than pointing out which group **didn't** do it right.

End on the right note. At the conclusion of the lesson, it's important to give the children an opportunity to sum up what they've learned individually and collectively. How you do this depends on the objectives and the mood or tone of the class. See Teaching Methods, "Closings," page 201, for suggestions.

Keep a record! A good facilitator learns from experience as she teaches. This manual includes a journal page called "Facilitator Notes and Reflections" at the end of each lesson with prompts or questions just for you. **Use it!** Briefly record what happened at each session, including adaptations and changes that occurred, new ideas, particular successes and difficulties. Your answers to the prompts will help you recognize how well you are doing, and ideas for future changes or improvements.

BEST PRACTICES FOR THE “CLASSROOM”

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

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

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

“Ali, I love the way you raised your hand to talk.”

“Oh, look! Marta is sitting quietly.”

“I love the way Thomas did what I asked.”

“Thank you, Sofia, for quickly putting away your pencil and paper.”

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

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

Be STRICT but be NICE. It is possible to be strict, or in other words, to be consistent in requiring that the children do what you ask, without being mean. Make this your motto – and SMILE!

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

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

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

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

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

TEACHING METHODS

There are countless teaching techniques, and it would be impossible to use them all, but variety keeps things interesting. The lessons and activities presented in the **COLEGA** manual use many different teaching methods. Use those that most appropriately fit the human rights article being discussed and that you think will further the understanding of the objective being taught.

It is always important to give clear instructions about the activity and its expected outcome.

Most of the suggestions and information in this section are adapted from two publications:

1. *The Human Rights Handbook, Topic Book 4*, Nancy Flowers. Minneapolis Human Rights Resource Center, 2000.
2. *Siniko, Towards a Human Rights Culture in Africa*, Amnesty International 1998.

Assigning and Creating Groups

Children can be divided into groups of two, three or four students for sharing ideas and learning to work together in games and activities. There are many ways to ensure that they are not always with the same children, and so that no one feels like they are always the last one chosen.

- Have the children count off by three's or four's. All the One's get in a group, all the Two's get in another group, etc.
- Assign each child to be a fruit: apple, orange, banana, or lemon. Have all the Apples form a group, all the Lemons form a group, etc. You could also use animals.
- As the children arrive, give each one a yellow or blue paper or sticker. At the appropriate time, have all the yellows get together in a group and all the blues in another group.

Brainstorming

Brainstorming is a way to generate a lot of ideas very quickly. It can be used for solving a specific problem or answering a question. To introduce a new subject, present the question, such as, "In what ways can we improve our community?" Ask the group to share everything they already know about the subject.

Have a recorder write the ideas presented on the board or a poster. Write down every suggestion and stop when ideas begin to run out.

After the brainstorm, the learners could prioritize the ideas in order to focus the discussion. (Flowers, p. 60.)

"Buzz Session"

A "buzz session" is when children are given the opportunity to talk freely in small groups of two's or three's for three to five minutes. They are instructed to discuss a pertinent issue which the facilitator has raised. A "reporter" is chosen by the group to keep track of what is being discussed or decided so the group can report back when the groups are invited to share ideas.

(Flowers, p. 63.)

This strategy is a short but important break as learners reflect on issues that have been raised during class discussion. It is used to strengthen children's understanding of the lesson. It is an effective way to change pace and keep the children's attention.

Case Studies

A case study is an in-depth study of a particular situation. They provide examples of real or hypothetical situations for children to discuss and consider. They are usually text-based but could also be short extracts from video or audio, and facilitators can relate the situation from another country rather than from their own.

Allow children reading and discussion time for the case study which can be done individually, in pairs or small groups. List on the board questions/issues the facilitator wants discussed. Review with the participants their responses and draw out learning points. (Flowers, p. 60.)

Closings

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

- **Ball Toss**

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

- **Group Summary**

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

Group Discussions

- **Small Group Discussion**

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

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

- **Whole Group Discussion**

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

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

Interviewing

Interviews are a good way to bring the wider community into the youth group. Interviewees can connect learning to real life and also improve children's skills in dealing with different people and ideas.

