

A MANUAL FOR TEACHING THE RIGHTS OF CHILDREN

COLEGA

Geneva Office for Human Rights Education



Youth ages 11 - 16



“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**



YOUTH
AGES 11 - 16

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
March 2019

OVERVIEW

WHAT IS THE PURPOSE OF THE COLEGA MANUAL?

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

WHO IS IT FOR?

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

WHAT IS IN THE COLEGA MANUAL?

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

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

THE LESSONS

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

HOW TO USE THE COLEGA MANUAL

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

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

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

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

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

Lessons



Youth

Ages 11 – 16 years

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Born Free

THE RIGHT TO LIFE, FREEDOM AND SAFETY

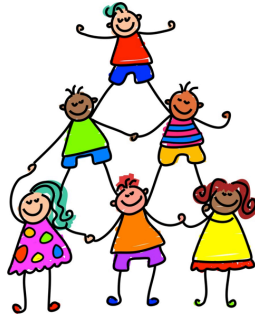
AGE: 11 – 16 years

LEARNING POINTS

1. When people work together to help each other, the entire society progresses more quickly.
2. Small things we do for each other can make a big difference.
3. After World War II, the leaders of the world got together to plan a way for people to learn to live and work together in peace.

MATERIALS

- A Talking Stick (a short stick)
- Class Role example
- Student Evaluation Questionnaire
- Watch or timer
- Story, “Boxes for Katje”
- Chalk or markers
- Chalkboard or flipchart



THE UNIVERSAL DECLARATION OF

Human Rights

THE RIGHT TO LIFE, FREEDOM AND SAFETY

Article 3

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

SIMPLIFIED

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

THE CONVENTION ON THE

Rights of the Child

Article 3

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.

SIMPLIFIED

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

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** with 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 youth enthusiastically upon arrival, and show her or him where to sit.
- Briefly introduce yourself and tell the students 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 (15 minutes)

Ask: Does anyone know what a **Talking Stick** is? (Show 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.

Explain: 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 so that everyone has a chance to speak, and we don't all talk at the same time.

- 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 youth next to you.

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

Youth 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 you the Talking Stick.

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

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

Try to include at least these three or four:

- **Listening:** Only one person will speak at a time. Raise your hand and wait for the Talking Stick.
- **Respectful language:** We will only use words that are not mean or disrespectful of other people's feelings.
- **Following:** We will listen carefully when the facilitator is speaking and follow directions.
- **Punctuality:** Try to be to class on time.



Ask: Do you think we should have a penalty if someone doesn't follow the rules? Let's not forget to use our Talking Stick as you give me ideas.

The facilitator or another adult will write all of the ideas on the board or paper. Let the youth help you decide.

The facilitator should suggest something simple as an example so the youth know it won't be a terrible punishment. Suggestion: 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. Or you can keep the paper where you have written the suggestions, and put it up where everyone can see it.

FACILITATOR TIP: The **CLASS RULES** chart should be very simple and should be posted during each lesson where the youth can see it. You can refer to the rules briefly when needed to remind students 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

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 and 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 youth have learned.

Do this activity **BEFORE** you say anything more 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 do this with you, to count and record the answers.

How to do it:

After each question, count the 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 think you don’t know the answer. The correct answer is what you think it is.

Conduct the questionnaire. (5 minutes)

After the questionnaire, gather and save the papers in a safe place to use at the end of the course:

Say: Thank you all for answering your questions so cheerfully.

Ask: Do you remember when I told you that I love Human Rights?

Explain: Over the next few weeks, we will be learning exciting new information about human rights – about the rights you and everyone else on earth have. We’re going to start with a game called “Race to the Top.”

Activity: Race to the Top (15 minutes)

How to Play: Split the group into two smaller groups. (The groups do NOT need to be an even number.)

- Tell both groups that the purpose of the game is to walk or ascend as fast as they can from one place to another (for example, around a building, up a staircase, from one tree to another, up a hill, or from one side of a room to the other, etc.).
- Separate the two groups so that you can talk to each of them privately.
- Group A: Tell them that while you are talking to Group B, they should discuss the fastest way to reach the goal.
- Group B: Instruct them privately to do their best to hold the other team back. Remind them not to be aggressive or touch the other students, but they may use tactics such as standing in someone’s way, placing obstacles in the path, or trying to distract them.
- Bring the two groups back together and tell them to start their walk.
- Using a clock or stopwatch, you will time how long it takes everyone to reach the designated finish point.
- Announce the time it took the students to make it to the finish line.

Second Round: Play again, but ask the students to make the same journey with different rules.

- This time, **everyone** should help each other to reach the end as quickly as possible.
- Tell the students you will time their walk. Give the signal to start.
- Announce the time it took this second round to reach the finish point.

DEVELOP & DISCUSS (10 minutes)

Ask: Why did one round take less time than the other?

Give the students time to respond. Accept all answers.

Explain: Progress in society is a lot like this game. When people work together to help each other, the entire society progresses more quickly.

- What are some ways in life that people hold each other back?
- How does trying to stop someone else's progress hurt your own progress?
- How does it feel when someone tries to keep you from progressing?
- Does that ever happen in your own life?

Explain: The world community learned the importance of working together after a very painful and costly war, World War II.

Ask: What do you know about the effects of World War II?

Take all comments and note some on the board if you get very many responses. Make additional comments to expand on whatever the students have to say that is accurate.

Explain: The war destroyed whole communities of people and disrupted the progress of numerous countries. It devastated much of Europe and Asia. After the war, the entire world was grief-stricken. Many people had lost their homes, as well as family and friends they loved. Even though the war was over, there were hungry people and children everywhere.

Activity: Story, "Boxes for Katje." (10 minutes)

Say: I'm going to tell you the true story of Katje, a young girl living in Holland after the war ended.

Tell or read the story at the back of the lesson.

- After reading the story, ask: What does this story mean to you?

Give the youth time to think about it. If no one answers right away, count to 5 to yourself before asking:

- Besides two young girls writing to each other, what else is this story about? (Little things we do for each other can make a big difference.)
- Why did Rosie's small box make a big difference for the people in the town where Katje lived? (Katje was willing to help other people and willing to share what Rosie sent.)
- How do you know that Rosie wanted to help people who were suffering? (She sent something useful even though it was small and even though she didn't know who would receive her box.)

CONCLUSION (5 minutes)

Explain: Lots of people wanted to help after the war, but even more than that, they wanted an assurance that the hatred and violence that occurred between people and governments would never happen again.

- Next week we're going to talk about what the leaders of the world did to try and make sure that everyone could live together in freedom and safety.
- I'll give you a little hint: it's going to be about human rights. And it's going to be about an important organization called the United Nations. You're going to love learning about them!
- Don't forget today's message: The little things that we do for each other can make a big difference.

CHALLENGE

Say: I have two things for you to do this week:

1. Tell your family and friends about Katje's boxes in Holland, and why there are tulips in Rosie's town in America even today, more than 70 years later.
2. Think of one small thing that you could do for someone in your family or for one of your friends or for someone else you know – one small thing that would make someone's life happier, even if it's just for one moment – and then do it.

FACILITATOR TIP: Remind the youth when you will meet again.

If it is appropriate, say: Be sure and invite your friends to join us.

FACILITATOR NOTES AND REFLECTIONS

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.)

STUDENT QUESTIONNAIRE 1

Date _____

City or town name _____

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

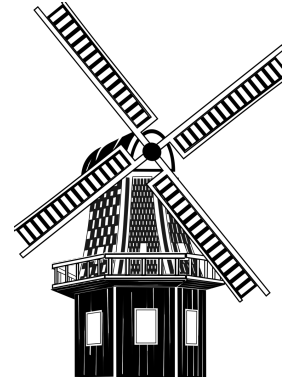
This is NOT a test. The children will not know all the answers.

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

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

BOXES FOR KATJE

Holland is a little country in Europe that is famous for its beautiful tulips and big windmills. But in 1945 at the end of World War Two, long before you were born, the country was in ruins and the Dutch people didn't have very much food or warm clothing because of all the fighting and destruction.



One day shortly after the war had ended, the postman in Katje's town came racing along on his bike, very excited and shouting, "I have a box for Katje! I have a box for Katje from America!"



Twelve-year-old Katje was shocked – she didn't know anyone in America. She quickly opened the box, and was even more surprised to find amazing treasures: a bar of soap, warm socks and a chocolate candy bar! At the time, those items were very scarce in Holland.

Quickly before she could change her mind, Katje broke the candy bar into three pieces and gave one to her mother and one to the postman and had one for herself. For several moments the three of them savored the almost forgotten taste. Then she gave the postman the warm socks for his cold feet and her mama the bar of soap.

Katje reached into the box one more time and found a note that said, "Dear Dutch friend, I hope these gifts brighten your day. From your American friend, Rosie."

Katje immediately wrote back to say thank you and to tell Rosie how happy the gifts had made her. She explained that the chocolate was delicious. Sugar was not found in their town anymore and anything sweet was precious. She told Rosie that she had given the warm socks to her friend the postman for his cold feet. Also, she had given her mama the heavenly bar of soap to use instead of the rough homemade soap they had.

Much to Katje's surprise and delight, Rosie wrote back and sent another box and asked about life in Holland. And that's how a wonderful friendship began through letters.

Katje told Rosie about the things she didn't have, and Rosie started sending what she needed, because at this time America was not in need like Holland. Rosie sent more boxes. Each box was bigger than the last one, containing more useful and valuable items. Katje was always grateful and always shared what was in the box with all her neighbors who were just as poor as she was.

Rosie told **her** friends and neighbors about Katje and her town, and pretty soon those people wanted to help the families in Holland, too, and they started sending boxes of food and clothing.

Katje was overjoyed, and the whole town was so thankful for those wonderful boxes sent to them during the cold harsh winter months.

When spring finally arrived, Katje and her neighbors tried to think of some way to thank their generous friends in America. Poor as they were, surely there must be something they could send to show their gratitude. As they looked around, they noticed all the tulips in bloom everywhere, bursting with beautiful shades of red and yellow and pink.

“That’s it!” Katje exclaimed. “We’ll send them a box of tulips.”

And so it was that a few weeks later, the mailman in **Rosie’s** town in America was excited to tell her that he had a box from Holland for her.

Everyone gathered round to see what could be in the box. They were totally enchanted to find it filled with tulip BULBS. Not flowers, but the bulbs that would grow into flowers the next spring.

Rosie and her friends were excited at the thought of beautiful tulips from Holland. They planted the bulbs all over town, and sure enough, colorful tulips popped up the following year as if by magic, here and there and everywhere!

But that’s not the end of the story. The best part of all is that those tulips have been blooming in the spring in that little town in America every year since then. They are a reminder of a young woman’s small act of sharing that turned out to help an entire town during a difficult winter in Holland all those many years ago.



Adapted and retold from: *Fleming, Candace. Boxes for Katje. Melanie Kroupa Books, 2003.*

CLASS ROLL

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

Make more copies as needed.

I Have Rights

HUMAN RIGHTS ARE INHERENT, EQUAL AND INALIENABLE

AGE: 11 – 16 years

LEARNING POINTS

1. When human rights are upheld, everyone benefits.
2. The United Nations (UN) world community has created a list of human rights and children's rights.
3. We should be able to exercise the rights agreed to by the UN.



MATERIALS

- Talking Stick
- Class Roll
- Class Rules
- Song: This Little Light of Mine
- Image of the United Nations meeting
- Copy of *The Universal Declaration of Human Rights* (UDHR), either the child-friendly version or the original, found at the back of the manual
- Copies of the Preamble for each child
- "My Rights" mini posters: Discrimination, Family, Religion, Play, Expression, Freedom, Education
- Pencils for each student
- Paper for the students
- Chalk or markers
- Chalkboard or flipchart

THE UNIVERSAL DECLARATION OF Human Rights

HUMAN RIGHTS ARE INHERENT,
EQUAL AND INALIENABLE

Preamble:

Whereas . . . the inherent dignity and . . . the equal and inalienable rights of all members of the human family are 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,

. . . 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 . . .
- in the equal rights of men and women

. . . and have determined to promote social progress and better standards in larger freedom.

SIMPLIFIED

The dignity and the equal rights of all human beings [are] the foundation of freedom, justice and peace in the world.

The peoples of the United Nations have declared their faith in equal rights for men and women, and are determined to promote social progress, and better standards of life in greater freedom.

WELCOME & WARM-UP

(5 minutes)

Greet the students warmly by name and show them where to sit.

Activity: Song, This Little Light of Mine

(10 minutes)

Sheet music and words are found at the end of the lesson.

To hear the song: https://www.youtube.com/watch?v=W_4vgwnbAfE

Explain: We're going to learn many new things that we can share with our families and our community. Let's sing a song (or recite a poem) that talks about a light that represents the things we're learning to make our lives better.

- Ask the youth to stand and form a semi-circle with you (the facilitator) in the middle.
- Sing (or recite) the first verse by yourself, emphasizing the words that are in capital letters and bold if you wish, a different one for each line.

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!**

Explain: This little light of mine – represents what I'm learning.
I'm gonna let it shine - means I'm going to share it with everyone I know.

Say: I'll sing (or say) it one more time, and I want you to join me as I go along.
This little light of mine, I'm gonna let it shine.

Point to the students in the circle to encourage them to sing with you.

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!

Say: Very good! The next verse is about where we're going to shine: Everywhere!
Everywhere I go, I'm gonna let it shine,

Point to the students as before, encouraging them to sing (or say) it with you.

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

Say: That was great! That's what we're going to do – we're going to shine!

Have everyone return to where they were sitting earlier.

REVIEW

(5 minutes)

Ask: Who would like to share what your family or friends had to say about the story of Katje and her box and the tulips for Rosie? Did you talk to them about it?

Pass the Talking Stick from youth to youth as they speak.

INTRODUCTION (5 minutes)

Short History of Human Rights

Show the image of the United Nations with all the flags (at the back of the lesson).

Ask: We didn't really talk about it, but does anyone remember the name of the important organization that was created after World War II to help people learn to live in peace? (The United Nations, or the UN.)

Explain: Lots of people wanted to help, but even more than that, they wanted an assurance that the hatred and violence that occurred between people and governments would never happen again.

- So the leaders of 53 countries came together and created a group whose main purpose was to help humanity live and work together for everyone's benefit.
- This group is now called the United Nations or the UN. One of its first tasks was to declare the value of every person on earth to the whole world.

Point to the Class Rules.

Ask: We have class rules to help us have more order and get things done in the right way. How would some worldwide rules benefit everyone? (When everyone works together, they can all get to their goal faster.)

Show a copy of the *Universal Declaration of Human Rights*.

Explain: In fact, the United Nations created a set of "rules" that governments and people should follow in order to ensure the life, liberty, and happiness of every individual, contributing to the progression of societies as a whole. We call those rules "rights."

- This is a copy of the rights that the leaders in the UN wrote for everyone. It's called the *Universal Declaration of Human Rights*, and it is the law of the world.

Ask: Human rights. What does it mean when we say "human rights"? What does the word "right" mean?

Write all the answers as the youth respond, using just one or two main words for each answer.

Say: This is great. Looking at the things we have written here, can we say that a **right is LIKE a rule that exists because it is fair or the correct thing to do?** (Yes.)

Ask: And what would a HUMAN right be? Is it a right we have just because we are human beings? Yes, that's exactly what it is.

Explain: The *Universal Declaration* has 30 different rights or rules or articles. Today we're going to talk about the beginning of the Declaration. It's called the PREAMBLE.

Activity: The Preamble (10 minutes)

Hand out copies of the **Preamble** to each student as you continue talking and moving around. Or ask one of the students to pass them out while you continue talking.

Ask another youth to hand out pencils to each student.

Explain: This is the introduction to the declaration. It's called the PREAMBLE, or introduction. It explains why the people thought it was necessary to create a set of rules for everyone – not just the winners or the losers of the war, but the entire planet.

- Please write your name at the top of the Preamble.
- Let's read this together.

FACILITATOR TIP: If the students are uncomfortable reading or writing, the facilitator can read each phrase and then write the key word on the board or flipchart as the youth point them out.

Have the students take turns, a different one reading each phrase. Stop at the end of the first phrase and point out the words that are in bold and have another student write them on the board or flipchart.

*The **inherent** dignity and the **equal** and **inalienable rights** of all members of the human family are the foundation of **FREEDOM, JUSTICE AND PEACE** in the world.*

Say: Tell me if you know what any of these three words mean: Inherent, Equal and Inalienable.

Take all answers and have the recorder write their answers on the board or flipchart.

Explain: Even though we don't use these words very often, they are very important.

As you explain, have the students circle each of these words in their preamble.

INHERENT: an internal characteristic or feeling that every person is born with. It's inside you. You are born with it. Most of us have an **inherent** desire for freedom.

EQUAL: something that is the same. You have the same rights as everybody else.

INALIENABLE: cannot be taken away. Impossible to take away. Even in countries where you can't use them, everybody has these rights, because they are inalienable. You still have them.

Point to one of the youth that you know is comfortable with answering questions. Hand her the Talking Stick.

Ask: Margarita, what do we call a characteristic that everyone is born with? (Inherent.)

- Thank you. Inherent – let's say that together! Inherent.
- My value as a human being is . . . (let the students answer) – INHERENT. Outstanding!

Quickly point to another student (who is also comfortable) and hand him the Talking Stick.

- Thomas, if something cannot be taken away, what do we call it? (Inalienable.)
- Yes, Inalienable – let's say that together! Inalienable.
- You may prevent me from using them, but you cannot take away my rights because they are . . . (let the students answer) – INALIENABLE. Very good.

RIGHTS
EQUALITY
DIGNITY

FOUNDATION

Explain: So the inherent **dignity** – or the dignity or respect that we are born with –

- plus the **equal and inalienable rights** – or the rights that are the same and that cannot be taken away –
- of all members of the human family – of everybody, including us.

As you talk, draw 3 horizontal boxes on top of each other. (Leave room above them for later drawings.)

F R E E D O M	J U S T I C E	P E A C E
RIGHTS		
EQUALITY		
DIGNITY		

FOUNDATION

Write the word “**dignity**” in one, and “**equality**” in the next box, and then “**rights**” in the next box as you say the words.

Have one of the students continue reading:
. . . are the foundation

Interrupt the reader and point to the 3 boxes.

Say: So dignity, equality and rights are the foundation. Foundation for what?

Write the word “**foundation**” underneath.

Student continues:
. . . of freedom, justice and peace in the world.

As the student reads, draw 3 vertical boxes or pillars on top of the previous 3 boxes, and write the words “freedom,” “justice” and “peace,” as shown.

Explain: In other words, we all need to have the dignity that we're born with and the rights that are equal and cannot be taken away from us, in order to have freedom and justice and peace in the world.

- The preamble is saying that freedom and justice and peace will happen naturally for societies who provide their citizens with dignity and basic human rights.

DEVELOP & DISCUSS

(10 minutes)

Ask: Which of these benefits would be good for your community? (Let students respond.)

Emphasize: When people and governments grant human rights to others, the entire community benefits, just as all of us did in our race last week.

Read: The preamble goes on to say, “Disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind . . .”

Explain: In other words, because people stopped paying attention and didn’t think human rights were important, terrible things happened that made most of us very angry.

Say: Please continue reading. Watch for words that tell us that the people who were writing this document still believed that people were good after all the difficulties of war.

Student reads:

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...**
- in the **equal rights of men and women**

and have determined to promote **SOCIAL PROGRESS** and **BETTER STANDARDS OF LIFE IN LARGER FREEDOM ...**

Ask: What words stood out to you? (Give the students time to answer.)

Say: That’s an excellent statement about all of us. We all deserve respect and have value.

Ask: Besides human rights and dignity, what’s the last point? It’s a really important one.

Give the students time to respond until one of them says: Equal rights of men and women.

Explain: What a great document! And that’s only the beginning because it also tells us what we should be helping with: Progress and better standards of living.

- And that’s what we’re all doing just by being here and learning more about the Universal Declaration of Human Rights. We are so lucky to have it!
- Wow! We’ve covered a lot of territory today. Believe it or not, there’s also a document just like this for children because they need additional rules. It’s called the *Convention on the Rights of the Child*. It’s for young people below the age of 18. We’ll be talking about some of those rights also.
- Right now, we’re going to play a game to learn about some of the rights you have.

Ask one of the students to gather up the copies of the Preamble, but have everyone keep their pencil. Save the Preambles for another lesson.