For example, if the group is learning about the rights of the child, their parents and their grandparents will be an important source of information about how the lives of children have changed over the years. (Flowers, p. 68.)

Media

- **Cartoons and Comics**

Cartoons and comics are powerful influences on young people not only to entertain but to encourage prejudices and stereotypes also. Discuss these points with the class.

Cut out cartoons and comic strips from newspapers, magazines, comic books and advertisements which relate to the subject being discussed.

Ask questions related to the comic, such as: "What is the message? Are the images effective? What is your first emotional response? Does it include stereotypes or prejudices towards a particular group? Is it humorous or ironic?" (Siniko, p. 33.)

- **Pictures and Photographs**

We all interpret in many different ways and can be effective for showing learners how we all see things differently.

Give pairs of participants a picture related to the topic you are discussing. Each pair will have a different picture. Give each pair five minutes to write down the four most important questions they have about their picture. Ask each pair to show their picture and questions to another pair and give them ten minutes to find the answers to all of the questions together.

Ask all the children to look at all the pictures, with questions and answers, and make further comments where necessary. (Flowers, p. 68.)

- **Video and Documentary Films**

View all material in advance to determine its suitability for the group. Short videos on relevant human rights issues are more effective than full-scale productions, and they leave more time for interactive discussion with the group.

Children should analyze media information for meaningful content. They can write their interpretation of the video or use it as the basis for a group discussion. (Flowers, p. 66.)

Outside Speakers

You may want to invite two or three speakers to share differing viewpoints on one topic. It is always interesting to have an expert from a particular profession come and talk about their work.

Discuss with the class the speakers you have invited and the topic they will be discussing so students can be prepared with appropriate questions. Give a brief introduction of each speaker.

After the presentation when you are alone with the children, ask the class what they found interesting. Be sure to review the issues with them that were presented. (Flowers, p. 68.)

Role-Play

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

- During the role-play, it might be useful to stop the action and ask everyone about what is happening and how the situation can be resolved equitably for all parties.
- After the role-play it is important that participants talk about what took place and discuss appropriate ways to resolve the situation. (Flowers, p. 63.)

Songs and Stories

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

- To explore a subject you've chosen, you could ask the group to search for local songs and stories they have heard that support the human right you are learning about.
- You can assign small groups to different issues. Give them time to ask parents, grandparents and others in the community about stories and songs. Have them collect and bring back the texts or music, and give them time to present to the rest of the class or teach a new song.
- Have a discussion comparing what the songs or stories are saying, and how that relates to the reality of today's world. (Siniko, p. 29.)

EVALUATION AND SELF-CRITIQUE

A good facilitator learns from experience as she teaches. One of the ways she or he does this is by keeping a teaching diary or journal. You will find a “Facilitator Notes and Reflections” page at the end of each lesson to help you reflect and record what you are doing. Please write briefly about your experience after **every** lesson.

Facilitator Notes and Reflections

This page includes a few prompts to help you see yourself (1) through your own eyes, (2) through the eyes of your students, and (3) through the eyes of your colleagues.

1. How do I feel about what happened with today’s lesson?

In other words, what went well?
Why did it go well?
What was I trying to do?
How do I know it went well?

2. What would or should I do differently next time?

Self-Critique

Ask yourself:

1. How do the activities encourage students to play an active role in learning?
2. Are there other ways to help them learn various Articles in the *Universal Declaration*?
3. What can I do to feel comfortable and confident when discussing controversial issues?
4. What are good practices I can use to assess student learning?

Student Evaluation

At the end of the course, ask the students:

1. Do you understand what the *Universal Declaration of Human Rights* is?
2. How do you know what your rights are?
3. What would you do to show somebody you care?
4. How would you do it?

(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, March 2009, p. 61.)

SECTION III: ACTIVITIES, ENERGIZERS AND REVIEWS

Most of the following activities are adapted from two publications:

1. *The Youth Refugee Curriculum, Canadian Orientation Abroad (YRC)*, International Organization for Migration, Switzerland, 2013.
2. *Play It Fair! Human Rights Education Toolkit for Children (PIF)*, Equitas – International Centre for Human Rights Education, Canada, 2008.

ACTIVITIES: GETTING TO KNOW YOU

Please Tell Me

Everyone walks around the room in different directions, saying, “Hello” as they pass by one another. When the facilitator claps hands, everyone has to stop where they are and turn to the person nearest to them and ask a question to find out something they would like to know about the other person. They start with the words, “Please tell me. . . .”

When the first questions have been asked and answered, the facilitator claps hands to signal the children walking again, with everyone saying, “Hello” to each other. When the facilitator claps once more, they stop and ask questions again. And so on until the facilitator decides it’s time to end. (YRC, p. 115.)

I Know You

Find out who already knows someone else in the class by having a student come to the front, say their name and have the others raise hands if they already know her or him. They could tell something nice that they know about that person.

Who’s Your Neighbor?

Pair children up and have each pair take turns interviewing each other by asking questions to find out five things they didn’t know about the other person before playing the game. They do this very quickly since each one has only two or three minutes to do the interview.

After five or six minutes, have the students come back together and take turns introducing their “neighbor” to the entire class. (YRC p. 116.)

Ball Toss

Stand together in a circle. Explain that you are going to say your name and that you will then throw the ball to someone. That person has to catch it, take a step forward and say his or her name in a loud, clear voice, and then YOUR name (in other words, the name of the person who threw the ball). The person then throws the ball to someone else who must in turn catch it, step forward and say his or her name, and the name of the person who threw the ball to him or her.

Keep throwing the ball back and forth across the circle to a new person each time until everyone has said his or her name. (YRC, p. 112.)

It's Good to Know You

Have the students stand together in the center of the room. Call out, "All participants wearing something black stand together. All students with blue shirts," etc. Then the students in each group introduce themselves to the others in their group. Continue the game, naming other possible groupings.

Now make these non-visual so participants will need to talk to each other to see in which group they belong, such as, "All participants who are 8 years of age," or "All students born in the same month," or "People who have a yellow shirt at home."

You can also use feelings: People who are afraid to fly in an airplane, people who love the rain, people who hate spiders, people who like to sing, etc. (YRC, p. 128.)

ENERGIZERS

Energizers are very short activities to help raise group spirits and create solidarity. Use them whenever you feel that interest may be lagging, and you need a quick break to re-focus energy and attention. Be careful not to substitute them for the learning activities.

Along with the ones below, you can use short games that the children already know, such as songs with actions ("Head, shoulders, knees and toes"). You can also ask if anyone has a game to suggest, such as "Duck, Duck, Goose!" You want something short and lively.

Duck, Duck, Goose!

Children sit in a circle, while a child who is "it" walks around tapping each seated child and calling out "duck" until finally calling one a "goose." The "goose" jumps up and tries to tag the "it" before "it" runs all the way around the circle to sit where the "goose" was sitting before. If the "it" succeeds, the "goose" becomes the "it" and the process begins again. If the "goose" tags the "it," the "goose" returns to his/her spot and the "it" starts again.

The Washing Machine

Have the children form two parallel lines close together, facing each other. Send a child from one end between the lines, "through the wash". Everyone (where this is culturally appropriate) pats her or him on the back or shakes hands while offering words of praise, affection and encouragement. Out comes a sparkling, shining, happy child at the end of the "wash." She or he joins a line, and another child runs through.

This is more fun done daily (at a different time each day) with one or two children instead of everyone in one big "wash." Or you can do it every couple of days if you don't have time every day. (ActivityVillage.co.uk)

Line-up!

Form teams of five or six if you have more than 10 or 12 children. The facilitator calls out, "Everyone please line up now ..." and fills in with a statement such as the ones below. The players race to find the right order and the team shouts when they are finished.

- in order of age, oldest at the front
- in first name alphabetical order
- by height, shortest first
- How many cousins do you have? Line up with the least cousins in front.
- In order of hair length, longest first.

You can also do this with gestures only, no words allowed! (ActivityVillage.co.uk)

Story Time

Start a story for the group by saying a short sentence. Then go around the circle having each person add one sentence to the story after repeating the previous sentences. If anyone is having trouble, say, "And then ..." as a prompt to start the next sentence.