Activity: My Rights, Picture Charades

(5 minutes)

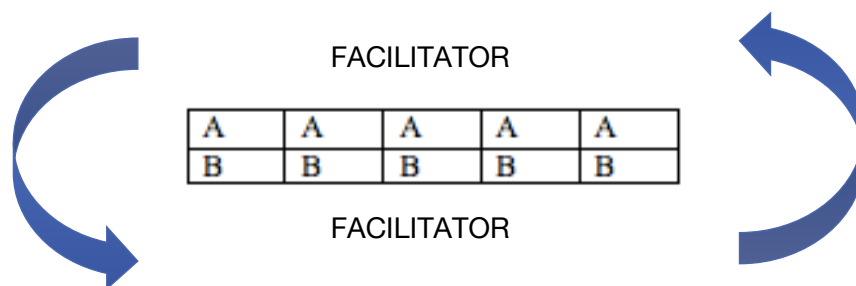
How to Play: Divide the class into pairs.

Ask another student to give each pair of students three or four pieces of paper.

- Have the youth sit across from their partner, forming two lines facing each other.
- The facilitator stands behind one row so that only the youth in the other row can see her.

Say: I'm going to show one poster at a time. See if you can guess what kind of right is being shown. The person who can see the poster will draw something like it that will help your partner to guess what it is.

- NO speaking or writing words or using actions or sounds. Just drawing.
- Choose **four** of the mini posters. As the students play, the facilitator switches sides every other round so she can show one of the individual mini posters to only half of the group.



- Every poster uses the following pattern: "The right to _____." Write this pattern on the board if you wish.
- **The Right to Education:** You have a right to go to school and learn as much as you can.
- **The Right to Freedom of Religion or Belief:** You have a right to choose your own religion or have no religion at all. Your parents should help you decide about this.
- **The Right to a Family:** You have the right to live with your family or someone who cares for you. You have the right to get married when you grow up, and to have a family of your own.
- **The Right to Play:** You have the right to relax and play.
- **The Right to Life, Liberty And Security:** You have the right to live and be free and feel safe. Actions and decisions that affect you should be based on your best interests.
- **The Right to Freedom of Expression:** You have the right to share information as long as it is not damaging to you or others, and you don't say things that aren't true.
- **The Right to Protection Against Discrimination.** You have the same rights as everyone else no matter what your nationality or gender or religion or color or language might be.

When the game is finished (and you have shown all four posters), stand where all the students can see you. Show each poster again and briefly explain the right. As you show and explain, have the students hold up their drawings for that particular right.

FACILITATOR TIP: If you have more time, you can use one or two of the other posters. When you finish your brief explanation, you may also post the drawings and the rights posters on the wall or somewhere for everyone to see them.

CONCLUSION (5 minutes)

Ask: Did any of the rights in this game surprise you? If so, which ones? Why?

Explain: A set of human rights (or rules) helps us all live together in a way that everyone is treated fairly, and societies can progress more efficiently.

As we meet together, we will learn more about some of the rights we have as human beings. We will also learn about our responsibility to help others enjoy their rights.

Ask: Who remembers what the letters UN stand for? (United Nations)

- Why do we need human rights? Remember the three pillars. (To provide freedom and justice and peace throughout the world.)
- What organization developed a list of these rights? (The United Nations)

CHALLENGE

Explain: We've really learned about a lot of things today. Let's be like your little light: See how many things you can remember and share them with at least one other person this week.

- For instance, you can tell them about the **United Nations** and why it was created.
- Or you can tell them about the **Universal Declaration of Human Rights** and that rights are like rules that help us live together in peace.
- Or you can tell them about the **preamble**, and that it talks about freedom and justice and peace.

Say: Be sure to invite your friends to join us. See you next time! I miss you already!

FACILITATOR TIP: Save the students' drawings, and use them during future gatherings as you discuss human rights and child rights.

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



UNITED NATIONS

The **inherent** dignity and the **equal** and **inalienable rights** of all members of the human family are the foundation of FREEDOM, JUSTICE AND PEACE in the world . .

.

Disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind . . .

The peoples of the United Nations have in this Charter reaffirmed their faith

- in fundamental **human rights**,
- in the **dignity and worth of the human person**
- in the **equal rights of men and women**

and have determined to promote SOCIAL PROGRESS and BETTER STANDARDS OF LIFE IN LARGER FREEDOM

EXCERPTS FROM THE PREAMBLE of
The Universal Declaration of Human Rights

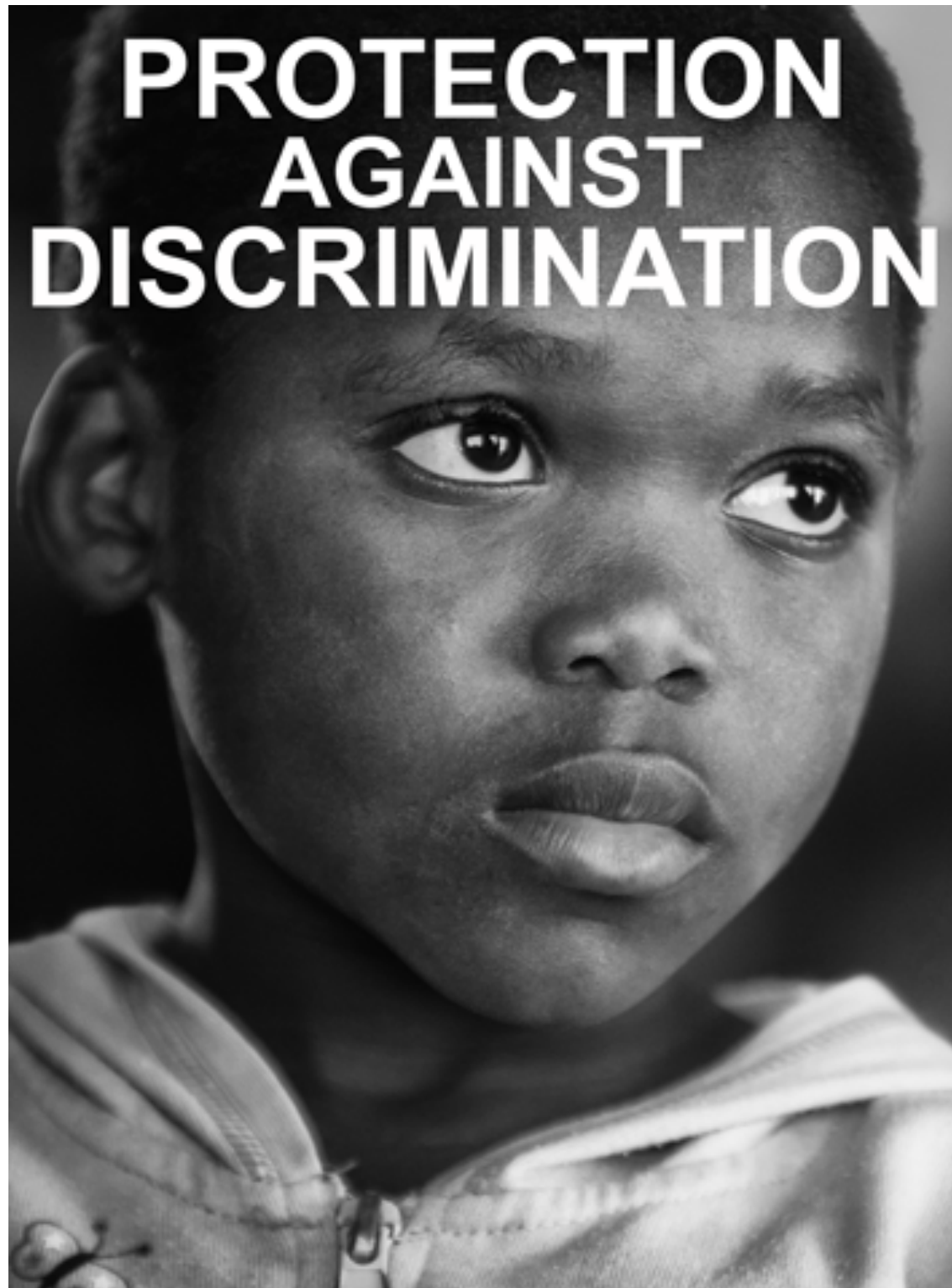
THE RIGHT TO LIFE, FREEDOM

AND SECURITY



UDHR 3

THE RIGHT TO



UDHR 2 & CRC 2

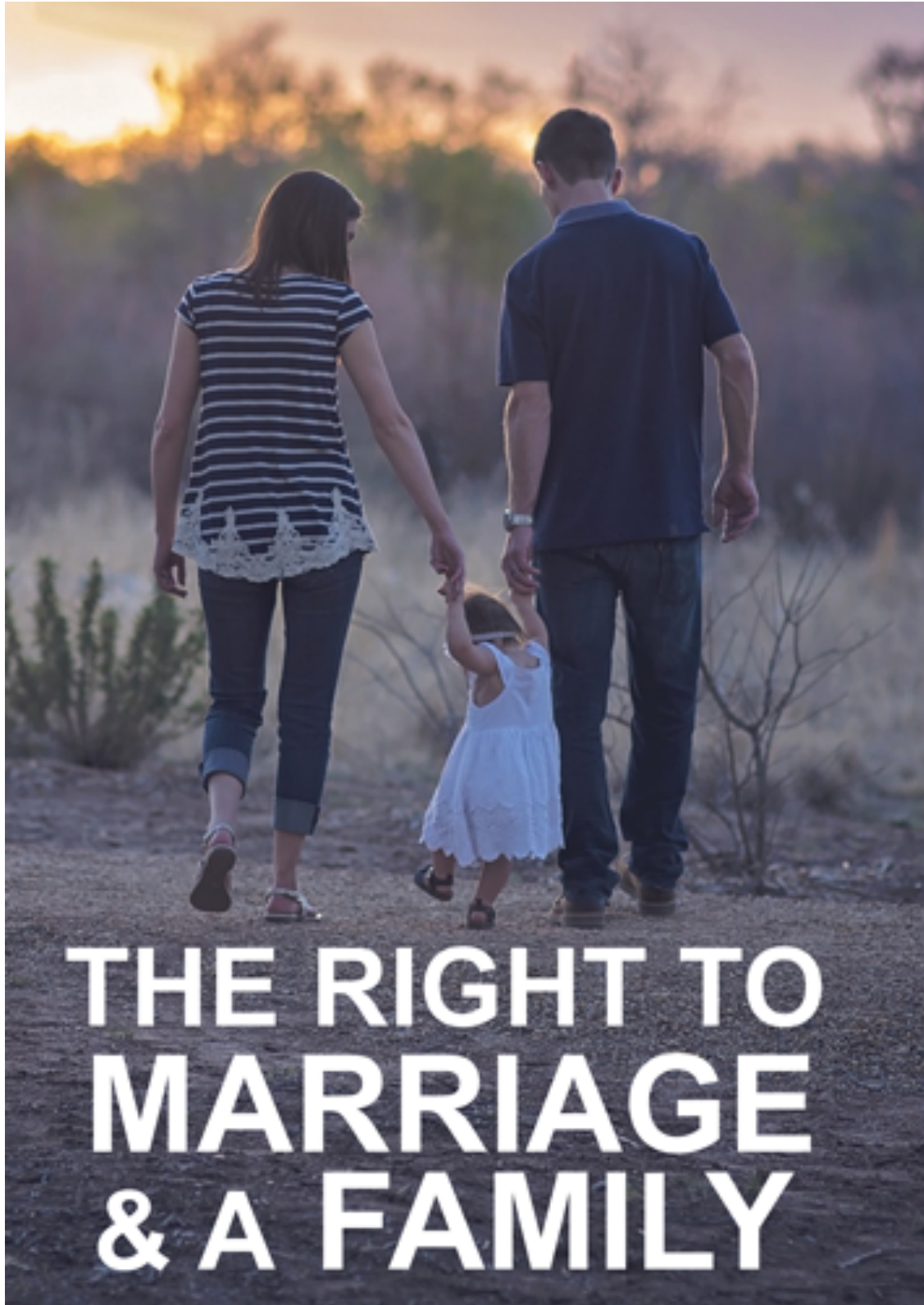
THE RIGHT TO

FREEDOM OF RELIGION



OR BELIEF

UDHR 18 and CRC 14



UDHR 16 and CRC 9



THE RIGHT TO PLAY

UDHR 24 and CRC 31

THE RIGHT TO

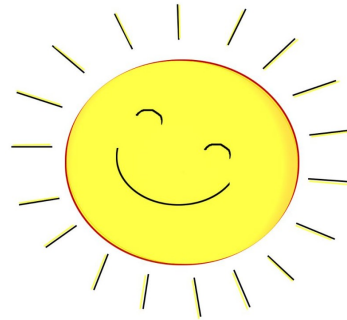


EDUCATION

UDHR 26 and CRC 28



UDHR 19 and CRC 13



THIS LITTLE LIGHT OF MINE

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=W_4vgwnbAfE

This Little Light of Mine

Piano

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 -

To hear the music: https://www.youtube.com/watch?v=W_4vgwnbAfE

Is This Discrimination?

FREEDOM AND EQUALITY

PROTECTION FROM DISCRIMINATION

AGE: 11 – 16 years

LEARNING POINTS

1. Human dignity is the foundation for all human rights.
2. Everyone is entitled to all the same rights and freedoms without distinction of differences.
3. Discrimination against anyone—including women and girls—is a violation of human rights.

MATERIALS

- Talking Stick
- Class Roll
- Class Rules
- Song: This Little Light of Mine
- Ball for the Ball Toss game
- Pencil and paper for each pair of students for activity, “Who Works”
- Chalk or markers
- Chalkboard or large piece of paper
- UDHR Article #1 and Article #2
- Small pieces of paper with the word “Hello” in different languages, *prepared beforehand*
- Text, “My Mother Doesn’t Work”
- Mini posters from the previous lesson



THE UNIVERSAL DECLARATION OF Human Rights

FREEDOM AND EQUALITY

Article 1

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

PROTECTION FROM 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.

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.

SIMPLIFIED

Article 1. 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. 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.

WELCOME & WARM-UP

(5 minutes)

- *Before class:* Place the mini posters from the previous lesson where the youth can see them.
- Greet the participants warmly as they enter, and ask them to sit quietly.

Ask: Did everyone remember to let their light shine? Let's sing (or say) our song. I'll begin and I want you to join me.

Activity: Song, This Little Light of Mine (Music at the back of the lesson.)

REVIEW

Activity: Ball Toss

(5 minutes)

Have the students stand in a circle with the facilitator in the middle holding a ball.

- Ask a question as you toss a ball to one of the students. (See examples below.) If the student doesn't know the answer, she says, "I don't know" but can say one thing she learned about one of the human rights mini posters on the wall instead.
- Then she tosses the ball to another student, who either answers the first question or says something about another mini poster.
- When one of the youth knows the answer, he tosses the ball back to the facilitator.
- The facilitator asks another question while tossing the ball to another student. And so on until the facilitator runs out of questions. The facilitator can also ask about one of the mini posters.

Try to make sure every student gets a turn.

Possible questions:

- Why do we need human rights? (They help everyone to be treated fairly. Society benefits when people are all treated fairly.)
- What organization developed a list of these rights? (The United Nations or the UN)
- What do the initials UN stand for? (The United Nations)
- Name one of the human rights from our last meeting.
- Is there one you would like to talk about with the class? (Remind the youth to look at the mini posters on the wall.)

INTRODUCTION

(5 minutes)

Explain: Today we are going to discuss HUMAN DIGNITY as the foundation for all human rights.

Ask: What is **dignity**? Write the word on the board or flipchart, and accept answers.

Explain: Dignity means worthy of respect and consideration.

Ask: How do we treat someone with dignity? (With respect and consideration, treating them just like we would like to be treated ourselves.)

Have one of the youth read Article 1 of the UDHR (or the facilitator can read it):

All human beings are born free and equal in dignity and rights.

Ask: What does that mean?

(All of us are born free just because we are human beings. We should all be treated with respect and kindness, and we all have the same rights.)

Ask: What is **discrimination**? (Write the word on the board or flipchart.)

Explain: **Discrimination** is not treating each other with equal value or with dignity or respect, or not having the same rights.

- When someone discriminates, he or she is treating another person as being less valuable or worthwhile.
- Just overlooking or ignoring people who are different than we are can be a form of discrimination. So it is important to notice everyone's needs in our community and then try to meet them.

DEVELOP AND DISCUSS (5 minutes)

Say: We're going to read Article 2 of the UDHR. I want you to listen for some of the things we should all value.

Have one of the youth read UDHR Article 2, the first paragraph, original or simplified, depending on the age of the class.

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.

Ask: What is that saying?

Explain: When we read the words "without distinction," that means "no matter what" – that one kind of difference is not any better than another one.

Ask: What kind of things are just as good as any others? Let's read it again:

Read: Have the student read the first paragraph again.

Everyone is entitled to all the rights and freedoms ... without distinction of ... race, color, sex, language, religion, political opinion, national or social origin, property, or birth.

List: Ask students to come up one by one and write one of the areas from Article 2 that we should all value equally.

Explain: One of the distinctions or differences is language. Let's see what it would be like if you had to speak a different language.

Activity: "Hello From Around the World" (5 minutes)

Purpose: To think about why it is important to respect differences

Preparation before the class: Write the word "Hello" on small pieces of paper in 2 or 3 different languages depending on the number of students in class.

How to Play: Give each student one of the "Hello's."

Ask them to walk around the area, holding their piece of paper without showing it to others.

- At your signal, they can start greeting one another, saying "Hello" as it is written on their paper.
- They must find others saying "Hello" in the same language as they are and form a group.
- Have the youth stay in their group and sit together.

Ask: How did it feel to try to speak a language other than your own?

- Have you ever been in a situation where you did not understand the language, for example, on a trip?
- Did you wish everyone spoke YOUR language? What did you do to get by?
- Do you know other people who do not speak your language? What can we do to help them?

(Adapted from: *Play It Fair Toolkit*, Activity 17. Equitas – International Centre for Human Rights, 2008.)

Explain: Another difference or distinction is what sex you are, whether you are a girl or a boy.

Activity: Story, "My Mother Doesn't Work" (5 minutes)

A young woman named Zara was telling her friend about her family one day. This is what she said:

Read the story or ask a student who reads very clearly.

After the story, ask: Does Zara's mother work?

- What are some of the jobs Zara's mother does every day?
- Do some people think household work is not real "work"?

- Why do some people think this way? (It might be because a woman is not paid for her work, or because a man thinks his work is harder.)

Explain: A woman often has a longer work day with less opportunity to rest. (Zara's mother is the first one up in the morning and the last one in bed at night.)

Ask: Is this a kind of discrimination against women and girls?

Activity: Who works? (10 minutes)

Draw a chart on the chalkboard or flipchart by making a line down the middle of the board or paper, and then another line across the top.

- Write "Women" at the top of one column and "Men" at the top of the other column.
- Divide the class members into pairs.
- Hand out a pencil and piece of paper to each pair.
- Ask each pair to make a list of all the work that has to be done in and around their homes and write it on the paper. Or they can draw a picture representing the task.

If they are having a hard time coming up with ideas, ask a couple of questions to get them thinking, such as:

- Who makes the meals in your house or the laundry?
- Do men and youth help around the house? If so, what jobs do they do?
- How long does housework take each day?
- Do women have work to do outside the home?

After five minutes, ask each pair to share one item from their list and ask one of them to write it under the appropriate column on the chart. Continue until there are no more suggestions.

Look at the chart and ask: What do you notice?

WOMEN Tasks	MEN Tasks

- Did we discover anything surprising?
- Did our discoveries change the way you think about the work that men and women do?
- Did you discover any tasks which could be done only by men?
- Did you discover any tasks which could be done only by women?

Explain: Don't forget that Articles 1 and 2 of the Universal Declaration of Human Rights specifically mention that women and men are equal.

CONCLUSION

(10 minutes)

Ask: What is discrimination? (Discrimination is not treating each other with equal value or with dignity or the same rights.)

- Should we value people less because of the language they speak, or their sex, or their religion, race, country or political opinion?
- Sometimes we discriminate without meaning to because we don't think about it.

Activity: Mini-Poster Review

Review all the mini-posters from the previous week. Hand them out to individual students to hold up for everyone to see while you ask the next question:

- Which mini poster talks about this particular human right, when you don't treat another person with dignity? (Protection Against Discrimination)
- What kind of discrimination might make the little boy in the poster feel sad? (His skin color, his age, his nationality)

Ask: Does anyone have any questions about anything in the *Universal Declaration of Human Rights* that you may have been thinking about over the past few days?