(stevevernonstoryteller.wordpress.com)

It's OK

In a loud, clear voice, one person calls out: "HEY, everybody, let's all _____!" and she chooses an action (such as HOP). Everyone shouts back, "YES, let's HOP!" And they all do the action for a few seconds. Game ends when facilitator decides it's time. (PIF #12.)

Crawl forwards Hop on one foot or skip around the room

Crawl backwards Close our eyes and clap our hands

Dance Grab our ankles (or elbows or shoulders) with both hands

Sit right down Hold left foot with right hand

Fireworks

Assign small groups to make the sounds and gestures of different fireworks. Some are bombs that hiss and explode. Others are firecrackers imitated by handclaps. Some are pinwheels that spin and so on. Call on each group to perform separately, and then the whole group makes a grand display.

(ActivityVillage.co.uk)

Simon Says

Children create actions to represent a human rights. Practice for a couple of minutes with the ones below or those suggested by the children.

Education: Hold your hands up together as if reading a book

Expression: Hold your hand to your ear as if listening

Family: Wrap your arms around yourself

Religion: Kneel down on your knees

Then they line up for the game. The facilitator says one of the rights (such as, "Simon says Education") and the children do the action. The facilitator quickly says the name of another right (Simon says Family) and everyone shows the right action. The facilitator continues with the rights in any order, going quickly from one to the next, until someone misses the action or does it wrong, and they are out. Continue until everyone is out. (PIF #28)

REVIEW AND ASSESSMENT

Ball Toss

Stand together with the children in a circle. Explain that you are going to play a game to help them remember some of the human rights that they have learned about.

You will say one of the human rights and then toss the ball to someone. That person catches the ball and says the name of a human right or something that he or she has learned about a human right. He or she then quickly tosses the ball to another person who does the same thing.

Keep throwing the ball back and forth across the circle to a different person each time until everyone has a chance to say something about one of the human rights. (Adapted from YRC, p. 112.)

Question in a Box

Put questions related to the lesson in a box or hat. Children stand in a circle and pass the box around while playing some music. When the music stops, the one holding the box must pull out a question and answer it.

This can also be used to review previous lessons: What did you learn last time? Name one of the rights you've learned. Name a way you helped in your family this week. Name a way you thought of to help someone you know with a disability.

Picture Talk

At the end of a lesson, ask the children to draw what they learned or liked about the lesson or activity. After five minutes have each briefly present their drawing and explain what they learned. You can display the drawings to refer back to in the future.

Draw It Right

Needed:

- Chalk and chalkboard
- List of five to ten human rights

Create two or three teams of 4 to 6 children per team. Draw lines on the chalkboard to make two or three columns, depending on how many teams you have. Have each team sit in a group close to their section of the chalkboard.

Explain to the children that this is a race. The members of each team must identify the human right that will be drawn by their teammates.

The facilitator stands alone at the other end of the room, and asks one member from each team to run to him, and he whispers a human right into each team member's ear.

The players run back to the chalkboard and quickly draw a picture of the human right in their team's column. The other children on the individual teams have to guess what their particular player is drawing.

When the correct human right has been identified, another member of the team runs to the teacher for the next right.

The game ends when one of the teams has identified all the rights. (PIF #45)

Children's Rights

- The right to go to school
- The right to have a religion
- The right to a house
- The right to medical care
- The right to express yourself
- The right to live with your parents
- The right to be free from discrimination
- The right to play
- The right to safety
- The right to a house

SECTION IV: SONGS

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

Most of the songs in this section are taken from *The Children's Songbook of The Church of Jesus Christ of Latter-day Saints*, which is the official songbook for children in The Church of Jesus Christ of Latter-day Saints (LDS Church). It was first published in English in 1989 for the Primary, which is a children's organization for youngsters between the ages of 18 months and 12 years old. However, the songs can be used and enjoyed by any age.

To listen to the melodies:

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

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'll Walk with You

Quietly moving ♩ = 88-104

Chords: D, Em, G, A7, D, G, A7, D, Em, G, A7, D, Em, A7, D

Lyrics:

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.

Fingerings: 3, 2, 3, 5, 2, 1, 3, 5, 2, 1, 1, 2, 1, 3, 5, 2, 1, 5

Handings: R.H., L.H., R.H.

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

Kindness Begins with Me

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

I want to be kind to ev - 'ry-one, For that is right, you see. So I

say to my-self, "Re - mem - ber this: Kind-ness be - gins with me."

slower

To hear the music:

[https://www.youtube.com/watch?v=N-](https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11lCKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3)

[WqqfG8jGA&list=PL1p11lCKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3](https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11lCKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3)

This Little Light of Mine

Piano

1 This lit-tle light of

6 mine I'm gon-na let it shine This lit-tle light of mine

11 I'm gon-na let it shine This lit-tle light of mine I'm gon-na let it

16 shine Let it shine - Let it shine - Let it shine -

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

To hear the music:

[https://www.youtube.com/watch?v=N-](https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3)

[WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3](https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3)

We Are Different

Rhythmically ♩ = 116-120

1. I know you, and you know me.
 2. I help you, and you help me.
 3. I love you, and you love me.

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.

I know you, and you know me,
 I help you, and you help me,
 I love you, and you love me.

And that's the way that it's sup - posed to be.

To hear the music:

[https://www.youtube.com/watch?v=N-](https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3)

[WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3](https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3)

SECTION V: GLOSSARY

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

Affirmative action: Action taken by a government or private organization to make up for past discrimination in education or employment.

African Charter on Human and People's Rights, 1981: A regional human rights treaty for the African continent adopted by the Organization of Africa Unity (OAU).

Article: A section of a document that deals with a particular point, such as the 30 articles in the Universal Declaration of Human Rights.

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

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

Collective rights: Rights of groups to protect their interests and identities; also referred to as "third generation rights."

Copyright: The legal right to be the only one to make copies of a piece of writing, art, photograph, music or other artistic creation. It belongs only to the person who created it and to no one else, unless the person gives permission for someone else to copy it.

Covenant: Binding agreement among nation states; *used synonymously with convention and treaty*. The major international human rights covenants, both passed in 1966, are the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR).

Convention: Binding agreement between nation states to comply with an agreed action; used synonymously with treaty and Covenant. ***A convention and a covenant mean the same thing.*** They are both **legally binding** for governments that have ratified them. In that sense, **covenants and conventions are stronger than declarations**. When, for example, the UN General Assembly adopts a convention, it creates international norms and standards. Once the UN General Assembly adopts a convention, member states can then ratify the convention, turning it into international law.

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

Declaration: Document stating agreed upon principles and standards but which is **not** legally binding. UN conferences, like the 1993 UN Conference on Human Rights in Vienna and the 1995 World Conference for Women in Beijing, usually produce two sets of declarations: one written by government representatives and one by non-governmental organizations (NGOs). The UN General Assembly often issues influential but legally non-binding declarations.

Declaration on the Rights of the Child: Adopted by the UN General Assembly in 1959, this non-binding instrument sets forth ten general principles, which later formed the basis for the Convention on the Rights of the Child (CRC).

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

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

Education

- **Formal education:** the structured education system (usually by government) that runs from pre-school and primary school to university. It may often include specialized programs for technical and vocational training.
- **Informal education:** The lifelong process whereby every individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience (e.g. with family and neighbors, in the marketplace and library, from the mass media and play).
- **Non-formal education:** Any planned program of personal and social education outside the formal education curriculum that is designed to improve a range of knowledge, skills and competencies (e.g., youth groups, church groups, after-school clubs, Boy Scouts).

Evolving Capacities: The enhanced competencies that children acquire as they grow older. Children in different environments and cultures, and faced with diverse life experiences, will acquire competencies at different ages. As they grow in experience and ability, children have a greater capacity to take responsibility for their own decisions. As this progression occurs, there is a diminishing need for protection. (CRC #5)

Gender: The way society defines the role of a boy or girl, or how a person perceives him or herself. This is not to be confused with sex, which generally refers to the biological differences between girls and boys.

Geneva Conventions: Four treaties adopted in 1949 under the International Committee of the Red Cross (ICRC) in Geneva, Switzerland. They address the treatment of sick and wounded soldiers and sailors, prisoners of war and civilians under enemy control. These treaties revise and expand original treaties adopted in 1864 and 1929.