Answer any questions.

FACILITATOR TIP, if you wish to generate a little more discussion:

When someone asks a question, you can answer the question by saying, "*What do the rest of you think about that? Does anyone have any comments about that?*"

CHALLENGE

Say: As you go through the week, reflect on what has been discussed today.

- Share the story of Zara's mother and talk about it with a friend or your family.
- Be aware of the tasks others are performing around you. Can they really only be done by men or women, children or adults, one caste or group only?
- Ask yourself, "Is there a way I might bridge the gap or make a change?" And do it!

Remind the youth of the time for your next gathering.

Don't forget to collect the mini posters.

POSSIBLE VARIATIONS

This lesson could also be used to examine differences apart from gender, such as ethnicity, social class, religion, etc.

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

ARTICLE 1

FREEDOM AND EQUALITY

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

ARTICLE 2

PROTECTION FROM DISCRIMINATION

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

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

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

HELLO in various languages

BUENOS DIAS (Spanish)	KONNICHI WA (Japanese)
GUTEN TAG (German)	SHALOM (Hebrew)
SALAAM (Arabic)	CIAO (Italian)
NI HAO (Chinese)	Cut along the solid lines. Make as many copies of this as necessary. Choose only 2 or 3 languages, depending on the number of students in the class.

BUENOS DIAS (Spanish)	KONNICHI WA (Japanese)
GUTEN TAG (German)	SHALOM (Hebrew)
SALAAM (Arabic)	CIAO (Italian)
NI HAO (Chinese)	Cut along the solid lines. Make as many copies of this as necessary. Choose only 2 or 3 languages, depending on the number of students in the class.

MY MOTHER DOESN'T WORK

Zara tells her friend about a typical day for her mother and father:

There were 16 kids in our family, but only nine of us are still alive.

My mother gets up at four in the morning, fetches water and wood, makes the fire and cooks breakfast. Then she goes to the river and washes clothes.

My father works in the field, about three kilometers away from home. He leaves the house by six in the morning.

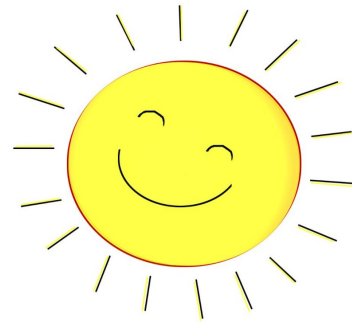
After washing the clothes, my mother goes to town where she grinds our corn and buys what we need in the market. When she gets back, she cooks the midday meal.

At noon, my mother carries my father's lunch to him and then goes back home to take care of the chickens and pigs while she looks after my younger brothers and sisters. My mother prepares supper so that it is ready when all of us get home around six o'clock.

After supper, it takes a while to get everything cleaned up, but my mother usually gets to bed about nine o'clock. My father is already asleep by then.

When Zara finishes, her friend asks Zara if her mother has a job. Zara says, "No, my mother doesn't work."

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



THIS LITTLE LIGHT OF MINE

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 listen to the music:

https://www.youtube.com/watch?v=W_4vgwnbAfE

This Little Light of Mine

Piano

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 -

To hear the music: https://www.youtube.com/watch?v=W_4vgwnbAfE

Family, A Beautiful Thing

RIGHT TO MARRIAGE AND FAMILY



AGE: 11 – 16 years

LEARNING POINTS

1. The family is the basic unit of society and should be protected.
2. Parents and families have a role in supporting and guiding their children.
3. When you are legally of age (usually 18 years old), you have the right to get married or not get married.

MATERIALS

- Talking Stick
- Class Roll and Class Rules
- Song: This Little Light of Mine
- Questions for the review, cut up and prepare **before the class begins**
- UDHR Article #16
- CRC Article #5
- Pencil for each participant (optional)
- Paper for each youth (optional)
- Chalk or marker
- Chalkboard or flipchart
- Story: The Girl Who Said “No”
- Questions: “Who Decides?”
- Mini poster: The Right to Marriage and a Family (from Lesson Y-2)

THE UNIVERSAL DECLARATION OF Human Rights

RIGHT TO MARRIAGE AND FAMILY

Article 16

1. Men and women of full age . . . have the right to marry and to found a family. They are entitled to equal rights 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.

SIMPLIFIED

1. *Every grown-up has the right to marry and have a family if they wish. Men and women have the same rights when they are married, or when they are separated.*
2. *No one can force you to get married.*
3. *The family is the most important unit of society and should be protected.*

THE CONVENTION ON THE Rights of the Child

PARENTAL GUIDANCE AND EVOLVING CAPACITIES

Article 5

Governments should respect the responsibilities and rights . . . of parents or families 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 . . . in the present Covenant.

SIMPLIFIED

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

WELCOME AND WARM-UP

(5 minutes)

Greet the students by name as they come in and sit down.

Activity: Song, This Little Light of Mine! Sing with enthusiasm. (Song at the back of the lesson.)

REVIEW

(5 minutes)

Activity: Questions in a Box

Before class, cut out the Review questions at the back of the lesson.

Fold them in half and put them in a box or hat or other container.

How to play:

- Participants stand in a circle and pass the box around while music is playing or someone sings a song.
- When the music stops, the youth holding the box must pull out a question and answer it.
- If he/she doesn't know the answer, the others can help. Then start the music and continue passing the box.

This won't take very long but should promote discussion.

INTRODUCTION

(5 minutes)

Say: Today we're going to read and discuss Article 5 from the Convention on the Rights of the Child, and Article 16 from the Universal Declaration of Human Rights.

Ask: Who will read Article 5 for us?

Explain: Before _____ (name of student volunteer) starts, let's listen for a very interesting idea called "evolving capacities." It means "as you grow and learn."

Youth reads Article 5. (Found at the back of the lesson. Use whichever of the following texts are most **age-appropriate** for the students.)

FULL TEXT: Governments should respect the responsibilities and rights . . . of parents or families 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 . . . in the present Covenant.

SIMPLIFIED TEXT: Your family has the main responsibility for guiding you, so that as you grow and your abilities increase, you can learn to use your rights properly. Governments should respect this right.

Say: Let's read that together one more time.

Read the Article together.

Explain: Or in other words, you have the right to be given guidance by your parents and family to help you learn to use your rights properly as you grow up and learn more about making good decisions.

Activity: The Human Chair

(10 minutes)

Say: Let's do an exercise in cooperation. See if you can figure out how it's like a family.

- Create groups of three children each. Make sure the third person (the passenger) is smaller than the two people who create the "chair."
- If there's an extra person, he or she can coach. Or two extras can take turns being a passenger in another group.

How to play: Ask two youth in each group to do the following:

- Each person should take his/her own left wrist with his/her right hand.
- The person then takes her/his partner's right wrist with her/his left hand. (The facilitator should demonstrate this.)
- The partner then takes the right wrist of the other person with her/his left hand. Their arms are now a square-shaped "chair."
- When the pairs have each created a "seat," they should pick up the third person.
- The person being picked up (passenger) should lower herself into a sitting position.
- The "chair" pair should stand behind her and lower their bodies as well, bringing the "chair" down into position for the passenger to be seated.
- The passenger then sits on the "chair," and puts her arms around the shoulders of the "chair" pair for balance.
- The chair pair slowly lifts together and walks forward 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?
- 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.)
- What are some of the reasons why the Human Chair might be like the family?
- (Each has a different role, each has strengths that help others, each member is important.)

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

DEVELOP & DISCUSS

(20 minutes)

Activity: Read, The Girl Who Said "No" to Marriage

Say: I'm going to tell you the true story of a very courageous young woman. While you listen to this story, think about her situation, and what you would do in this case.

After the story, ask: What do you think of this story? What stood out in this story to you?

- Were Balkissa's parents right to try to make her marry her cousin? Why or why not?

Say: Let's read another right together. It's Article 16 from the *Universal Declaration of Human Rights*.

- When we finish reading it, I want you to tell me **three** areas in which the FAMILY is mentioned or affected.

Ask someone to read the full text or the simplified text, whichever is best for your class.

FULL TEXT

1. Men and women of full age . . . have the right to marry and to found a family. They are entitled to equal rights 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.

SIMPLIFIED TEXT

1. Every grown-up has the right to marry and have a family if they wish. Men and women have the same rights when they are married, and when they are separated.
2. No one can force you to get married.
3. The family is the most important unit of society and should be protected by the government.

Ask: What are the main points here?

(Right to marry, consent to marry, basic unit with protection from government)

Ask: How does this right tie into Balkissa's story?

- Why were her parents trying to force her to marry her cousin?
(They were poor and it was part of their culture and their family tradition.)
- Why didn't her mother or her father help her when she told them how she felt?
(Her mother had no power, and her father was afraid of his older brother.)
- How did she finally solve her problem?
(She found another adult who would listen, and who encouraged her.)
- How did the government help her? (They upheld the court's decision.)
- Why was the court able to help her?
(They knew that Balkissa's uncle was breaking the law because Article 16 of the *Universal Declaration* said no one should be forced to marry.)

Say: Balkissa worked with the legal process and went back to her family. She kept on trying, and she didn't give up, and things worked out.

Explain: Knowing about our human rights definitely helps us all.

Activity: Brainstorm

Ask: Have you ever heard of a brainstorm? That's right! It's when we all share a whole bunch of ideas very quickly. That's what we're going to do right now.

Divide the youth into two groups.

Say: Even if families are not the same, parents and other adults can do a lot to support and take care of younger family members. Children also have responsibilities.

- Let's talk about that for a few minutes.

Draw a vertical line down the center of the chalkboard. Draw another line across the top. Write "How family helps the children" on one side, and "How children help the family" on the other side.

Ask: What are some of the things that families do for their children?

- Have each group think of 5 things, such as, helping prepare meals or cleaning the yard or taking care of younger siblings.
- Ask Group A for an idea, and which side of the chart to put it on.

How Family helps children	How Children help Family

- Ask Group B for a different idea, and which side it should go on.
- Continue asking one group and then the other until all the ideas have been shared.
- Don't take any longer than about 5 minutes.

Ask: Do you see some things you had not thought of before? (Allow student answers.)

- What are some of the ways you can help in taking care of the family?

List their answers on the other side of the board. Guide the children to recognize that: **No matter what they look like, families work best when every member makes a contribution.**

Explain: Your family helps you prepare for adulthood.

Ask: At what age are you legally considered to be an adult in this country?

- By law, in most countries you are an adult by age 18, and sometimes as young as 16. That's when you are considered to be in charge of yourself — whether you still live with your family at that time or not.

- With each passing year, you begin to do more things for yourself. This is known as **“evolving capacities,”** and it means you have more decision-making opportunities and responsibilities as you mature and gain the knowledge and skills to make good choices.
- This process slowly prepares you for adulthood when you will have the right to make decisions for yourself. **Evolving capacities** means you will have more responsibility for taking care of yourself as you get older and mature.

Explain: We are going to play a game about making decisions, about who has the responsibility for decision-making in a family. There are no right or wrong answers. Every family makes decisions differently.

Activity: Who Decides? (10 minutes)

How to play: The facilitator will read a list of decisions that should be made (found at the back of the lesson).

- After each question, ask the group to think about who should make the decision.
- If the student thinks that the PARENTS should make the decision, she or he should hold up ONE HAND with their fingers extended.
- If the student thinks the YOUTH should make the decision, then he or she should hold up ONE FINGER.
- If he or she thinks the YOUTH AND THE PARENTS should make the decision together, the student should hold up BOTH HANDS.

Explain: I will tell you when some decisions are protected by law. However, most situations have no right or wrong answer; rather, a family can decide for itself.

Read the questions one by one. You don't need to use all of them, but with the local culture in mind and depending on how much time you have, choose at least 6 to 10 questions to spark thought and conversation.

After the activity, ask questions such as:

- Does your age and maturity make a difference in the role you should have in making decisions about yourself? Why or why not?
- Are you involved in making decisions in your family? Which decisions are they?
- Do you like the way decisions are made in your family?
- Are there some decisions you would like to participate in that you do not?
- What are some things you could do to have a greater role in decision making?
- Do you think there are some human rights that concern children and their families? What would some of those be?

Explain: By learning decision-making within your family, your *evolving capacity* grows, and you are developing the skills you need to live on your own some day.

Ask: What do we call this process where you have more decision-making rights and responsibilities as you get older? (*Evolving capacities*)

Explain: Exactly! Of course, some of the decisions we just discussed are very difficult ones to make, even for adults.

Ask: Even though you might be ready to make such decisions for yourself and perhaps for your own family someday, why is it generally a good idea to consult your parents and other helpful adults who care about you? (Accept all answers.)

Explain: If you feel you do not currently have enough decision-making responsibility, consider whether discussing the matter with your family will help. If it will not help, then remember how you feel now, and commit yourself to help your own children someday to enjoy their rights related to personal decision-making.

(Adapted from *Compasito: Manual on Human Rights Education for Children*, edited and co-written by Nancy Flowers. Council of Europe, 2nd edition, January 2009. Activity 37, p. 193.)

CONCLUSION (10 minutes)

Show the mini poster, The Right to Marriage and a Family (from Youth Lesson 2), and place it on the wall or where everyone can see it.

Say: Families are usually the best place for children to grow up, and your attitude can make a big difference.

Explain: As a child, you do not yet have all the adult rights, but someday you will. When that day comes, you want to be ready.

- Your attitude will make a huge difference, as will your “evolving capacity,” or in other words, your decision-making abilities.
- As your ability to make wise decisions grows through experience and knowledge, talking and discussing ideas and decisions with your family will help you be prepared to take responsibility for your own life.

CHALLENGE

Say: Share the story with your family about the girl who said “no” to marriage, and talk to them about it. What do they think about marriage that young?

- We will discuss their response next time. Invite your friends to join us.
- Have a good week – I miss you already!

FACILITATOR TIP: Be sure you show respect for each participant’s thoughts and home life situation.

FACILITATOR NOTES AND REFLECTIONS

Lessons 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.)

REVIEW QUESTIONS

(Reviewing Lesson 3, “Is This Discrimination”)

WHAT DOES THE WORD “ DIGNITY ” MEAN?
WHAT IS DISCRIMINATION ?
NAME AT LEAST ONE GROUP THAT MIGHT SUFFER FROM DISCRIMINATION.
WHAT ARE SOME SIMILARITIES AND DIFFERENCES BETWEEN THE LIVES OF WOMEN AND MEN?
WHAT DOES THE UNIVERSAL DECLARATION OF HUMAN RIGHTS SAY ABOUT WHO GETS TO HAVE HUMAN RIGHTS ?

ANSWERS

Dignity means worthy of respect and consideration.

Discrimination is **not** treating each other with dignity or equal value or equal rights.

Groups that might suffer from discrimination: Women and girls, people of different religions, people of a different race or different country, people who speak a different language.

Similarities and Differences: After the youth answers, ask: How do you feel about them? Are they “fair”? Let some of the other children answer also.

Who gets to have human rights: We all do, no matter who we are.

THE CONVENTION ON THE RIGHTS OF THE CHILD

ARTICLE 5

FULL TEXT

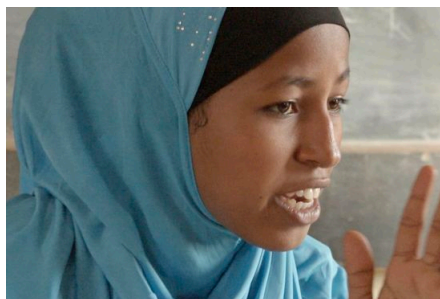
States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the ***evolving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

ABBREVIATED TEXT

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

SIMPLIFIED TEXT

You have the right to be given guidance by your parents and family to help you learn to use your rights properly as you grow up and your ***abilities increase***.



The Girl Who Said “No” To Marriage

One day when she was 12 years old, Balkissa Chaibou came home from school and learned that her father had promised her as a bride to her cousin when she turned 16. Balkissa had no say in the matter, and she would have to stop school and start a family when they got married.

Balkissa is from Niger, where child marriage is not uncommon. Her parents were poor and they had five daughters, so they were in favor of the marriage since that meant one less child to feed.

But Balkissa loved school, and did not want to marry her cousin and stop going to school. When she turned 16, and the wedding preparations began. Balkissa decided to fight for her rights - even if that meant taking her own family to court.

Her mother could not help Balkissa because women have no power in Niger. So Balkissa went to her father and agreed to marry her cousin if she didn't have to live with him until after she graduated from college. But her father couldn't help her, either, because in his family's tradition, the older brother could make decisions for the children of his younger siblings. And her father's older brother was her uncle, the man who was the father of her cousin that she was supposed to marry. Her uncle refused to even consider Balkissa's request. So the wedding preparations continued.

Next Balkissa asked her school principal for help. He sent her to an organization that helped her by taking legal action against her father and uncle for defying one of her human rights by forcing her into a marriage she did not want.

When they went to court, however, Balkissa's uncle denied the accusation, and claimed it had all been a misunderstanding, so the case was dropped. Balkissa thought she had won!

But then her uncle threatened to kill her unless she married her cousin! Balkissa quickly escaped to a women's shelter. Finally the uncle realized he might end up in jail, so he gave up and went back to his own country. Balkissa was able to go home in safety. Her mother and father now want nothing to do with forced marriage.

Balkissa speaks to school groups, as well as to tribal chiefs. She explains that forced early marriage is often linked to terrible violence in marriage. It is also true that young mothers who have babies at such an early age frequently die because their bodies are not yet ready for pregnancy.

Balkissa is now in medical school and knows that her family is counting on her to succeed. She encourages other girls to follow her example. "I'm not saying don't marry," she tells a group of schoolgirls. "But choose the right moment to do so." She tells them to study as hard as they can even though it's hard. "Studies are your only hope,"

(Adapted: Sarah Buckley, BBC News, <http://www.bbc.com/news/magazine-35464262>)

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

ARTICLE 16

FULL TEXT

1. Men and women of full age . . . have the right to marry and to found a family. They are entitled to equal rights 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.

SIMPLIFIED TEXT

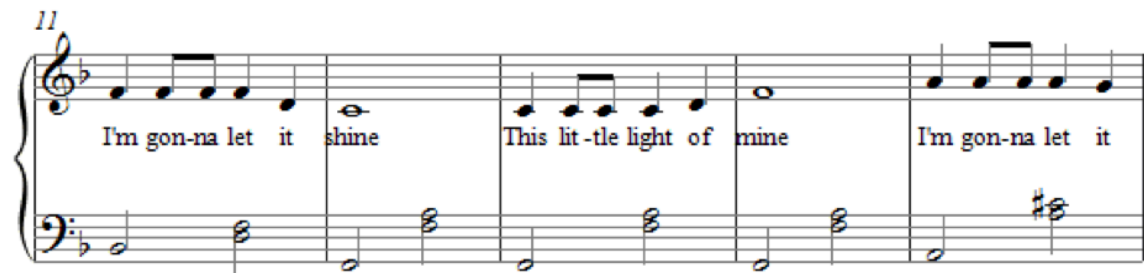
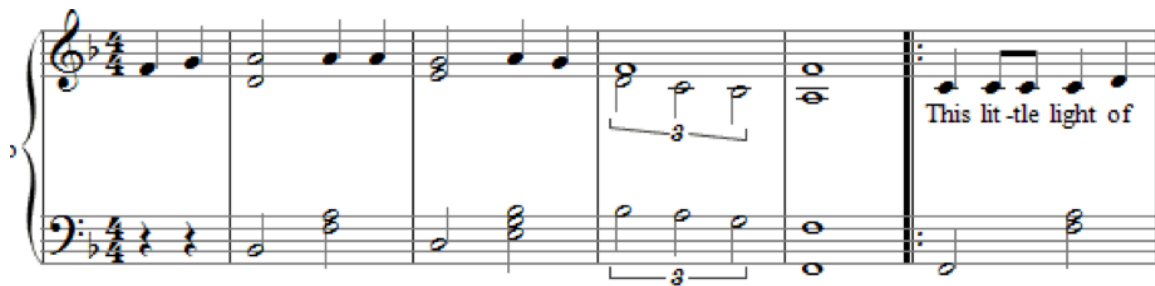
1. Every grown-up has the right to marry and have a family if they wish. Men and women have the same rights when they are married, and when they are separated
2. No one can force you to get married.
3. The family is the most important unit of society and should be protected.

WHO DECIDES?

Who Should Decide . . .