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

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

Immigrant: A person who has left their native country to live in another country. Immigrants usually decide to change countries of their own free will.

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

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

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

Member States: Countries or nations that are members of intergovernmental organizations (e.g., the United Nations, the Council of Europe).

Non-governmental Organizations (NGOs): Organizations formed by civil society or people outside of government. NGOs monitor the proceedings of human rights bodies such as the Human Rights Council of the United Nations, and can have a major role in influencing UN policy. They are the “watchdogs” of the human rights that fall within their mandate. Some are large and international (e.g., the Red Cross or Amnesty International); others may be small and local (such as an organization to advocate for people with disabilities in a particular city).

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

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

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

Responsibility: A duty or obligation. Being willing to take charge of something, to make something happen, to recognize being the cause of something and continue to take care of it. For example, John has a duty or *responsibility* to help his parents.

Rights: Claims (things you are legally allowed to have) or freedoms to do or to be or to have something. There are legal rights which are conferred by a government's laws. There are other rights, such as human rights, that are ethical principles of freedom or entitlement. Rights are the fundamental rules about what is allowed of people or owed to people, according to some legal system or social customs or ethical behavior.

Special Rapporteur: A person chosen by a UN human rights body to report on a particular theme (e.g., on the sale of children, child prostitution and child pornography; on freedom of religion or belief) or on the human rights situation in a particular country.

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

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

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

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

SECTION VI: DOCUMENTS

Child-Friendly Versions

The Universal Declaration of Human Rights

The Convention on the Rights of the Child

The Full Documents

The Universal Declaration of Human Rights

The Convention on the Rights of the Child

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Child-friendly Version

Article 1, Right to equality

You are born free and equal in dignity and rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

Article 2, Freedom from discrimination

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

Article 3, Right to life, liberty and personal security

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

Article 4, Freedom from slavery

Nobody has the right to treat you as a slave, and you should not make anyone your slave.

Article 5, Freedom from torture and degrading treatment

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

Article 6, Right to recognition as a person before the law

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

Article 7, Right to equality before the law

You have a right to be protected and treated equally by the law without discrimination of any kind.

Article 8, Right to remedy by capable judges

If your legal rights are violated, you have the right to fair and capable judges to uphold your rights.

Article 9, Freedom from arbitrary arrest and exile

Nobody has the right to arrest you, put you in prison or to force you out of your country without good reasons.

Article 10, Right to fair public hearing

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

Article 11, Right to be considered innocent until proven guilty

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

Article 12, Freedom from interference with privacy, family, home and correspondence

You have the right to be protected if someone tries to harm your good name or enter your house, open your mail or bother you or your family without good reason.

Article 13, Right to free movement

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

Article 14, Right to protection in another country

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

Article 15, Right to a nationality and the freedom to change it

- 1) You have the right to belong to a country and have a nationality.
- 2) No-one can take away your nationality without a good reason. You have a right to change your nationality if you wish.

Article 16, Right to marriage and family

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

Article 17, Right to own property

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

Article 18, Freedom of thought, conscience and religion

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

Article 19, Freedom of opinion and information

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

Article 20, Right to peaceful assembly and association

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

Article 21, Right to participate in government and elections

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

Article 22, Right to social security

You have the right to have your basic needs met, and should have whatever it takes to live with pride, and become the person you want to be. The society you live in should do everything they can to make this happen, providing you with social security and the rights necessary for your dignity and development.

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

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

Article 24, Right to rest and leisure

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

Article 25, Right to adequate living standard

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

Article 26, Right to education

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

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

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

Article 28, Right to a social order

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

Article 29, Responsibilities to the community

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

Article 30, Freedom from interference in these human rights

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

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

THE CONVENTION ON THE RIGHTS OF THE CHILD

Child-Friendly Version

Article 1, Definition of a child

Until you are eighteen, you are considered a child and have all the rights in this convention.

Article 2, Freedom from discrimination

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

Article 3, The child's best interest

All actions and decisions that affect children should be based on what is best for you or any child.

Article 4, Enjoying the rights in the Convention

Governments should make these rights available to you and all children.

Article 5, Parental guidance and the child's growing abilities

Your family has the main responsibility for guiding you, so that as you grow, you learn to use your rights properly. Governments should respect this right.

Article 6, Right to life and development

You have the right to live and grow well. Governments should ensure that you survive and develop healthily.

Article 7, Birth registration, name, nationality and parental care

You have the right to have your birth legally registered, to have a name and nationality and to know and to be cared for by your parents.

Article 8, Preservation of identity

Governments should respect your right to a name, a nationality and family ties.

Article 9, Separation from parents

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

Article 10, Family reunification

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

Article 11, Protection from illegal transfer to another country

Governments must take steps to stop you being taken out of their own country illegally.

Article 12, Respect for the child's opinion

When adults are making decisions that affect you, you have the right to say freely what you think should happen and to have your opinions taken into account.

Article 13, Freedom of expression and information

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

Article 14, Freedom of thought, conscience and religion

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

Article 15, Freedom of association and peaceful assembly

You have the right to meet and to join groups and organizations with other children as long as this does not stop other people from enjoying their rights.

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

Article 17, Access to information and media

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

Article 18, Parents' joint responsibilities

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

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

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

Article 20, Alternative care

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

Article 21, Adoption

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

Article 22, Refugee children

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

Article 23, Disabled children

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

Article 24, Healthcare and health services

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

Article 25, Periodic review of treatment

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

Article 26, Benefit from social security

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

Article 27, Adequate standard of living

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

Article 28, Right to education

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

Article 29, The aims of education

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

Article 30, Children of minorities and native origin

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

Article 31, Leisure, play and culture

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

Article 32, Child labor

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

Article 33, Children and drug abuse

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

Article 34, Protection from sexual exploitation

The government should protect you from sexual abuse.

Article 35, Protection from trafficking, sale, and abduction

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

Article 36, Protection from other forms of exploitation

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

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

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

Article 38, Protection of children affected by armed conflict

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

Article 39, Rehabilitation of child victims

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

Article 40, Juvenile justice

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

Article 41, Respect for higher human rights standards

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

Article 42, Making the Convention widely known

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

Articles 43-54, Duties of Governments

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

(Source: http://www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf, page 296.)

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

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Full Version

Preamble

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

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

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

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

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

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

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

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

Article 1.

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

Article 2.

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

Article 3.

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

Article 4.

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

Article 5.

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

Article 6.

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

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

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

Article 9.

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

Article 10.

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

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

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

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

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

Article 15.

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

Article 16.

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

Article 17.

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

Article 18.

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

Article 19.

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

Article 20.

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

Article 21.

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

Article 22.

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

Article 23.

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

Article 24.

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

Article 25.

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

Article 26.

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

Article 27.

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

Article 28.

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

Article 29.

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

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

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

Article 30.

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

(Source: <http://www.un.org/en/universal-declaration-human-rights/>)

THE CONVENTION ON THE RIGHTS OF THE CHILD

Full Version

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989.

Entry into force 2 September 1990, in accordance with article 49.

Preamble

The States Parties to the present Convention,

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

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

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

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

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

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

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

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

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

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child, Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

PART I

Article 1

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

Article 2

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

Article 3

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

Article 4

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

Article 5

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

Article 6

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

Article 7

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

Article 8

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

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order, public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order, or of public health or morals.

Article 14

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

Article 15

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

Article 16

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

Article 17

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

To this end, States Parties shall:

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

Article 18

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

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programs to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

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

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

(c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavor, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

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

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

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality;

(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;

(c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

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

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programs, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

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

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

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

Article 30

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

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

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

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

(a) Provide for a minimum age or minimum ages for admission to employment;

(b) Provide for appropriate regulation of the hours and conditions of employment;

(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

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

Article 34

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

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

Article 35

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

Article 36

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

Article 37

States Parties shall ensure that:

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

Article 38

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

Article 39

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

Article 40

- 1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.
- 2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:
 - (a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

- (i) To be presumed innocent until proven guilty according to law;
- (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defense;
- (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
- (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
- (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
- (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
- (vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programs and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

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

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

Parts II and III

The remaining Articles related to duties of governments dealing with how the rights are to be protected and promoted.

(Source: <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>)