- What you wear?
- What you eat?
- Whether you can smoke?
- How late you can stay up?
- Where you live, especially if your parents are divorced or separated?
- How you spend any money you may have?
- Whether you can stay home alone?
- When and why you can leave the house?
- The medical care you receive?
- Whether you go to school?
- Whether you can have your own mobile phone?
- Whether you can have a job?
- Who you have as friends?
- Who and when you should marry?
(The law protects children from underage marriage. According to international law, you cannot marry until after age 16.)
- Whether you join the military?
(International law protects you from serving in the military until age 18.)
- Whether you go to the mosque/church/temple/synagogue, etc.
(International law gives you the right to practice your preferred religion, even as a child.)

This Little Light of Mine



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 song: https://www.youtube.com/watch?v=W_4vgwnbAfE

Love At Home

THE RIGHT TO A FAMILY



AGE: 11 – 16 years

LEARNING POINTS

1. The family is the basic unit of society.
2. Family units usually make us stronger no matter what their make-up or configuration.
3. Families have a right to be helped and protected by the government if necessary.
4. No one should force you to get married if you don't want to.

MATERIALS

- Talking Stick
- Class Roll
- Class Rules
- Song: This Little Light of Mine
- Balkissa: The Girl Who Said No to Marriage (from the previous lesson)
- Story: Taliana and the King
- Image of Taliana
- Props for the story of Taliana if desired (scarf, crown made from a strip of paper, bread)
- Article 16, UDHR

THE UNIVERSAL DECLARATION OF Human Rights

THE RIGHT TO A FAMILY

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.

SIMPLIFIED

1. *You have the right to marry and start a family.*
2. *Nobody should force you to marry.*
3. *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

(5 minutes)

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

Activity: Song: This Little Light of Mine (Music and words are found at the back of the lesson.)
Sing with great delight!

REVIEW

(10 minutes)

Activity: The Human Chair

Ask: Who remembers how to make a human chair?
(See the preceding lesson.)

Help the students get into their groups quickly.

Ask: What are the rules that must be followed for us to be safe?
(Include no bouncing or hitting, moving carefully, watching out for each other.)



After everyone has been a chair or a passenger, have them return to their seats.

Ask: What did you think about this time as you made the chair?

- When we did this before, how did we say that this is like working together in families?
(Cooperation and helping each other is what we do in families, too.)
- Was there anything that helped you feel stronger?

Show image of Balkissa and newspaper article.

Ask: Who remembers our news story from last time about Balkissa and her family?

- What parts of her story were you able to share with friends or family members?

INTRODUCTION

(5 minutes)

Say: Today I'm going to tell you a story about another very brave young woman.

- Last week, we talked about "evolving capacities," or the way you grow and learn about things – things such as making good decisions, learning to be courteous and to find ways to help other people.
- See if you can find any evolving capacities that might have made a difference in this young woman's life.

Read: Taliana and the King

Show image of Taliana and tell the story. When you finish the story, do the activity below.

Activity: Drama in the Court

(10 minutes)

Say: We're going to do a play about Queen Taliana and King Marco.

- Who do we need in our story? (King Marco, Taliana, servants, mother, father, sisters, farmer, trumpet players, villagers, mayor)
- What are some important things the characters might say? (Students decide.)
- What should we use for props? (simple things such as a scarf for Taliana, circle headband made out of a long strip of paper for the king, rock to represent the bread)

Read the story again, this time with the students acting out the parts and saying the characters' lines. The participants can help each other if necessary.

DEVELOP & DISCUSS

(10 minutes)

After the applause, ask:

- What do we learn from this story?
- What stood out to you about the kind of person Taliana was?
- What about her father? Did he try to force Taliana to get married?
- How was the farmer's family protected? (By the king, who was the government and should have been making sure that all families were protected.)
- Is there anything else that you noticed about the king? (He liked to see goodness in other people, especially in Taliana, and he wanted to protect his people.)

Guide the youth to include things such as:

- Courage to stand up for other people, especially when rights are being violated.
- Courtesy and good manners with other people.
- Love at home makes everyone happy.
- Kind ways and words are always important.

Say: Roberta, would you please hold Article 16 for us while we all read it together.

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.

Ask: How does this article about marriage and family from the *Universal Declaration of Human Rights* remind us of our story about Taliana and King Marco?

(Taliana and the king both got to choose who they wanted to marry, and the king protected the farmer's family.)

- What about evolving capacities? Did you see anything in the story that showed Taliana's evolving capacities? (Accept all answers.)

- Were there some things that she could do because she was older and had learned to be kind and caring about other people?
- What did she do that demonstrated her courage?

CONCLUSION

(10 minutes)

Explain: Even though we are all free to choose how to act, we don't always know the things we should do. That's one of the reasons we have families, to learn how to act in different situations.

- As you grow, you will have the capacity to do more and more, and make more and more of your own decisions.

Ask: Taliana was very kind and courteous to other people. Where do you think she learned how to treat other people? (From her family and her experience as she grew older.)

- Did her family force her to act that way, or did she decide for herself?

Say: You, as you grow, will have the maturity to do more and more and to make more and more of your own decisions. Part of that is learning how to control yourself.

- You are the only one who can control your thoughts and actions and reactions to life's situations. You are in charge of your own inner peace.

Ask: What makes you feel peace and happiness?

(Take answers from the group such as helping each other with chores, speaking and hearing kind words from other family members, quietly doing something that makes someone else feel happy.)

CHALLENGE

Say: This week let's do three things:

1. Think about what kind of family you would like to have someday. If you can, write it down.
2. Think about what kinds of capacities you might develop to make your family happy. Also, write those down.
3. This week, practice making your home a happy place of peace, no matter how difficult it might be. Telling your family about the story of Taliana might make them happy, too.
4. Have a wonderful week and don't forget to invite your friends!

FACILITATOR TIP: Be sure that all the props are returned to their owners or where they belong.

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 Girl Who Said 'No' To Marriage

One day when she was 12 years old, Balkissa Chaibou came home from school and learned that her father had promised her as a bride to her cousin when she turned 16. Balkissa had no say in the matter, and she would have to stop school and start a family when they got married.

Balkissa is from Niger, where child marriage is not uncommon. Her parents were poor and they had five daughters, so they were in favor of the marriage since that meant one less child to feed.

But Balkissa loved school, and did not want to marry her cousin and stop going to school. When she turned 16, and the wedding preparations began. Balkissa decided to fight for her rights - even if that meant taking her own family to court.

Her mother could not help Balkissa because women have no power in Niger. So Balkissa went to her father and agreed to marry her cousin if she didn't have to live with him until after she graduated from college. But her father couldn't help her, either, because in his family's tradition, the older brother could make decisions for the children of his younger siblings. And her father's older brother was her uncle, the man who was the father of her cousin that she was supposed to marry. Her uncle refused to even consider Balkissa's request. So the wedding preparations continued.

Next Balkissa asked her school principal for help. He sent her to an organization that helped her by taking legal action against her father and uncle for defying one of her human rights by forcing her into a marriage she did not want.

When they went to court, however, Balkissa's uncle denied the accusation, and claimed it had all been a misunderstanding, so the case was dropped. Balkissa thought she had won!

But then her uncle threatened to kill her unless she married her cousin! Balkissa quickly escaped to a women's shelter. Finally the uncle realized he might end up in jail, so he gave up and went back to his own country. Balkissa was able to go home in safety.

Her mother and father now want nothing to do with forced marriage.

Balkissa speaks to school groups, as well as to tribal chiefs. She explains that forced early marriage is often linked to terrible violence in marriage. It is also true that young mothers who have babies at such an early age frequently die because their bodies are not yet ready for pregnancy.

Balkissa is now in medical school and knows that her family is counting on her to succeed. She encourages other girls to follow her example. "I'm not saying don't marry," she tells a group of schoolgirls. "But choose the right moment to do so." She tells them to study as hard as they can even though it's hard. "Studies are your only hope,"

(Adapted: Sarah Buckley, BBC News, <http://www.bbc.com/news/magazine-35464262>)

Taliana and the King

One beautiful morning as King Marco stood on his balcony, his gaze was captivated by a young woman in the market square below. She moved gracefully among the shoppers, chatting kindly with villagers and merchants alike as she bought food for her family.

The king watched for her in the days that followed. She always seemed surrounded by family, and his heart beat faster every time he spotted her. He noticed she was as lovely as she was kind and thoughtful. Finally, he sent **a servant** to find out about her. Soon all was revealed: her name was **Taliana** and she came from a very loving family. However, they were only peasants, but the king was determined to meet her anyway.

Disguised as **a baker**, he approached Taliana and **her sisters**. "Lovely ladies", he said humbly, "please accept this modest loaf of bread. I would be honored if you would accept my gift." Hesitating, the young women conferred. Then with a smile that Marco would forever cherish, Taliana stretched out her hand. "Kind sir," she said, "we thank you for this loaf which our family will eat with pleasure." And she placed a flower in his hand.

Taliana's **parents** were very pleased to receive the bread. It was very delicious. With each bite, the family sensed the giver of such a gift must indeed be someone of great generosity. "You have made a good friend," said her **father**.

The next day at the market, Taliana and her family were surprised to see **Amir, a hard-working farmer** they knew, chained to a post with a sign around his neck that said, "This man stole bread. He will stay here until his debt is paid." Taliana knew Amir's wife had died and he had many children to feed, but surely he would never steal. "You're right," he told her. "The **mayor** wants my farm and he made up the story to get my land, and I have no bread or money to give him, and my children will surely starve to death."

Taliana felt terrible! How could she rescue him, she wondered desperately, knowing that he loved his children and that his family was as precious to him as Taliana's was to her. "We need to find the stranger who gave you bread," Taliana's father exclaimed. "He was kind and generous. We will entreat him for another loaf and purchase this man's freedom!" Her sisters thought that was a great idea. "Hurry! We'll help you find him!" they cried.

But the stranger was not to be found. Suddenly they heard **trumpets** as the king appeared. Without hesitation, Taliana threw herself at his feet. "Your majesty," she began, "we are in need of a loaf of bread. Can you spare us one?" Recognizing Taliana, the king said, "Young woman, you do not look like a beggar. Why beseech me for bread?" She persisted, even though she knew the king might get angry and throw HER in jail. "It is not for my family but for that poor wretched man tied to the post. He is falsely accused of stealing. He did not steal! The mayor just wants his farm," she said, pointing to the mayor. "Amir's wife has died and he has many children. He merely seeks to keep his family alive and well."

Touched by her bravery and her love of family, King Marco ordered his servants to free the man and throw the mayor in jail instead. Turning to Taliana, he said, "Do you not recognize me? It was I who gave you bread, and you in turn gave me a flower. I gave you a gift for a day but you have given me beauty and kindness for a lifetime. I desire a family that will produce children with such inner courage and beauty as yours. May I ask your father and mother for your hand in marriage? Will you be my queen?"

The End



Taliana

ARTICLE 16

You have the right to marry
and start a family.

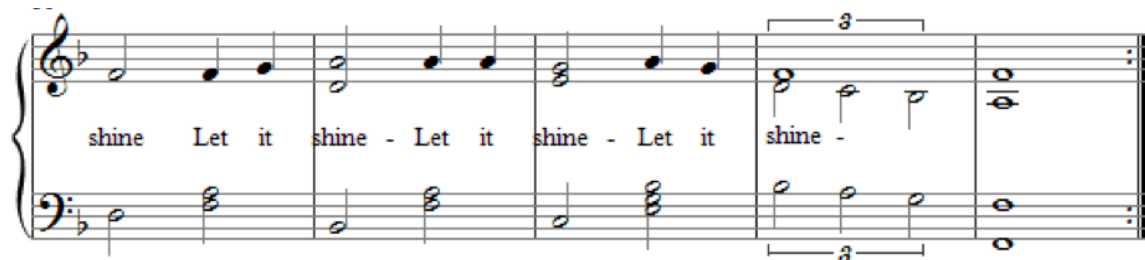
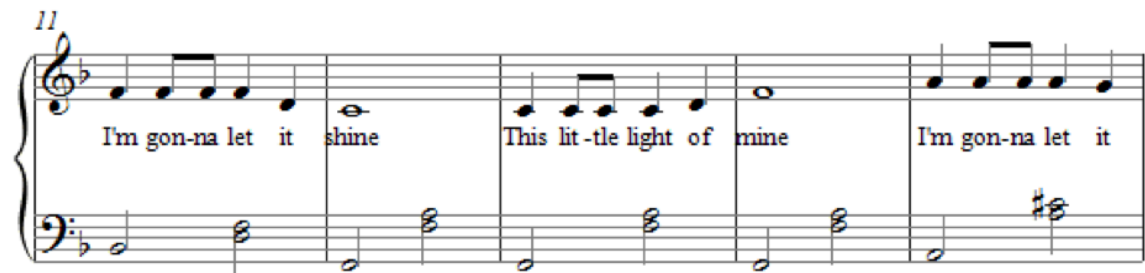
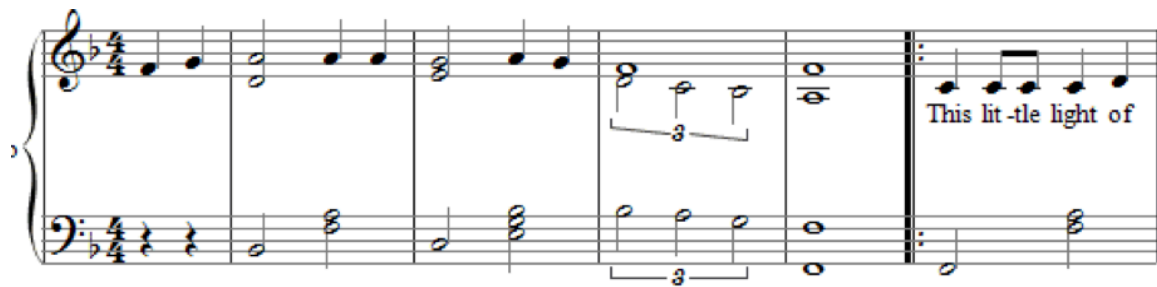
Nobody should force you to marry.

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



The UNIVERSAL DECLARATION OF HUMAN RIGHTS

This Little Light of Mine



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 song: https://www.youtube.com/watch?v=W_4vgwnbAfE

I Can Choose!

FREEDOM OF RELIGION OR BELIEF

AGE: 11 – 16 years

LEARNING POINTS

1. Freedom of thought, conscience or religion is a protected human right.
2. Respect should be shown toward the beliefs of other people by the things we say and the way we act.
3. Religious diversity is part of human societies all over the world.

MATERIALS

- Talking Stick
- Class Rules
- Class Roll
- Copies of the UDHR and CRC for each student (child friendly versions)
- Pencil for each student
- Chalkboard or flipchart
- Chalk
- Song, This Little Light of Mine (music from Lesson 5, if needed)
- Story, Religious Diversity for All
- UDHR Article 18
- CRC Article 14
- Set of Religion Cards
- World map (end of the lesson)
- Geography and Religion Table
- Mini posters, including Religion
- Questionnaire (end of lesson)



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 our own thoughts or beliefs or religion, and to teach or practice or worship as we wish, or to change our religion or belief if we want to do that.

THE CONVENTION ON THE Rights of the Child

Article 14

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

WELCOME & WARM-UP

(5 minutes)

- *Before class*, display the mini posters where everyone can see them.
- Greet each student warmly by name as they enter and sit down.

Activity: Song, This Little Light of Mine Sing with enthusiasm and delight.

Music found at the back of Lesson 5.

(To listen to the music, go to - https://www.youtube.com/watch?v=W_4vgwnbAfE)

REVIEW

(5 minutes)

Ask: Who remembers what the basic unit of society is? (The family)

- What do we mean by “evolving capacities”? (Learning as you grow, greater ability to accept responsibilities and take care of yourself and make good decisions as you grow)
- Who would like to share with us what they did this past week to help their family? (Have the students respond.)
- Would someone like to share their family’s reaction to the story about Balkissa, the girl who said no to marriage?

INTRODUCTION

(5 minutes)

Say: Let’s read the mini posters on the wall that we’ve learned about so far.

The Right to Life, Freedom and Safety (UDHR #1)

The Right to Protection from Discrimination (UDHR #2)

The Right to Marriage and a Family (UDHR #16)

Show the mini poster for Freedom of Religion.

Explain: We are adding another right today about religion and belief.

Activity: Story, “Religious Diversity for All” (10 minutes)

Say: I have another story that I think you’ll enjoy and that will give us something to think about and to discuss.

Read or tell the story “Religious Diversity for All” at the back of the lesson.

After reading the story, say: When I was reading that story, I expected some kind of different ending. How about you – did the end of the story surprise anyone?

Have a student hand out pencils and copies of the UDHR and CRC.

Explain: Freedom of thought, conscience and religion is a protected human right.

Religious freedom for all human beings is protected by Article 18 of the UDHR, no matter what you believe.

Ask: Just because the woman on the airplane didn't like the man's religion, do you think she had the right to make him move? (No.)

Say: As we read this article of the Universal Declaration, I want you to think about how you would have handled this case. Listen for three phrases that explain what this is about.

Write the word, RELIGION, on the chalkboard or a big piece of paper.

Ask a student to read Article 18 (found at the back of the lesson). Use whichever version is most appropriate for your students. **Stop after each phrase** is read and have students **underline them**, as indicated below.

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

(1) *We all have the right to **have** our own thoughts or beliefs or religion;*

(2) *or to **change** our religion or belief if we want to do that,*

(3) *and to **teach** or practice or worship as we wish.*

Student reads: Everyone has the right to freedom of thought, conscience and religion;

Ask: What does that mean? (If no one answers, explain that it's the freedom to think and believe whatever you want.) Everybody please underline that phrase.

Write the number 1, and the word "Have" on the chalkboard.

Student reads: This right includes freedom to change his or her religion or belief

Ask: What is this telling us? (You can change your mind and believe something else or join another group.) Please underline the phrase.

Write number 2 on the board, and the word "Change."

Student reads: 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.

RELIGION

1. Have
2. Change
3. Show or Teach

Ask: What is this phrase saying? (You are free to worship by yourself or with other people, and to practice and teach about your belief or religion.) Please underline the phrase.

Write number 3 on the chalkboard, and the words "Show or Teach."

Explain: Freedom of religion includes three things – the right to HAVE a religion or belief, the right to CHANGE your religion, and the right to SHOW OR TALK about your religion.

DEVELOP & DISCUSS

(10 minutes)

Say: So that's the right that ADULTS have for religion. Now let's see what the *Convention on the Rights of the Child* says about religion.

Have one of the students read Article 14 of the CRC.

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

Ask: Who had a right to her or his own religion or belief on the airplane – the unpleasant woman or the black man sitting next to her? (They both did.)

- Does that mean that one of them had the right to tell the other one what to do?

Explain: People can be rude and obnoxious, and this woman was definitely rude and very obnoxious. But what does Article 14 say we CANNOT do? (We cannot stop other people from enjoying their rights.)

Say: In other words, we don't have the right to treat people poorly because of their beliefs.

Ask: Did you like the way the attendant handled the situation? How would you have handled this case? (Allow time for some responses.)

Explain: *The Convention on the Rights of the Child* is much longer than *The Universal Declaration of Human Rights* because young people need greater protection than adults.

- There's more about Freedom of Religion in the *Convention on the Rights of the Child* because adults have the responsibility for guiding their children, and they usually want to make sure that their children share their same religion or belief.

Activity: Different but Equal

Explain: We will discover differences and similarities between the people in our class as we go through this exercise. Do you think it will be okay to be different?

How to Play: Give each student a pencil and a copy of the questionnaire at the back of the lesson. Ask everyone to think about the questions and quickly write their answers.

FACILITATOR TIP: If you have youth in your class who cannot read or write, have one of the other students help read the question and write the answer.

Say: When I tell you to start, each of you will circulate and try to find another person who has

the same answers as you do to the questions. When you find someone with the same answers, you will form a team and continue looking for others with the same 5 answers (in 5 minutes).

- If you cannot find anyone with the same 5 answers, try to find someone with 4 similar answers to join your team. If you still cannot find anyone, look for someone with 3 similar answers and then 2.

FACILITATOR TIP: Before you start, explain that this is a fact-finding game where we look for people with the same answers. It's possible that someone might not share the same answers with anyone else, and that is okay. That is a fact and it's part of the game.

Say: You have 10 minutes to find the facts, to find out who else has answers like yours.

- 1 – 2 – 3 – GO!

Help any of the youth who may need assistance or encouragement.

When the time is finished, ask: Did we all answer the same way?

- Did anyone find someone with five same answers? With four? With three? With two?
- Was there anyone who was unique and had no answers in common with anyone else?

Explain: You have discovered new things about your friends that you didn't know before. We all have different feelings. We may have different thoughts or like different things.

- Even though we are all different, how can we work and play together?
- How can we make sure that we treat one another fairly and equally? (Accept all answers.)

(Source: *Play It Fair Toolkit*, Activity 18. Equitas – International Centre for Human Rights, 2008.)

Explain: Respect should be shown toward the beliefs of other people by the things we say and the way we act.

Activity: What Do You Think? (15 minutes)
Use the Religion Cards at the end of the lesson.

How to Play: Hold up a card with the name of a religious group written on it.

Explain: I don't want you to say anything out loud. I will read the word and I want you to think about the first thing that comes to your mind. If you don't know what the word means, don't worry about it.

Show all six cards. Remind the participants not to say anything out loud.

Ask: Did you have any negative thoughts about any religion that was not yours?

- What were your thoughts? Should we “discriminate” against people of different religions?
- What about people who don’t want to have any religion at all?

Accept all answers without agreeing or disagreeing.

Explain: Maybe your religion or belief wasn’t even on this list because there are many smaller or minority religions all over the world. They all need to be protected, too.

Ask: Why do you think there are so many religions all over the world? (Accept all answers.)

Display the world map (at the end of the lesson).

Explain: This map shows religions in different parts of the world. It shows 5 major civilizations or different groups of people: Western, Eastern, Middle Eastern, Asian, and African.

Ask a student to come up and help you as you identify the general areas for each civilization.

Have her hold up the Geography and Religion Table, while another student reads the first major religion (such as Christian or Catholic and Protestant) and points out the general world area. Continue until all the areas and religions have been pointed out.

Ask: The map shows the main religions of the world. Judging from this map, do geographical location and religion seem to be related?

Explain: A person’s religion is often the result of one’s family and one’s place of birth.

Have a student point to the particular area on the map while you explain:

A person born in Saudi Arabia or Pakistan is likely to be Muslim.

A person born in Burma or Tibet is likely to be Buddhist.

A person born in most parts of India is likely to be Hindu.

A person born in Europe or the United States is likely to be Christian.

A person born in North Korea is likely to be an atheist (someone who does not believe in God).

Explain: This doesn’t mean that there aren’t Muslims or Christians or Atheists in other parts of the world. There are Hindus in Europe and Buddhists in America and Atheists in India. It just means that some parts of the world have more members of a particular religion than others.

Ask: Can a person change religions when he or she grows up even though it might be difficult because of family feelings or society or cultural traditions? Can that be done?

- Do you think society **should** allow for a change of belief?

Explain: Three-quarters of the world's human population live under governments with strong limits and serious hostilities toward religion. In some countries, if you try to change your religion, or if you say you have no religion, you can be thrown into jail. Unfortunately, this number is growing.

CONCLUSION

(5 minutes)

Point out the mini poster, The Right to Freedom of Religion or Belief. Have the students read it out loud together.

Ask: Does it matter what we say or how we say it when we are talking about religious beliefs?

- What did we learn from the story of the woman on the airplane? (It teaches us that we need to accept and respect people around us no matter what religion or group or caste they belong to. We are all equals.)
- What are some of the values we all share in common no matter what our religion or beliefs?

List the answers on the chalkboard, such as treating other people kindly, loving our family and friends, honesty, community service, not killing or robbing.

FACILITATOR TIP: Provide a culturally sensitive classroom by maintaining your neutrality. Demonstrate that religious tolerance can be successfully taught in a group setting. Stay within the human rights framework and boundaries of your country.

CHALLENGE

Say: This week, find someone with a different belief or religion than yours. Ask her or him to explain it to you. Listen carefully and respectfully. Tell them thank you for sharing.

- I'm looking forward to seeing you next time. Have a wonderful week!

REMINDER: Don't forget to collect the copies of the UDHR and the CRC. Keep them in a safe place along with the mini posters on human rights.

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

QUESTIONNAIRE

I WAS BORN IN (Name the country) _____

I AM AFRAID OF _____

MY FAVORITE MUSIC IS _____

MY FAVORITE GAME IS _____

MY FAVORITE COLOR IS _____

QUESTIONNAIRE

I WAS BORN IN (Name the country) _____

I AM AFRAID OF _____

MY FAVORITE MUSIC IS _____

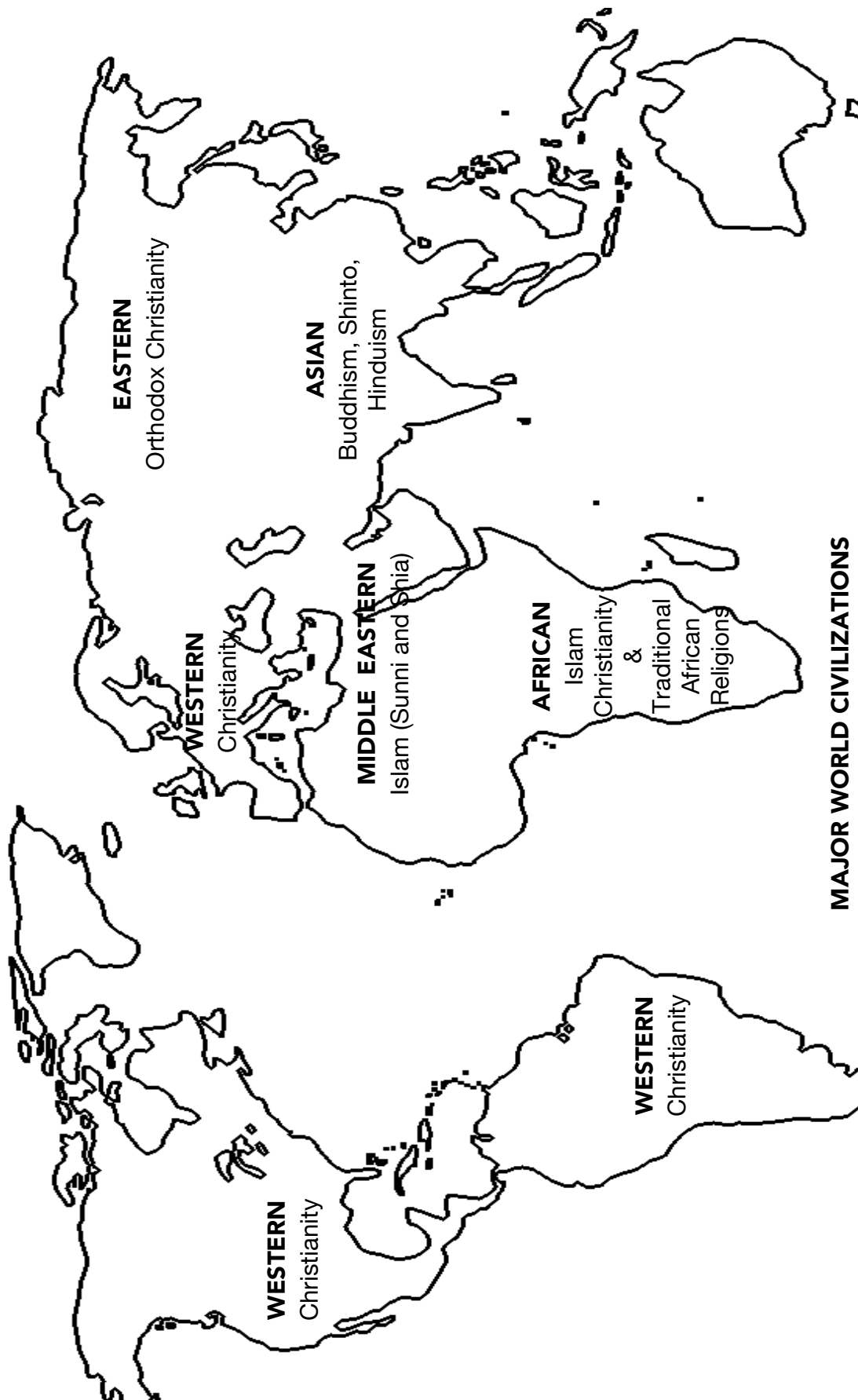
MY FAVORITE GAME IS _____

MY FAVORITE COLOR IS _____

RELIGION CARDS

PROTESTANT	JEWISH
BUDDHIST	HINDU
CATHOLIC	MUSLIM

Cut along the solid lines.



MAJOR WORLD CIVILIZATIONS

AFRICAN, ASIAN, EASTERN,
MIDDLE EASTERN, WESTERN

GEOGRAPHY AND RELIGION TABLE

CIVILIZATIONS	NATIONS	MAJOR RELIGIONS
Western	Europe and North and South America	Christian (Catholic and Protestant)
Eastern	Russia, Ukraine, Ethiopia, Portugal	Orthodox Christian
Asian	China, Japan, Korea, Indonesia	Buddhism, Confucianism, Shinto
Middle Eastern	Saudi Arabia, Yemen, Iran, Morocco, Iraq	Islam Sunni and Shia
African	Most African countries and South Africa	Islam, Traditional African Religions, Christianity

Religious Diversity for All

On a British Airways flight from Johannesburg, a middle-aged, well-off white South African lady found herself sitting next to a Muslim black man. She called the cabin crew attendant over to complain about her seating.

“What seems to be the problem, Madam?” asked the attendant.

“Can’t you see?” she said ” You’ve sat me next to a Muslim *kaffir*. I can’t possibly sit next to this disgusting human being. Find me another seat!”

“Please calm down, madam.” the stewardess replied. “The flight is very full today, but I’ll tell you what I’ll do: I’ll go and check to see if we have any seats available in first class.” The lady cocked a snooty look at the outraged man beside her (not to mention many of the surrounding passengers).

A few minutes later the flight attendant returned with the good news which she delivered to the woman, who could not help but look at the people around her with a smug and self-satisfied grin. “Madam, unfortunately, as I suspected, economy is full. However, we do have one seat in first class.”

Before the lady had a chance to answer, the attendant continued. “It is most extraordinary to make this kind of upgrade, however, and I have had to get special permission from the captain. But given the *circumstances*, the captain felt that it was outrageous that someone be forced to sit next to such an obnoxious person.”

With that, she turned to the black man sitting next to the woman, and said: “So if you’d like to get your things, sir, I have your seat ready for you.”

Apparently many of the surrounding passengers stood and gave a standing ovation while the Muslim man walked up to the front of the plane and took his first class seat.

(Adapted from <http://www.pravsworld.com/respect-diversity/>)

* *Kaffir* is a derogatory word used in the past by South Africans to describe black people or foreigners.



THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

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

1. We all have the right to **have**
our own thoughts or beliefs or religion;
2. We can **change** our religion or belief if we want to;
3. We can **teach** or **practice** or **worship** as we wish.

THE CONVENTION ON THE RIGHTS OF THE CHILD

ARTICLE 14

You have the right to think and believe
what you want, and to practice your religion,
as long as you are not stopping other people
from enjoying their rights.

Parents should guide their children
on these matters.

Free to Learn, Safe to Speak

FREEDOM OF EXPRESSION



AGE: 11 - 16 years

LEARNING POINTS

1. You have the right to have and express your own opinions.
2. You should not be stopped from sharing information with others, including people from other countries.
3. You have the right to find out things and share what you think with others.

MATERIALS

- Talking Stick
- Class Roll & Class Rules
- Song, This Little Light of Mine (see Lesson 5 for music if needed)
- Story, Malala Yousafzai
- Student copies of the UDHR and CRC
- CRC Article 13, child-friendly version
- Flip-chart or large piece of paper
- Markers and pencils
- Paper
- Timer or watch
- Famous people quotes
- Illustrations for political posters
- Mini posters from previous lessons, including Freedom of Expression

THE UNIVERSAL DECLARATION OF Human Rights

FREEDOM OF EXPRESSION

Article 19

Everyone has the right to freedom of opinion and expression; [and] to hold opinions without interference and to seek, receive and impart information.

THE CONVENTION ON THE Rights of the Child

Article 13

The child shall have the right to freedom of expression, . . . freedom to seek and impart . . . information of all kinds.

The exercise of this right may be subject to **certain restrictions:**

- (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.

SIMPLIFIED

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.

WELCOME & WARM-UP

(5 minutes)

- *Before class*, place the mini posters where everyone can see them.
- Greet the participant warmly by name as they enter and sit.

Activity: Song, This Little Light of Mine

Sing with enthusiasm and delight. (See Lesson 5 for music if needed. To listen to the music, https://www.youtube.com/watch?v=W_4vgwnbAfE.)

REVIEW

(5 minutes)

Activity: Mini Poster Round-up

Ask: Did anyone find another person you could talk to with a different religion or belief? Would you like to share what you learned?

Say: I need some volunteers to read our posters as we review them.

Give each volunteer a poster to hold. One at a time, have a volunteer step forward and read his or her poster.

Ask: What do you remember about this right? What do we need to do to make sure everyone has this right?

Then have the next volunteer step forward and read the next right, and ask another question about the right he or she is holding, and so on.

For example:

- The Right to Freedom and Dignity.
What is dignity? How should we treat other people?
(Dignity means being worthy of respect and consideration or having worth or being valuable.)
- The Right to Protection from Discrimination.
What is discrimination? (Discrimination is not treating each other with equal value or with dignity or the same rights.)
What can we do to protect other people from discrimination?
- The Right to Marriage and Family.
What is the basic unit of society? (The family)
Who should protect the family? (The government and society should protect the family.)
What are the family rights that should be protected?
 1. The right to marry when you are of full age – usually 18 or older.
 2. No one should force you to marry someone you don't want to marry.
 3. Both spouses have equal rights.

INTRODUCTION

(10 minutes)

Have one of the youth hand out the simplified versions of the UDHR and CRC.

Say: Let's look at another human right today, one that talks about freedom of speech or expression.

Activity: Story, Malala

Read and show the image (at the back of the lesson) or ask a student to read it.

When you finish the story, say: Please turn to Article 19 in your copies of the *Universal Declaration of Human Rights*.

Ask: Will someone please read Article 19 for us?

Everyone has the right to freedom of opinion and expression; [and] to hold opinions without interference and to seek, receive and impart information.

Ask: How does the story about Malala relate to Article 19? Let's read Article 19 again.

Everyone has the right to freedom of opinion and expression; [and] to hold opinions without interference and to seek, receive and impart information.

Ask: What does the word "impart" mean? (To share)

Explain: You have a right to hold and express your own opinions, and to look for information and ideas and share those things with other people.

Activity: Quoting Famous People

(10 minutes)

Divide the class into four groups.

Say: Let's look at some ideas from a few other famous people.

- Give each group one of the quotes found at the back of the lesson on Freedom of Expression by famous people.
- Explain who each person is.
- Give each group **5 minutes** to come up with an explanation of what the quote means, and then say if they believe it is true.
- Set the timer for **5 minutes**. When the timer goes off, have everyone come back together. Have each group read their quote and explain it.
- If you don't have a timer, use a watch and ring a bell or clap your hands at the end of five minutes.
- Have the group say whether they think it is true or false, and give the reason. Continue until all the groups have talked about their quote.
- Place the quotes where everyone can see them.

Say: Remember you have the right to find out things and share what you think with others.

Hold up a copy of Article 13 from the CRC with the bottom half covered so that only the first part of it is visible. (Found at the back of the lesson.)

Have a student read the first part:

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

Explain: That sounds like the *Universal Declaration of Human Rights* that we read earlier. The people who wrote the *Convention on the Rights of the Child* added something more about when we should NOT say anything.

Remove the cover from the bottom part of Article 13, and have the students read it out loud together:

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

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

Ask: What kinds of things do you think we should not say, even when we think them?

- Are there ever times when we shouldn't say what we're thinking? What kinds of things? (Allow all answers.)
- Have you ever heard someone say something that wasn't true about someone else?

Explain: We shouldn't always say what we're thinking. For example, if you don't like someone's food or their clothes or the way they look, it's not necessary to say anything that might hurt their feelings. Yelling "Fire" in an airport or other crowded public places just for fun could cause a riot.

DEVELOP & DISCUSS

(10 minutes)

Activity: Village Whispers

Purpose: To show that information passed through word of mouth gets confused very quickly and may not necessarily be correct.

How to Play: Ask the participants to make two equal lines. The two teams stand alongside each other but at some distance apart so they can't hear each other when whispering.

- The students face forward so that they are looking at the back of the person in front of them.
- Whisper a sentence into the ear of the person at the front of each line. Be careful not to let anyone else hear. It can be the same sentence or a different one for each team.

- After the count of “One, two, three, ACTION!”, the students at the head of each line whisper the sentence they heard to the person behind them. The message travels in this way down to the end of the line.
- Students have only **one** opportunity to whisper the sentence into the ear of the person next in line. If that person cannot hear or understand it, they must pass on what they think they heard.
- Once the message has reached the end of each line, the leader asks the person at the end to say the sentence they heard.
- The two students at the beginning of each line tell the original sentence and compare it with the final message at the end of the line. The team with the most accurate final message wins.

FACILITATOR TIP: Begin with the first sentence you whisper that is short but not too familiar. As confidence grows, the sentences can be longer and more challenging. Examples: Dogs dig big holes to hide their bones. My mother goes shopping every Wednesday.

Explain: Information passed through word of mouth gets confused very quickly. Small misunderstandings can end up making a huge difference.

Ask: Can messages in real life end up being completely different than what was intended?

- Why do we have a responsibility to be careful about what and how we say things?

(Adapted from *Youth Refugee Curriculum, Canadian Orientation Abroad*, International Organization for Migration, 2013, “Village Whispers,” p. 127)

Activity: Political Cartoons

Explain: Some people draw cartoons or make posters as a way of expressing their opinions.

As an example, show the cartoon and posters from the end of the lesson.

Have someone read them.

Ask: What is the cartoonist or artist trying to say?

- Let’s make our own cartoon.

Activity: Make a Poster

(10 minutes)

Divide the children into three different groups.

- Provide each group with markers or pencils and papers, and have them collaborate to create a cartoon or poster of their own.

Explain: It can be about any situation that is a challenge or worry to them: strict parents, clean water, food, fair treatment from leaders, bedtime or curfews, not enough free time.

- The poster should not be harmful or offensive to the rights of other people.
- Encourage the students to make them simple, not too complicated – allow about 10 minutes.
- DISPLAY THE POSTERS and have each group choose a spokesperson to explain their work.

CONCLUSION

(10 minutes)

Point out “The Right to Freedom of Expression” mini poster on the wall with the others.

Explain: Freedom of Expression is great but it is also complicated. Like all of our human rights, it also includes a responsibility.

Ask: What does this right include? (The right to our own opinions and the right to express them, and to look for new ideas and the right to share them.)

- And what is our **responsibility**?

Guide the participants to understand that we have a responsibility to make sure we don't say things that will:

- Hurt other people
- Or put them in danger
- Or that are not true

Explain: We **also** have the responsibility to make sure the things we hear are **true and accurate** before we repeat them to other people.

CHALLENGE

Say: This week, speak kindly to those around you, including your family and friends. Continue to look for people to share your ideas with, and listen to their ideas.

- Tell your friends and family about Malala, the courageous young girl who stood up for girls' education.
- Play *Village Whispers* with your friends, the whisper game that we learned today.

FACILITATOR TIP: Collect the copies of the UDHR and the CRC.
Save the posters or cartoons made by the students to display at a later lesson.

FACILITATOR NOTES AND REFLECTIONS

Lesson and Date _____

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

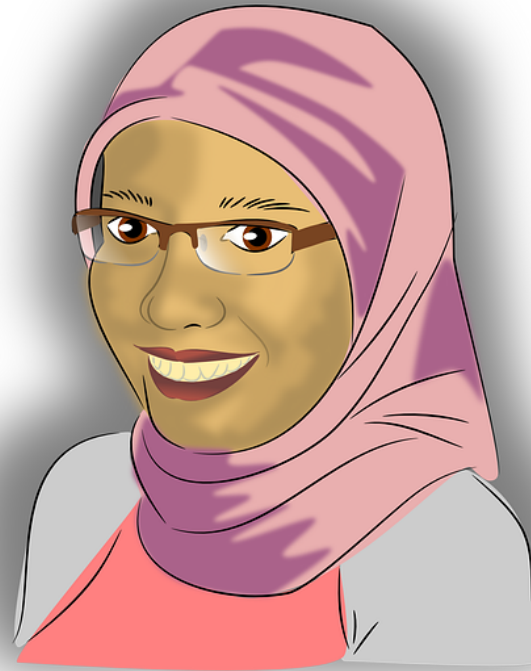
What would or should I do differently next time?

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

MALALA YOUSAFZAI

Malala was born in Pakistan in 1997. Pakistan is a beautiful country and she loved her country, but more than half the girls there didn't go to school even though most of the boys did. This bothered her a lot.

Malala's father was the headmaster of a big school where she was a student and a big defender of education for girls. When the Taliban army came to her town, they said girls couldn't go to school, but Malala and her friends refused to obey them. So the Taliban issued a death threat against her but that still didn't stop her from going to school and telling other people about it. Nobody thought the Taliban would actually kill a young person. She even gave a talk called, "How dare the Taliban take away my basic right to education?"



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?" Her friends looked in her direction, accidentally giving her away. The gunman immediately fired at her, hitting Malala in the head. Two of her friends were also injured in the attack, before the gunman ran away.

Malala almost died. People around the world were outraged to think that someone would try to kill a girl just because she wanted to go to school. Over two million people signed a petition for the right to education, and the National Assembly of Pakistan swiftly approved the first Right to Free and Compulsory Education bill in that country's history. That was really amazing.

Malala survived after many surgeries, and today she continues to speak out in favor of education, especially for girls. In 2014, two years after the attack, when she was only 17 years old, Malala received the Nobel Peace Prize, which is given to someone who has done the best work in the whole world to promote peace. Malala was the youngest person ever to be given that award. The U.N. Secretary-General Ban Ki-moon described her as "a brave and gentle advocate of peace who through the simple act of going to school became a global teacher."

On the day that Malala turned 18, she was at the opening of a school for girls in Lebanon. She said, "Today on my first day as an adult, on behalf of the world's children, I demand of leaders that we must invest in books instead of bullets."

MATERIALS

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.

Article 13

THE CONVENTION ON
THE RIGHTS OF THE CHILD

CENSORSHIP

GOVERNMENT SAYS:
If you're not doing
anything bad, you
have no reason to fear
Government.

I SAY:
Mr. Government,
If you're not doing
anything bad,
you have no reason
to fear FREE SPEECH.



It goes both ways . . .

**FREE
SPEECH**

**DOESN'T
MEAN**



Careless

TALK!



**The pen is mightier
than the sword**

I want freedom
for the full **EXPRESSION**



of my personality.

Mahatma Gandhi

Leader of the Indian independence movement

If we do not believe in
FREEDOM OF SPEECH
for those we despise,



we do not
believe in it at all.

Noam Chomsky
American writer

**I DO NOT
APPROVE
OF WHAT
YOU SAY,
BUT I'LL
DEFEND
TO THE
DEATH
YOUR
RIGHT
TO SAY IT.**

Voltaire

French philosopher and writer

I RAISE UP MY VOICE –
not so I can shout but so that
those without
a VOICE
MAY BE
HEARD.



We cannot
succeed when
HALF OF US are held back.

Malala Yousafzai

Pakistani activist for female education

Photo by Chinh Le Duc, Myanmar

My Right To Be Me

RECOGNITION AS A PERSON BEFORE THE LAW

AGE: 11 - 16

LEARNING POINTS

1. Each person has a right to have his or her 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
- Chalkboard or large paper
- Song, This Little Light (See Lesson 5)
- 2 photos of children
- Word strips for photo activity
- Birth Certificate
- Sample Birth REGISTRATION, copy for each student
- Pencils for the students
- Paper for the students
- Word strips for UDHR Article 6
- Mini posters, including Article 6, Recognition as a Person
- Image, Horton the elephant
- Quote, "A Person's a Person, No Matter How Small."

THE UNIVERSAL DECLARATION OF Human Rights

RECOGNITION AS A PERSON BEFORE THE LAW

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

RIGHT TO A NAME & REGISTRATION

Article 7
You have the right to have your birth legally registered.

RIGHT TO A NATIONALITY & FAMILY

Article 8
Government should respect your right to a name, a nationality and family ties.

WELCOME & WARM-UP

(5 minutes)

- Display the mini posters from previous lessons where everyone can see them.
- Greet the participants warmly.

Activity: Song, This Little Light of Mine Sing with great enthusiasm.(Music at the back of Lesson 5, or go to https://www.youtube.com/watch?v=W_4vgwnbAfE.)**REVIEW**

(10 minutes)

Say: I hope you've all been busy doing good things and especially letting your light shine!

Ask: Does anyone want to share how you let your light shine last week? (Allow answers.)

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

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

- What do you remember about the story of Malala? (Review if necessary.)
- How did the people who didn't want her to express her feelings try to stop her?
- Why were they not successful?
- Who can tell us what "evolving capacities" means? (Your ability to take care of yourself grows as you mature and have more experience in making good decisions.)

INTRODUCTION

(10 Minutes)

Before the lesson, select a photo of one of the children from the materials at the end of the lesson. ("Who Is This?")

Ask: Have you ever wondered what it would be like if you didn't have a name or an identity?

Show the photo to the class and point to a child in the picture, but do *not* say when or where the picture was taken.

Ask: What can you tell me about this child?

- Who is he/she? Where do you think the child lives?
- What is the child doing?
- In what ways may the child be like you?
- In what ways may this child be different than you?

Allow the youth to discuss the photo.

Activity: Find the missing person

Ask: What kind of information would you need if you were asked to find this child so that we could talk or write to him or her?

Allow class members to come up with their own ideas. List them on the chalkboard or the flipchart, using just one or two words for each suggestion, such as NAME, COUNTRY, etc. (If you don't have a chalkboard, use the word strips at the end of the lesson.)

If they need help, guide them to include the following:

- The child's NAME
- WHERE he or she lives. Help students be specific about where they live.
Ask: Would knowing the country they live in give us enough information to find them?

What else do we need besides just the country? (The city or town or village)
- WHEN the picture was taken.
Ask: What if this was taken many years ago – would the child still look the same now as when the picture was taken?

If we knew when the child was born, we could know how old he or she is now.
- WHAT gender the child is.
Ask: Do you think that would help you find the child – would it be important to tell someone that we are looking for a boy or girl?
- WHO the parents are.
Ask: Would it help to know who the parents are and their names?

Explain (while posting the word strips or adding to what is already on the chalkboard):

NAME (Post the word strip) From what we've just talked about, in order to find someone or to identify them as a person different from everyone else in the world, we need to know their *name*.

DATE OF BIRTH (Post word strip.) How old they are or their *birthdate*.

WHERE THEY LIVE (Post word strip.) The place where they live – the village or town or city and country.

WHAT GENDER (Post the word strip.) Male or female.

FATHER/ MOTHER (Post the word strip.) Maybe the parents' names.

Share the information associated with the photograph: Where the photo was taken and when it was taken.

DEVELOP & DISCUSS

(20 Minutes)

Ask: If someone were trying to find YOU, what kind of information would they need? (The same kind of information that we just talked about.)

- What distinguishes you as a person different from all other people in the world? (Your name, your birthdate, the place where you were born, your sex and the names of your father or mother.)

Say: No one else in the world can give all this information in the same way as you can. You are quite unique, one of a kind!

Ask: Where could someone find this information? (Take all answers.)

Explain: Let me tell you what happens. In most countries, when a baby is born, this information is written down and kept in a government office – the baby's name and parents and all the things we've just talked about.

Point to the word strips.

Say: When you were born, your parents or the doctor or the nurse probably filled out a REGISTRATION FORM, and the registration form was taken to a government office.

Show a sample Birth REGISTRATION form.

Explain: The person in the government office then gives the parents a BIRTH CERTIFICATE for the baby.

Show a sample Birth CERTIFICATE form.

Explain: Most countries require that every birth be registered. It is very likely that *your* birth was registered.

- These are two important pieces of paper. One is given to your parents and the other is kept in a government office.

Ask: What is the difference? (One has more information than the other. One stays with the parents, the other one stays in a government office.)

Activity: A Sample BIRTH REGISTRATION Form

Ask two students to hand out pencils and copies of a *Sample Birth REGISTRATION Form* to each student.

Explain: This is a sample birth REGISTRATION form.

- I want you to fill out the form with information about yourself as a child, and information about your parents as far as you know it.
- When you're finished, hold up your form so I can collect it. I'll give it back to you today before you go home. (Have a student collect the forms and bring them to you.)

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 youth to help each other, have some of them come to you for help in writing the information.

Explain: No matter exactly what it looks like, the registration form is filed or saved in a government office in the place where you lived when you were born. When your birth is registered at least three things happen:

1. Your name is written down and recorded in a government office.
2. You are recognized as a person born in your country.
 - This means you have a *nationality*. (Write the word *nationality* on the chalkboard.)
 - A person's **nationality** is the country where they are a citizen. It is usually in the country where they were **born**.
3. You are recognized everywhere as a person with rights before the law.

Activity: Memorizing Article 6

Show the mini poster for Article 6 of the UDHR.

Ask: Who would like to read for us what Article 6 says about our newest right?

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

Explain: “Recognized” means you should be accepted everywhere as a person.

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

- 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 breaks below to show phrases to be erased.

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

- Read the article together two or three times.
Erase one of the words or remove one of the word strips
- Read the article together again, filling in the missing word or words.
Call on a few students to read the sentence alone, supplying the missing word.
- Remove another word strip or erase another 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 – you guys are brilliant!

FACILITATOR TIP: If using words strips, you can end the activity by putting them back in order.

Say: Now let's put Article 6 all back together again!

Hand each word strip to a different student, out of order. (If you have enough students, ask someone who hasn't been up in front yet.)

Explain: Arrange yourselves in the right order so everyone can see the article.

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

Activity: Writing Article 6, UDHR

Ask two students to hand out pencils and paper to everyone.

Explain: To help us remember this article, we are each going to write the main words. I'll tell you the words and you write them.

- If you need a word spelled, raise your hand and I'll help you.

You – right – accepted – everywhere – person - law

Read the words slowly, giving students enough time to write each word before reading a new one. When finished, read the entire sentence, filling in the missing words.

Say: Well done! This will help us remember Article 6.

CONCLUSION

(10 minutes)

Ask: Does anyone know what the story called "Horton Hears a Who" is about?

Show the picture of Horton and a Who at the back of the lesson.

Say: It's a story about a kind-hearted elephant named Horton, who lives in the jungle. One day he hears a tiny voice calling out to him from a tiny speck of dust. It turns out that a whole village of little people called Whos live on that speck of dust. None of the other animals can hear the voice, so they make fun of Horton and try to destroy the speck of dust. But Horton protects the little people until they finally manage to make a big enough noise with the help of the littlest Who in Who-ville. And that's when all the other animals in the jungle can hear them.

Show the quote and say: This is what Horton says to the little people:

Don't give up.
I believe in you all.
A person's a person,
No matter how small.

Ask: Why is it important to understand that we all have the right to be recognized as a person whether we are big or small? (Let the students share their ideas.)

Ask some or all of the following questions, calling individual students by name:

- Andrea, what information is contained in a real birth registration form? (Your name, your birthdate, the place where you were born, your sex and the names of your father or mother, etc.)
- Nelson, where would you have to go to find a copy of someone's birth registration form? (A government office.)
- Marissa, why might it be important to have your name and birth information written down and saved in a government office? (It tells who you are.)
- Beth, where do you get a birth certificate? (The person in the government office gives your parents a birth certificate after they fill out a birth registration form.)
- Amir, why might it be useful to have a birth certificate? When might you need to use a birth certificate? (When you begin going to school for the first time or want to vote when you get older or when you want to get a driver's license.)

If they don't know the answer, other students can help.

Say: Until we meet next time, let's try to treat everyone, no matter how small, as an important person.

CHALLENGE

Explain: Let's do three things this week:

1. Share the information on the sample birth registration form with someone in your family.
2. Ask your parents if your birth has been registered.
3. Complete any information you did not know, by asking someone in your family who might have the information.

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

FACILITATOR TIP: Return the Birth Registration forms to the students to take home. If you have a big class, divide the papers in half and ask two youth to stand at the exit and call out student names so they can give the forms back to the right people.

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.)

PHOTO: Who Is This?



Jakarta, Indonesia
1998

PHOTO: Who Is This?



Phnom Penh, Cambodia
2001

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: _____

Sample Birth REGISTRATION Form

Child	1. Child's Name (First, Middle, Last)	2. Time of birth	3. Sex	4. Date of birth (Day/Month/Year)
	5. Where the child was born (Village, Town or City)		6. State, District or Province / Country	
Mother	7. Mother's current legal name (First, Middle, Last)		8. Date of Birth (Day/Month/Year)	
	9. Mother's Name prior to first marriage (First, Middle, Last)			
	10. Mother's Birthplace (Village, Town or City / State, District, or Province / Country)			
Father	11. Father's Name (First, Middle, Last)		12. Date of Birth (Day/Month/Year)	
	13. Father's Birthplace (Village, Town or City / State, District, or Province / Country)			

Sample Birth REGISTRATION Form

Child	1. Child's Name (First, Middle, Last)	2. Time of birth	3. Sex	4. Date of birth (Day/Month/Year)
	5. Where the child was born (Village, Town or City)		6. State, District or Province / Country	
Mother	7. Mother's current legal name (First, Middle, Last)		8. Date of Birth (Day/Month/Year)	
	9. Mother's Name prior to first marriage (First, Middle, Last)			
	10. Mother's Birthplace (Village, Town or City / State, District, or Province / Country)			
Father	11. Father's Name (First, Middle, Last)		12. Date of Birth (Month/Day/Year)	
	13. Father's Birthplace (Village, Town or City / State, District, or Province / Country)			

THE RIGHT TO

RECOGNITION AS A PERSON BEFORE THE LAW



UDHR 6

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

Article 6

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

You have

a right to

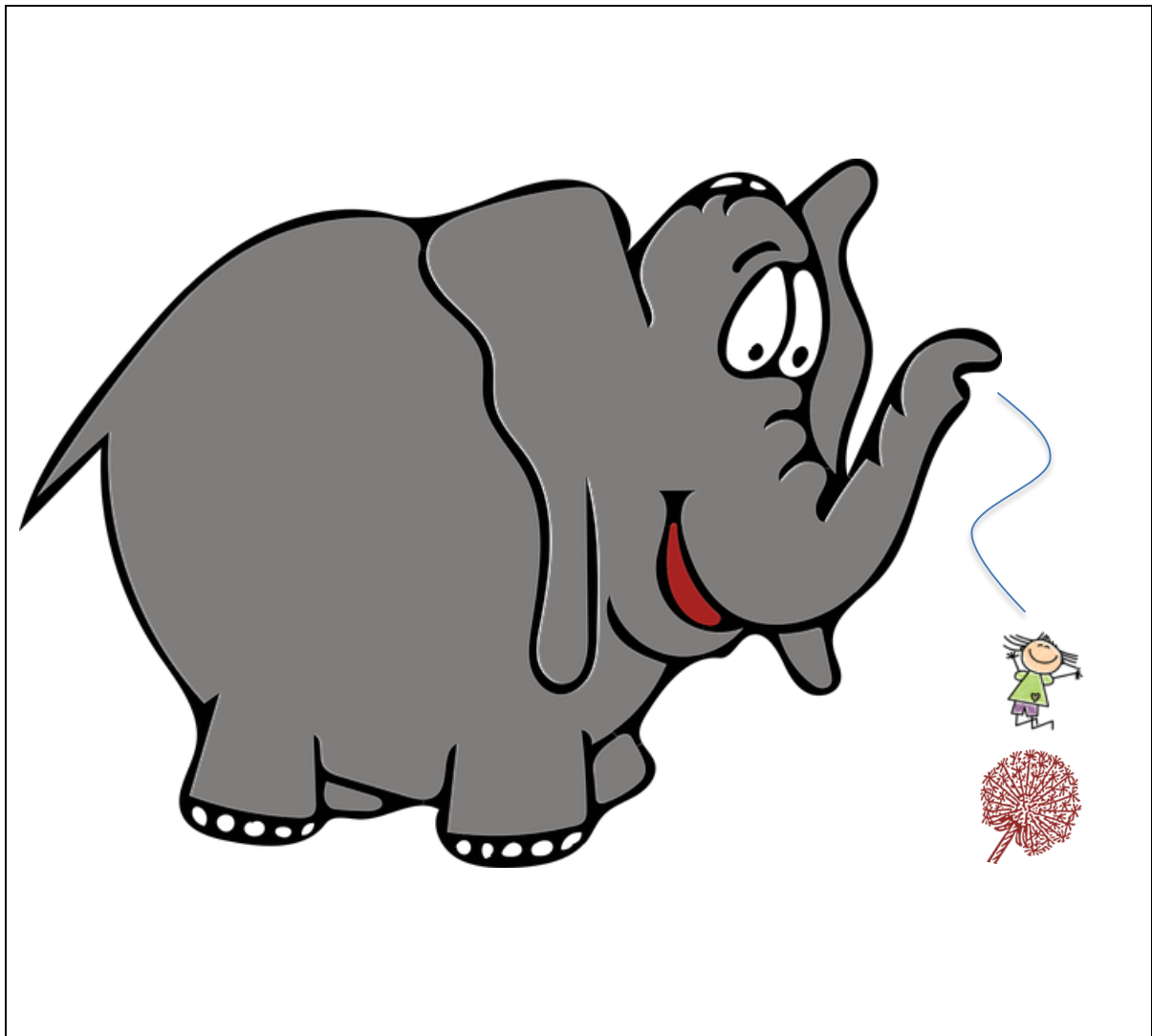
be accepted

everywhere

as a person

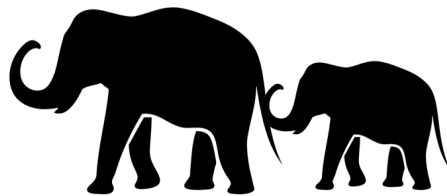
before

the law.



Horton Hears a Who!

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



Dr. Seuss

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

Child Labor Is Just Not Fair!

PROTECTION FROM CHILD LABOR

AGE: 11 - 16



LEARNING POINTS

1. You have a right NOT to work if the working hours interfere with your school and study times.
2. You have a right NOT to work if that work is dangerous or harmful to your health.
3. When you are of full age, you have a right to choose your work.

MATERIALS

- Class Role & Class Rules
- Talking Stick
- Chalkboard or large paper
- Chalk or markers
- Previous mini posters
- Song, This Little Light (see Lesson 5)
- Story: Rupinder
- Set of Child Labor Photos
- Mini poster: Child Labor
- CRC Article #32 and UDHR Article #23
- Word strips for “Meet the Photo”
- Photo, Young Boy in a Brickyard, copies for half the students
- “Meet the Photo” worksheet, copies for half the students
- Pencils, enough for half the students
- Quote, “Choose a Job You Love”

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.

Everyone who works has a right to just remuneration ensuring . . . an existence worthy of human dignity.

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.

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.

WELCOME & WARM-UP

(5 minutes)

- *Before you start*, display the posters from the previous lessons where the youth can see them.
- Greet each student enthusiastically. Invite them to find a place to sit down.

Activity: Song, This Little Light of Mine (Found at the back of Lesson 5 if needed.)

Sing with great enthusiasm. (Music at: https://www.youtube.com/watch?v=W_4vgwnbAfE.)

Activity: Line-up!

Say: Everybody stand up for a short game called “Line-up!”

- Let’s divide into teams and then I’ll tell you what to do.

Form teams of 5 or 6 if you have more than 10 or 12 participants.

Say: “Everyone, please line up now ... from shortest to tallest when I say GO!”

Facilitator: GO!

The players race to find the right order. The team that finishes first raises their fists.

Other possible statements:

- In order of first name in alphabetical order
- In order of age, oldest at the front
- 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! (Activity Village.co.uk)

REVIEW

(5 minutes)

Show the mini poster from the previous lesson: “Recognition As a Person Before the Law.”

Explain: The last time we met, we learned about the right we all have to be accepted everywhere as a person before the law.

Ask: Did anyone share the information on the sample birth registration form with someone in your family?

- Did you complete any information you did not know, by asking someone in your family who might have the information?
- Did you ask your parents if your birth has been registered?

Say: No two people can complete this information in exactly the same way. Your information is one of the things that makes you different from any other person in the world.

- Let’s say Article 6 together:

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

INTRODUCTION

(5 minutes)

Say: We've been learning about the rights we have to do different things. Today we're going to talk about a right **NOT** to do something known as "child labor."

- Raise your hand if you've ever heard of the phrase "child labor."
- We'll talk about what "child labor" means after I tell you a story and we look at some pictures.

Activity: Rupinder's Story (at the back of the lesson)

After reading the story, ask: Why is Rupinder having a hard time finding work?
(He can't read or write.)

- Why can't he read or write? (He had to drop out of school to go to work.)

Say: Rupinder isn't the only one this happened to. Millions of children and youth around the world work long hours every day. The work is often hard, especially for young people. The places they work are often dirty and sometimes they are unpleasant or even dangerous.

- We call that kind of work "Child Labor."

Activity: Set of Child Labor Photographs

Hold up the set of Child Labor photos (found at the end of the lesson).

Explain: Most of these pictures were taken by women and men photographers who work for the International Labor Organization to document child labor around the world so they can show people how bad it is for children.

Show the photos individually and read the descriptions as you show them.

Tape each photo on the chalkboard or the wall as you tell about it. Ask one of the young people to help you as you show and read the descriptions.

Ask: What are some of the kinds of work these children are doing? (Accept all answers.)

- If these children are working during the day, what are some of the things they cannot do because they are working? (They cannot hang out with friends or go to school.)

Accept all answers. Write them on the chalkboard.

Ask: 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.)

Explain: The people who wrote the Universal Declaration agreed that everyone should have a right to work in good conditions.

Hold up Article 23 and read it:

Article 23, You have the right to work in good conditions.

Say: The people who wrote the *Convention on the Rights of the Child* agreed, but they added extra protection.

Hold up the mini poster, The Right to Be Protected from Child Labor.

Ask: What does our mini poster say – would someone please read this for us?

The Right to Be Protected from Child Labor.

Place the mini poster with the others where the youth can see it.

Ask: Who would like to read for us what Article 32 of the *Convention on the Rights of the Child* has to say about child labor?

Article 32, The Government should protect you from work that is dangerous to your health or development, or that interferes with your education, or that might lead people to treat you unfairly.

Ask: What are the three kinds of work that young people should not be doing?

Read Article 32 again and then guide the students to include:

- Work that is dangerous to your health or your growth
- Work that prevents your education
- Work where people treat you unfairly

Say: *The Universal Declaration* says that when you work, you should have good conditions. *The Convention on the Rights of the Child* says you should be protected from dangerous work, or work that stops you from going to school, or work where people treat you unfairly.

Ask: Does that mean children never work in bad situations and always get to go to school? (No.)

Explain: The government cannot be everywhere at once to see when children can't go to school or are working in places where they shouldn't be.

- But people can help the government know what is happening by taking pictures or writing stories about problems.

Activity: Meet the Photo

(15 minutes)

Say: Sometimes a photograph can tell a story without using words. Right now we're going to learn an important skill. We're going to read a photo for information. This is something that will be useful to you for the rest of your life.

- I am going to give you another photograph. You will work with a partner, and try to discover the story that the photographer is trying to tell. There are three steps:

(Post the word strip MEET THE PHOTOGRAPH.)

Say: **Step Number 1**, first we will MEET THE PHOTOGRAPH.

This means that—

1. You will quickly look and decide what you notice first.
2. You will look to see if there is a caption. A caption is writing under the picture.
3. If it has a caption, you will see what it says.

(Post word strip STUDY THE PARTS OF THE PHOTOGRAPH.)

Say: **Step Number 2**, we will STUDY THE PARTS OF THE PHOTOGRAPH.

This means that you will look carefully at the people and notice:

1. WHO the people are
2. WHAT objects they are touching or using
3. WHAT they are doing

(Post the word strip MAKE SENSE OF THE PHOTOGRAPH.)

Say: **Step Number 3**, finally, you will try to MAKE SENSE OF THE PHOTOGRAPH.

This means that you will look for clues in the picture to see if you can decide what story the photographer is trying to tell.

Explain: I have a worksheet that will help us look more carefully at the photographs we see, especially when we are trying to understand what the photographer might be trying to say.

How to play:

Quickly divide the youth into pairs or groups so they will be working together. If you have an extra person left over, have that student join one of the pairs.

- PHOTOGRAPHS AND WORKSHEETS: Young Boy Working in a Brickyard. You will need enough pencils and copies of the photo and the worksheet for each pair of students so that they can do the activity together.
- Ask 3 students to help you hand out pencils and worksheets and the photos of the Young Boy Working in a Brickyard.
- If you have more than 20 youth in the class, divide them into groups of 3 instead of 2. Then you will need fewer pictures and worksheets, just enough so that you have 1 picture and 1 worksheet and 1 pencil for each group.

Explain: Choose someone in your group to write on the worksheet. As we do this, we're going to see if we can figure out what story the photographer is trying to tell with his or her photograph.

Say: As I ask the questions, talk to your group, and write your answer on the worksheet, and then we'll share your answers as we go along.

Hold up your copy of the photograph to show the youth.

Say: **Step 1**, let's MEET THE PHOTOGRAPH (Point to the word strip.) Let's look more closely at the photograph and see what we can discover.

Read the worksheet questions out loud with the students for MEET THE PHOTOGRAPH.

Ask: What is the first thing you notice in this picture?

(Give the students a few seconds to decide and write down an answer.)

- Does the picture have a caption, the small writing under the picture? Yes or no?

WHO took the picture?

WHAT is the boy doing?

WHERE was the picture taken?

WHEN was the picture taken?

FACILITATOR TIP: At the end of each section (Step 1, Step 2 and Step 3), ask the groups to give their answers before going on to the next section.

Say: **Step 2**, now that we've met the photo, let's STUDY THE PARTS OF THE PHOTOGRAPH. (Point to the word strip.)

- Who is the most important person in the photo? Write that one down first and then any others that might be there.
- What kind of objects do you see?
- What's the activity – what is the main person doing? (Be sure you don't rush this part of the activity, but don't let it drag.)

Say: **Step 3**, let's MAKE SENSE OF THE PHOTOGRAPH. (Point to the word strip.)

- What do you think this photo is about?
- What story do you think he or she is trying to tell?

Ask: Do you think the photographer was successful in telling a story? (Allow all responses.)

(This activity should not take more than about 15 minutes. Have the students help each other with writing.)

Say: Please hand your worksheets to Jamila and she'll put them here by me.

DEVELOP & DISCUSS

(20 minutes)

Say: I need two people to hold up two parts of Article 32 for us from the Convention on the Rights of the Child.

Have the volunteer students stand on either side of you.

Ask: Who would like to read the first one?

Article 32, You have the right not to do work that is dangerous or harmful to your health.

Ask: Who would like to read the second one for us?

Article 32, You have the right not to work if the working hours interfere with your school and study times.

Ask: In the photograph we just looked at, how do you think the work the young boy is doing might interfere with his schooling? (Take all answers.)

- What about his health? How could this kind of work be dangerous? (Take all answers.)
- What about Rupinder, when he was a young boy – do you remember why he stopped working on the coffee plantation? (He hurt his arm.)

Say: I need one more person to hold up a sign for me. This one is from the *Universal Declaration of Human Rights* again. Who can read this for us?

Article 23, When you are of full age, you have the right to choose your work.

Ask the volunteer to stand next to either one of the others already up in front.

Say: Let's read all three together. (Lead the students in reading the posters.)

Show the students holding the posters where to put them so everyone can see them.

Say: Let's talk about full age. (Write the words "Full age = " on the chalkboard as you say this.)

Ask: What does full age mean? (Full age means the age when you're considered to be an adult. You are no longer a child.)

- Who knows how old you are when you are accepted as an adult? (Let students respond.)

Write the numbers 18 or 21 on the board. (Full age = 18 or 21)

Explain: In most countries, full age is usually age 18. In some countries for certain things like voting, full age might mean 21 years old.

- When you're considered to be of full age (or an adult), you have the right to choose your work.

Ask: Does that mean you can do anything you want to do?

- Can you be a doctor if you want to at age 18? Why would you not be able to do that? (You still need to go to school to learn how to be a doctor.)
- Why couldn't Rupinder be a doctor when he turned 18? (He didn't know how to read or write because he had to work instead of going to school.)

Explain: Being able to choose what you want to do doesn't mean you can do it without knowing how or being prepared.

- That's why child labor is wrong. It stops your education.
- Why is education so important? (You can learn to read and write, and it helps you prepare for the kind of work you would like to do.)

CONCLUSION

(5 minutes)

Ask: Who would like to hold up one last quote as we read it?

Choose a job you love, and you will never have to work a day in your life.

Ask: What do you think the person who wrote this was trying to say?

Allow all answers, but try to bring out the following:

- If we like the work we do, it won't feel like we are working.
- If we like the work we do, it might even seem like fun.
- Work can be enjoyable.

Ask: Do you agree with this person?

- What kind of work would you love to do? (Allow time for student answers.)
- What might you do to prepare for the kind of work you would love to do?

Point to the posters.

Say: Let's read these together one last time.

You have the right not to work if the working hours interfere with your school and study times.

You have the right not to do work that is dangerous or harmful to your health.

When you are of full age, you have the right to choose your work.

CHALLENGE

Say: Think about the kind of work you might like to do when you grow up.

- Next time we meet, be prepared to share with the rest of the class what you hope to be when you grow up or are of full age.
- See you next week. I can hardly wait to hear what you want to be!

Remind the students of the time when you will meet again.

Collect all the mini posters and word strips and quotes used in the lesson today.
Keep them in a safe place 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

RUPINDER'S STORY

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.

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

CHILD LABOR PHOTOGRAPHS



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

The International Labor Organization, also known as the ILO, is concerned about children who must work. They try to protect children from being forced to work in bad conditions or who are working instead of going to school. They send people around the world to find out how many children are working and what kind of working conditions they have.

Millions of children around the world work long hours every day, often in places that are dirty and unpleasant. Sometimes the work is hard.

Even small children may be required to work hard.

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?



Boy working in a pottery factory, Egypt. Photographed by Crozet M. 2008. © ILO

This looks like fun but it is actually
hard work for the boy.

He is getting water to be used in the
factory where he works in Egypt.

Can you see that someone is holding
the boy's leg so he does not
fall in the sewer?

How might his work be dangerous?
In what ways could he get hurt?



Boy working in a ceramic factory, Nepal. Photographed by Lissac P. 1997. © ILO

Sometimes children do work that no one else likes to do.
This boy works in a factory that makes bowls, cups and dishes.

Not only does he get dirty at work,
he may touch chemicals and other substances
that might make him sick.

He lives in Nepal.



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

Children can be forced to do heavy work on farms.

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.

Which one looks the happiest?

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.

You have the right to
work in good conditions.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

ARTICLE 23

When you are of full age
you have the right to
choose your work.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

ARTICLE 23

The Government should
protect you from work
that is dangerous
to your health or
development,

or that interferes with
your education,

or that might lead people to
take advantage of you.

THE CONVENTION ON THE RIGHTS OF THE CHILD

ARTICLE 32

You have the right NOT to
work if the working hours
interfere with your school
and study times.

THE CONVENTION ON THE RIGHTS OF THE CHILD
ARTICLE 32

You have the right NOT
to do work that is
dangerous or harmful
to your health.

THE CONVENTION ON THE RIGHTS OF THE CHILD
ARTICLE 32

Meet the **photograph**
What, Who, When, Where

Study the **PARTS** of
the photograph
Who, What

MAKE SENSE of
the photograph
What's the story?

Photo: Young Boy in a Brickyard



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

EXAMINE THE PHOTO Worksheet

MEET THE PHOTO

What do you notice first? _____

Does the photo have a caption? YES NO

What did you learn from the caption:

Who took the photo? _____

Where was it taken? _____

When was it taken? _____

STUDY THE PARTS OF THE PHOTO

PEOPLE: Who are the people?	OBJECTS What is being touched or used?	ACTIVITIES: What are they doing?

MAKE SENSE OF THE PHOTO

What you think this photo is about? _____

Why do you think the photographer wanted to take this picture –
what story was he or she trying to tell?

Adapted from materials created by the United States National Archives and Records Administration.

THE RIGHT TO



PROTECTION FROM CHILD LABOR

CRC 32 and UDHR 23



**CHOOSE A
JOB YOU LOVE,
AND YOU WILL
NEVER HAVE
TO WORK A
DAY IN YOUR
LIFE.**

Author Unknown

I Get to Go to School!

THE RIGHT TO AN EDUCATION

AGE: 11 - 16 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
- Chalkboard or flip chart
- Chalk or markers
- A large piece of paper to draw a map of the community
- Human Rights mini posters, including "The Right to Education"
- Song, This Little Light, see Lesson 5
- Student Evaluation Questionnaire
- Photo, boy in the brickyard, from the previous lesson
- Malala and her story
- UDHR Article 26, CRC Article 28
- Set of Occupation Photographs (*prepared before class*)
- Malala quote, "One child, one teacher"
- Rights and Responsibilities, 2 sets (*Make copies of the set you choose, cut them out and prepare before class. Save for future use.*)

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 you.

Activity: Song, This Little Light of Mine Sing with enthusiasm.

(Music at the back of Lesson 5 if needed, or https://www.youtube.com/watch?v=W_4vgwnbAfE.)

STUDENT EVALUATION QUESTIONNAIRE

(5 minutes)

The questionnaire at the back of the lesson has the same questions as the one used at the beginning of the manual in Lesson 1. It is helpful in determining how much the students have learned so far.

Explain: I have a few questions before our lesson. Don't worry if you don't know the answer. The correct answer is what you think it is.

Conduct the questionnaire.

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.

After the questionnaire, say: Thank you all for answering your questions so cheerfully. We have learned a lot about human rights.

FACILITATOR TIP: It is helpful to have another person do this with you, to count and record the answers. **After the lesson is over today**, please take time to compare the two questionnaires. Report your findings to your supervisor. Save the papers in a safe place to refer to later.

REVIEW

(5 minutes)

Ask: What are photo detective skills?

(They are a way to help us know the story the photographer is trying to tell. Or the children might name the skills, such as "Meet the photo," "Study the photo," and "Make sense of the story of the photo.")

- When you were looking at pictures this last week, did you think about any of these skills?

Point to the picture of the boy in the brickyard.

Ask: How should we look at this picture?

Remind them of the steps for "Meet the photograph":

- See if it has a caption or if they can guess where it was taken
- Who the main person is
- What the person is doing or what is happening
- What the photographer is trying to tell us

Point to the mini poster, "The Right to Protection from CHILD LABOR."

Ask: Who remembers why child labor is not a good thing for children as well as youth, since a child is defined as anyone under the age of 18?

(They can't go to school and they don't have any free time.)

- 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

(10 minutes)

Say: That's exactly right. It's *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 (at the end of this lesson and also from Lesson 7)
Show the picture of a Muslim girl.

Ask: Do you remember when we talked about Malala a few weeks ago, the girl from Pakistan who was shot because she said girls should have the right to go to school?

- She was only 15 years old when this happened.
- Who would like to remind us what happened to her?

Allow one of the students to briefly tell Malala's story.

Ask: How do you know that education was important to Malala? (She talked to people about education for everyone, including girls.)

- How do you know that she was brave?
(She went to school even though the enemy army threatened to kill her.)
- Why do you think education is important here in our community?
(Accept all answers. Write them very briefly on the board if you wish.)

Say: Fortunately, **you** can go to school without worrying about an enemy army. Let's think about some of the things that go on in our lives here in our community.

Activity: Community Map

(10 minutes)

Say: Let's make a map of where we are right now.

How to do it: Draw a small square or circle in the middle of the chalkboard or on a big piece of paper. Put an X on the square, and write the word "Class" or "Club" or "School" or whatever word describes the space where you are meeting with the youth right now.

FACILITATOR TIP: See examples of possible "maps" at the end of the lesson. Instructions here are simply to give you an idea of what could be on the "map." Whatever you create will be fine as long as the participants are involved in making it.

Say: This is where we are right now. (Point to the X.)

Ask: What is next to us? (Don't forget to use the Talking Stick.)

- Let the youth respond: for example, the church (or synagogue). Draw another square or circle and label it “church” or “store” or whatever they’ve mentioned.
- Or, as they tell you what to put on the map, have the various participants come up and draw a picture of it close to the center circle or square. For example, the person who suggested the church would come and draw a simple church.

Ask: What’s across the street from us (or across from the mosque)?

Student responds, such as a health clinic. Ask that student to draw and label it.

- Where’s the store (or booth or whatever)?
(Participants respond and one of them draws and labels the store.)
- What else is in our community? What about a bank or parks or playground?
(Have the youth keep adding squares or circles and labeling them as they answer.)
- Where are our homes – where should we put them on our map?

Prompt the students with other items if they run out of ideas.

When the map is complete, help the youth think about it from a human rights perspective by asking some questions.

Ask: What are some of the human rights that we’ve learned about that you think might match with some of the different things you have on this map?

- Have the students look at the mini-posters to decide which ones might be related to some of the things on the map.
- Put a UDHR article number from the mini-posters next to an item on the map if it is related to it.
For example:

Home	(#16)	The right to a FAMILY
Place of worship	(#18)	The right to practice my RELIGION OR BELIEF
Post office	(#19)	The right to EXPRESSION, sharing ideas
Hospital or clinic	(#3)	The right to MEDICAL CARE so that you can stay alive
School	(#26)	The right to go to SCHOOL

Say: Thank you all for helping us recognize what’s happening right here where we live. Looking at our “map,” human rights should be a part of our community.

FACILITATOR TIP: You won’t have a mini poster for some of the items because they haven’t been covered in the lessons yet (such as a clinic or hospital - right to medical care) or because they don’t really apply (pet or trees and flowers). Leave the item on the “map” without a number.

DEVELOP & DISCUSS

(5 minutes)

Explain: One of the places we have on our map is the school where you learn new things. You are so fortunate that you get to go to school. Just as in Malala's country of Pakistan, there are places in the world where some children don't get to go to school, especially the girls, which is not good.

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

Show the mini poster: You Have the Right to an Education.

Read Article 28 (*Convention on the Rights of the Child*), or ask a student to read:

Article 28

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 as a way to punish you.)
3. *Primary education should be free and required.*

Say: Without an education, you would not know about human rights.

- Learning new things can be fun. The things we learn in school help us prepare for the future.

Ask: Who do you think is going to take care of you when you turn 18? (Take all answers.)

Explain: You are going to need to be able to buy food and clothes and to pay for a place to live.

- It would be good to have a job where you could earn money and provide your family with the things they need. And it would be really good if you liked your job.

Ask: What are some jobs you are thinking about to help you earn money?

- What are you going to do to prepare for a job?
- If you want to have a job like being a teacher (point to "school" on the chart above) or a doctor (point to the word "clinic"), do you need to go to school and get an education? Of course you do!

Activity: Why Go to School?

(10 minutes)

Materials needed: Set of Occupation Photos (cover the descriptions before class)

Say: Henry and Suzie, would you please help me show some pictures?

FACILITATOR TIP: Hold the pictures in a fan shape, with the fronts facing you and the backs facing the children so they can't see the photos. Let them each choose two photos, and then turn around and hold up all four photos for the class to see at the same time.

Choose more photos if you wish, but be careful not to run out of time for the rest of the lesson.

Say: Raise your hand if you can tell me what we call one of these people or what kind of work they are doing, and I will write it on the chalkboard (or have a student write on the board.)

Draw a line down the middle of the chalkboard. Write “Job” on one side and “Needs” on the other.

When the first student responds, ask the following questions to the class (just to reinforce the answer):

- What is this person doing?
- What do we call a person who does this kind of work?
- What is their job? (Write the answer on the board.)
- What kinds of things would she or he have to learn so that he or she could do this job? (Allow time for responses.)
- How would she learn these things – do you think she had to go to school to learn them? (Write “School” or “Apprentice” or whatever term applies for learning this trade or job.)

Do this with each photo, one by one.

After the students answer the questions about a photo, and you write on the board, remove the paper covering the description, and tell the youth what it says about the job that the photograph is showing.

Then go on to the next photo, ask the questions, write on the board, and remove the paper covering the description, and read what it says to the youth. Continue with the ones you’ve chosen.

For example:

JOB	EDUCATION NEEDS
Doctor	SCHOOL plus medical school
Builder	APPRENTICE
Chef	HELPER or APPRENTICE or SCHOOL
Others	Learn about the job Practice reading Study arithmetic and science Learn to manage money, etc., etc., etc.

Say: Raise your hand and tell me if you think you might like to do this kind of work when you grow up.

Explain: We need to go to school to learn how to do some of the jobs on our chart. Sometimes we go just until we finish high school and then go to a trade school or become an apprentice and get special training. Sometimes people stay in school and go to the university.

Ask: Why do you think everyone should be able to go to school? (Accept all answers.)

Explain: You are all going to grow up. You need to learn new things every day so that when you grow up, you'll be able to work at a job and help your families and your neighbors.

Ask: Since you all have the right to go to school, what is your responsibility? (Allow all answers.)

Explain: When you go to school, you have a responsibility to pay attention and to work hard to learn the things you are being taught by your teachers.

- It's also really important to share what you have learned with other people.

Say: We've been talking about a lot of rights, and we've discussed our responsibilities that go with those rights. Let's play a game where we see who can match rights with responsibilities the fastest.

Activity: Rights and Responsibilities

At the back of the lesson, there are 2 different sets of cards – one has words and the other one has no words.

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

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

FACILITATOR TIP: You can use either the marked cards or the unmarked cards, whichever set you think will be more fun for the youth. Make sure that both teams have copies of the same set of cards.

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

Say: Let's see who can match rights with responsibilities the fastest.

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

Give each team a set of cards.

Say: 1, 2, 3, GO!

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

Ask: Which are more important – our rights or our responsibilities?

Say: Don't forget that our responsibilities to each other are just as important as our human rights.

CONCLUSION (5 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 they have learned everywhere with everyone.)

Say: Remember Malala? (Show the picture.) She knew we all have a right to go to school, but she didn't just go by herself and not worry about other people.

- Today she is letting her light shine by telling everyone that they have the right to an education, and they should go to school. And their parents should let them do that.

Show the mini poster and ask: Who would like to read this for us?

One child, one teacher, one pen and one book can change the world.

Say: This is what Malala said when she spoke to some government leaders.

Ask: What do you think this means? (Accept all answers.)

- Why do you think this is true?
- How is this true for Malala?
- How is this true for you?

Explain: You don't need to have a big fancy school. All you need are ordinary materials, someone who is willing and able to be the teacher, and children who are willing to learn. Simple little things can make a huge difference.

Ask: Does this mean you can be a teacher just by setting a good example? (Yes.)

Explain: When you learn something new, you should pass it on to others like Malala did. Then you are a teacher, too.

- And just like our song (or poem), that's how you let your light shine, by teaching people good things that you are learning that they might not already know.

CHALLENGE

Say: This is our last day together for a while. I've really loved talking and learning about our human rights together.

- As you go forward, I want you to look around you and notice all the rights you have in your neighborhood and family.

- I want you to think about what you can do to make it even better.

Your school:	The right to education
Places of worship:	The right to freedom of Religion or Belief
Your home:	The right to marriage and a family
The post office:	The right to expression and sharing ideas

- Let your light shine everywhere you go! Remember that when you let your light shine, you're are taking responsibility for your rights and sharing them with others.

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.)

STUDENT QUESTIONNAIRE 2

Date _____

City or town name _____

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

This is NOT a test..

	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 EVERY 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 this questionnaire and the questionnaire from the first lesson in a safe place. They may be useful for future reference.











Photo: Young Boy in a Brickyard



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

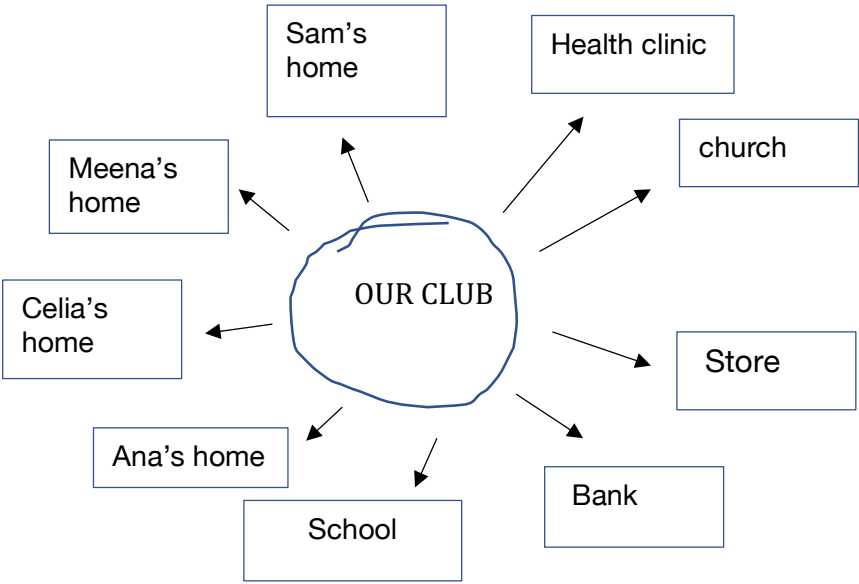
COMMUNITY MAP EXAMPLES

The community map should be very simple and very easy. Example 1 has roads and trees. Example 2 just has names and arrows. Use whichever one fits your needs best and call it good. What you want is something that is quick and easy to draw as the students name and illustrate their community. It should be fun for them.

Field	Community Garden			
	 House	 House	 Our CLUB	 Field
Field	 Sam's house  Meena's house		playground	 School
Field	 Store	Park	Health clinic	 Ali's house

EXAMPLE 1

EXAMPLE 2



MALALA YOUSAFZAI

Malala was born in 1997. Her parents named her after a very famous woman from the 1800's who died leading Pakistan's army to victory against their enemies. Her country never forgot her, and Malala admired her a great deal.

Pakistan is a beautiful country but more than half the girls there don't go to school even though most of the boys do. This bothered Malala a lot and she didn't think it was fair, especially since she loved school.

Then the Taliban army came to her town. They are a group of people who have very rigid ideas about society, and they announced that girls could no longer go to school, but Malala and her friends refused to obey them. When Malala was 11 years old, she even gave a talk called, "How dare the Taliban take away my basic right to education?"

Malala began to write a blog on the internet about what was happening. Over the next few years, people from different newspapers interviewed her and she was becoming famous for speaking out in favor of education for girls.

So the Taliban issued a death threat against her but nobody thought the Taliban would actually kill a young person.

Then 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?" Her friends looked in her direction, accidentally giving her away. The gunman immediately fired at her, before jumping off the bus and running away.

Malala almost died but survived after many surgeries. People around the world were outraged that someone would try to kill a girl just because she wanted to go to school. The National Assembly of Pakistan swiftly approved the first Right to Free and Compulsory Education bill in that country's history. That was really amazing.

Today Malala continues to speak out in favor of education, especially for girls. In 2014, when she was only 17 years old, Malala received the Nobel Peace Prize. This prize is given to someone who has done the best work in the whole world to promote peace. She was the youngest person ever to be given that award.

The U.N. Secretary-General Ban Ki-moon described her as "a brave and gentle advocate of peace who through the simple act of going to school became a global teacher."



THE RIGHT TO



EDUCATION

UDHR 26 & CRC 28 & 29

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.

The Convention on the Rights of the Child

ARTICLE 28

OCCUPATION PHOTOS



A COOK works in a kitchen to prepare food for customers.

There is no special education needed to be a cook. Some cooks train in a restaurant. Many cooks go to a cooking school to learn how to make special foods. These cooks can earn more money because they have special skills.

FACILITATOR TIP: Before class or as you play the game, cover the description above so that the participants cannot see it at the beginning of the game. You can use another piece of paper to cover it, or you can fold it up so that it doesn't show. After they guess what the occupation is, uncover the description and read it to the youth, or have one of them read it out loud to everyone.

Do this with all the Occupation Photos.



A FARMER plants crops and raises animals. When a farmer harvests his crops, he sells them to other people. If he has animals like sheep, he will sell their wool or sell the animals for meat. If he has cows, he will sell their milk.

There are no special education requirements to be a farmer. There are some classes that students may be able to take in high school or university that will help them to know better how to manage a good farm, how to grow more and better crops and how to best care for animals.



AN AIRLINE PILOT flies airplanes that carry people or shipments of things that people want to sell or move from one place to another.

A pilot must learn to fly at a special school that teaches people how to fly. He or she must fly many hours with a teacher, then take a test which will give him or her a license or permission to fly a plane. A person can also learn to fly if he or she is accepted into military flight school.



A MECHANIC repairs machines. Sometimes these machines are big, like machines in factories or sometimes they are smaller like motors in cars and trucks.

Aspiring mechanics must find someone who will allow them to work as an apprentice until they learn the skills they need to work on their own.



A TEACHER works in a classroom with children. He or she teaches them to read and write. He or she may teach mathematics, history or other topics. In many countries a teacher must finish high school and complete a course of study at a teacher training school or university.



A NURSE takes care of sick people, sometimes in a hospital or clinic helping a doctor. He or she must complete a course of study at a nursing school or university. This can take one year or more, depending on what kind of nurse you want to become. She or he must pass a test and work as a helper in a clinic or hospital before being allowed to practice.

A DOCTOR helps people who are sick or hurt. He can decide what is making them sick. He can give them medicine. He can set broken bones and help others who are hurt.

If you want to be a doctor, you must complete a course of study at a university. After that you would go to medical school where they train doctors for four more years. Then you would take another test and be able to practice medicine.



A DENTIST helps you take care of your teeth by filling cavities and checking your gums. He or she helps with toothaches and gives you advice and instruction on the best way to brush your teeth and how to take good care of your teeth and gums.

A dentist has to finish at a university before applying for a school in dentistry. When the course is finished, he or she takes an exam to practice being a dentist.

**One child,
one teacher,
one
pen,
and
one
book
can
change
the world.**



*Malala Yousafzai on her 16th birthday
United Nations Youth Assembly*

Freedom of Expression



Right to express your own opinion and to be taken seriously



Responsibility to listen respectfully to others

Child Labor



Right to be protected from child labor



Responsibility to be kind and helpful to others

Cut along the solid lines.

SET 1

Discrimination



Right to be protected from discrimination and to be treated respectfully by others



Responsibility to be the best person you can be

Family



Right to a family and someone who cares for you



Responsibility to show love and caring to others

Education



Right to a good education



Responsibility to study and show respect for your teachers

Life and Security

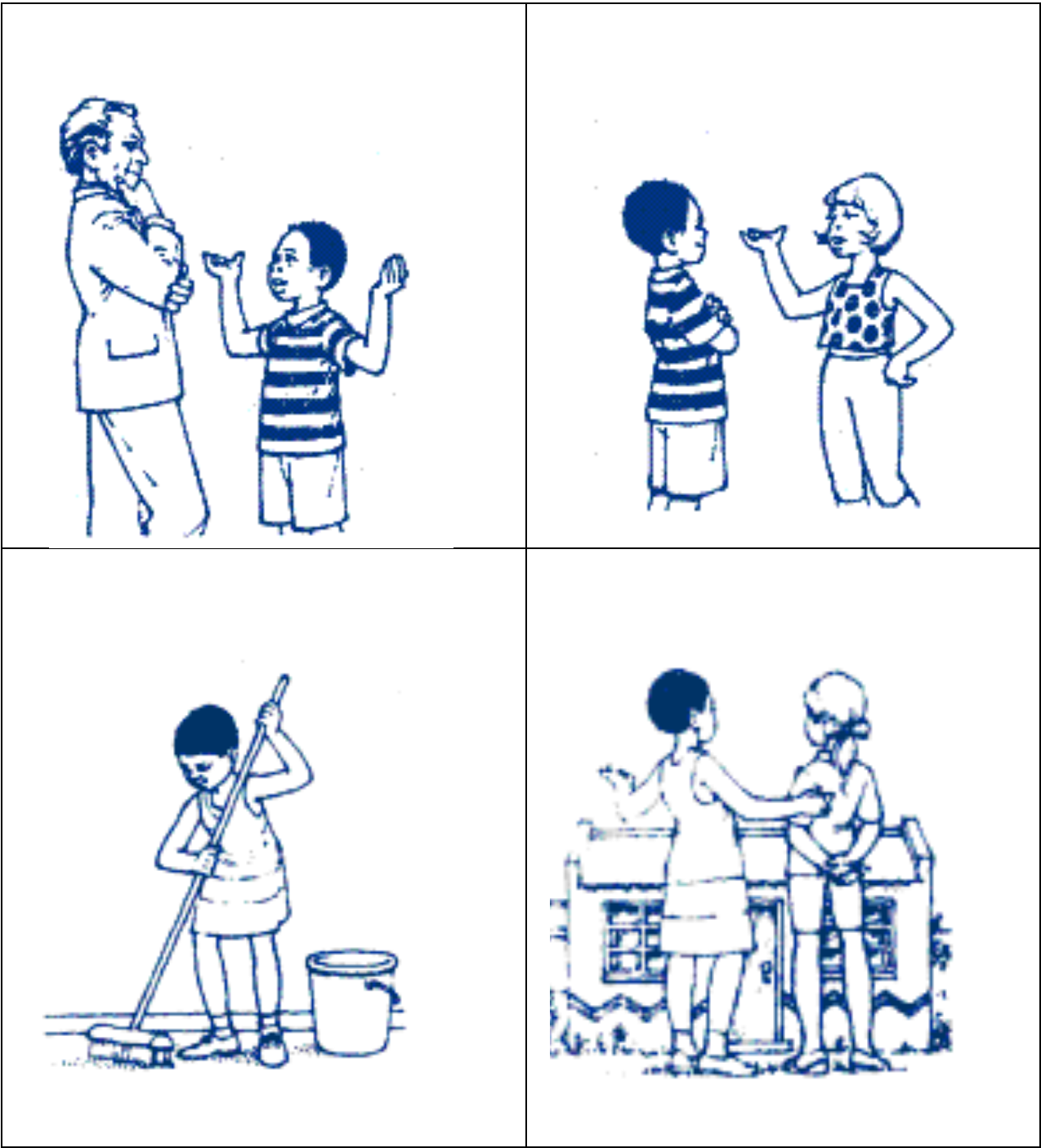


Right to life and security



Responsibility to take care of yourself and to NOT be wasteful.

Source: Adapted from an illustrated guide issued by the National Children's Rights Committee, South Africa (<http://www.cyc-net.org/cycnet-usage.html>).

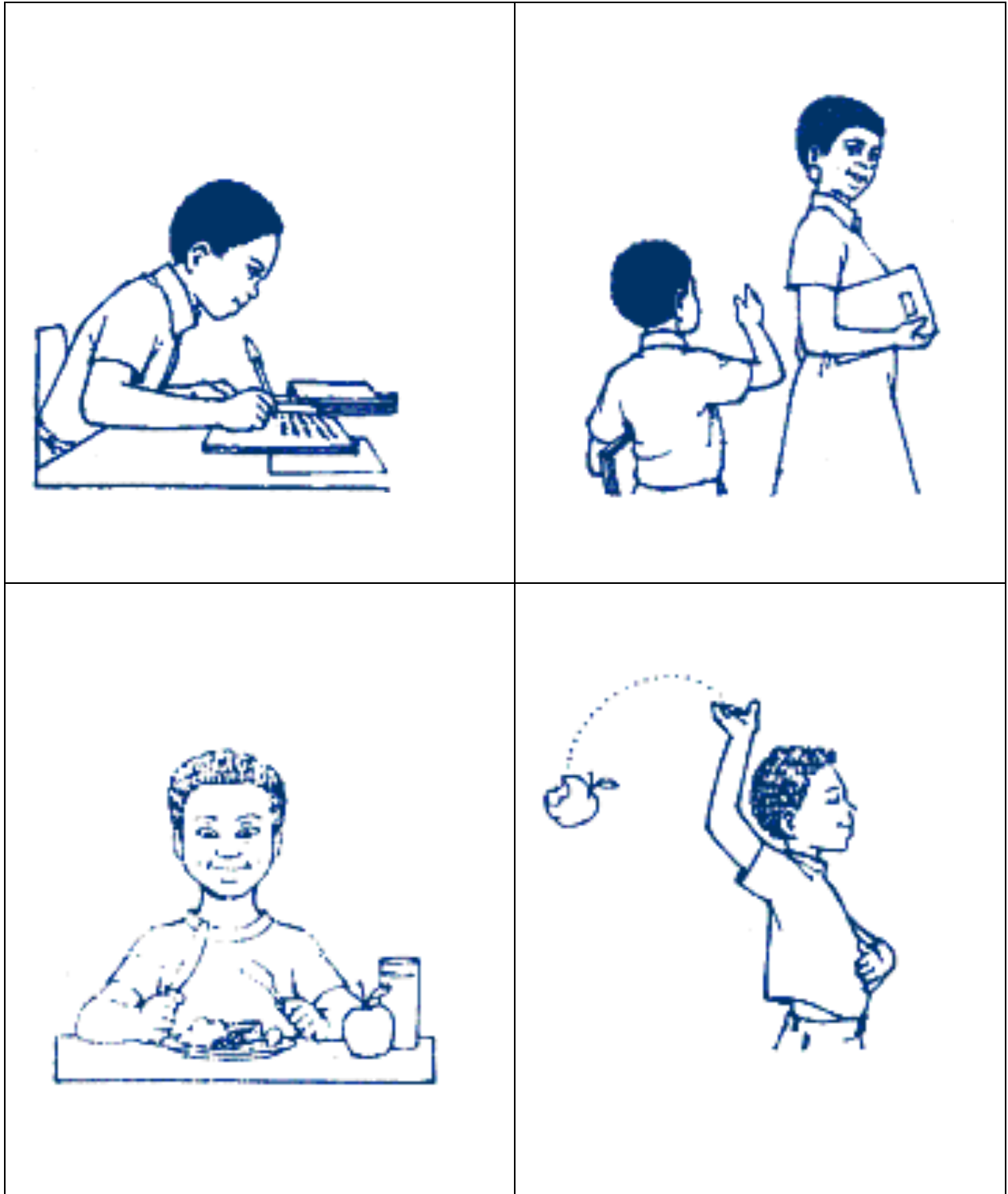


Cut along the solid lines.

SET 2

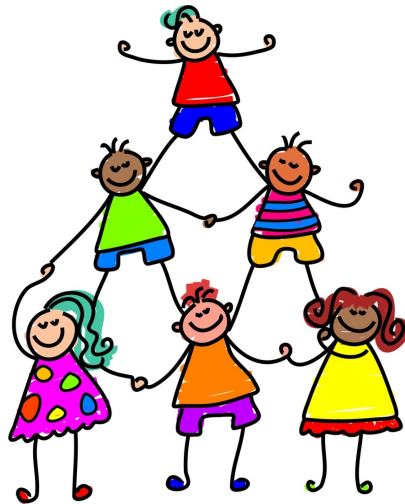


SET 2



Source: Adapted from an illustrated guide issued by the National Children's Rights Committee, South Africa (<http://www.cyc-net.org/cycnet-usage.html>).

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

DOCUMENT SUMMARIES

- 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 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 human rights by international treaties. They are required to teach them 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 she 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 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 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 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 respect**.

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 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.)

DOCUMENT SUMMARIES

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Summary of the Articles

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.

THE CONVENTION ON THE RIGHTS OF THE CHILD

Summary of the Articles

- | | |
|--|--|
| 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 even 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.)

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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 "All students 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 her or his hand 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. (Activity Village.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! (Activity Village.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

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

Skip around the room

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.

(Activity Village.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.)

Questions 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

<https://www.youtube.com/watch?v=XR9d7TsgQN8>

I'll Walk with You

<https://www.youtube.com/watch?v=2FNGVywm1rM>

Kindness Begins with Me

<https://www.youtube.com/watch?v=N-WqqfG8jGA&t=25s>

This Little Light of Mine

https://www.youtube.com/watch?v=W_4vgwnbAfE

We Are Different

<https://www.youtube.com/watch?v=2dbQZQMkpQE&list=RD2FNGVywm1rM&index=2>

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. 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 11 years old. However, the songs can be used and enjoyed by any age.

To listen to the songs, click on the link below the one you wish to hear.

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.

<https://www.youtube.com/watch?v=XR9d7TsgQN8>

I'll Walk with You

Quietly moving ♩ = 88-104

System 1: D Em
If you don't walk as most peo-ple do,

System 2: G A7 D G A7 D
Some peo - ple walk a - way from you, But I won't! I won't! If

System 3: Em G A7 D
you don't talk as most peo-ple do, Some peo-ple talk and laugh at you, But

System 4: G A7 D Em D
I won't! I won't! I'll walk with you. I'll talk with you. That's

System 5: Em A7 D
how I'll show my love for you.

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

<https://www.youtube.com/watch?v=2FNGVywm1rM>

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

<https://www.youtube.com/watch?v=N-WqqfG8jGA&t=25s>

This Little Light of Mine

Piano

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!

https://www.youtube.com/watch?v=W_4vgwnbAfE

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 - f'rent 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.

<https://www.youtube.com/watch?v=2dbQZQMKpQE&list=RD2FNGVyw1rM&index=2>

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.

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>)

