



# A MANUAL FOR TEACHING HUMAN RIGHTS



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

## OVERVIEW

**Ages 12-18**

### COLEGA LESSON COMPONENTS

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

1

**Welcome**  
warm-up  
song

2

**Review**  
challenge from  
previous lesson

3

**Introduction**  
Human Rights  
article

4

**Development**  
story  
activity  
questions  
discussion

5

**Conclusion**  
questions and  
summary

6

**Challenge**  
put the article  
to work

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UNITY IN DIVERSITY

[www.DTO.world](http://www.DTO.world)

One of the outcomes of Dare to Overcome 2023 was that the Office of the Principle Scientific Advisor to the Government of India invited Dare to Overcome to curate Sustainable Development Goal (SDG) 16 — Peace, Justice & Strong Institutions — on their Manthan platform. Through this platform and in partnership with others, Dare to Overcome will initiate and promote Corporate Social Responsibility (CSR) initiatives addressing SDG 16, beginning with piloting this Dare to Overcome Human Rights, Business Skills & Peace Certificate Course.

# Lesson 1 - Born Free

## Right to Equality

Human rights need to be protected by the law. Members of the United Nations created the Universal Declaration of Human Rights so that everyone would know what human rights are.

*The Universal Declaration of Human Rights, Preamble*



### Learning Point:

To establish interest in learning about human rights.

### 1. WELCOME (5 minutes)

#### Song, “Be Our Best” (page 4)

Welcome students warmly and teach just the chant as they begin arriving.

### 2. REVIEW (5 minutes)

#### Initial Student Assessment (page 2)

Do this on **the first day** in order to learn what your students know about human rights. There are no wrong answers.

#### Assessment Instructions

Count the number of “yes” and “no” answers for each question. Record the totals on the questionnaire.

Thank the students.

**Facilitator tip:** If possible, have someone else with you to assist, count and record answers. **Keep the Assessment in a safe place.** You will need it again after **Lesson 10**.

### 3. INTRODUCTION (10 minutes)

#### Activity: Getting to Know You

Show a short stick. Ask if anyone has ever heard of a Talking Stick.



You can also use a stone or other small item, and ask students to substitute the name of the object, such as a Talking Stone.

- Explain that many communities use a Talking Stick to ensure that everyone can be heard and listened to. When a person has the Talking Stick, no one else may speak.
- Today we’re going to use the Talking Stick to get to know each other better.

### Instructions

- Turn to the person next to you so you each have a partner. Tell each other 2 things: your name and your favorite color.
- Raise your hand when you finish. When we’re all ready, I’ll call on one of you and give you the stick to say what you **learned about your partner**. Then give the stick to your partner to tell us things about you.
- I’ll call on another pair of partners to do the same, and so on (staying within the time limit).

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

### 4. DEVELOPMENT (5 minutes)



Show the logo image on the previous page.

- What do you see in this image?
- What does this image say to you?

*After students answer, explain:* This logo stands for children and their books, celebrating human rights education and learning. Next time we’ll learn how a horrible war helped create a great set of rules called human rights.

### 5. CONCLUSION (5 minutes)

If you have not heard of the United Nations or human rights, that’s okay. Lots of people don’t know very much about them. And that’s exactly what we’re going to talk about next time.

#### Activity: Story, The Race (page 3)

- Raise your hand if you’ve ever been in a race.
- Read the story, including the final sentence.*
- What would you have done if you were Ivan?

### 6. CHALLENGE

- Make a Talking Stick. Use it to tell your family and friends about the Colega logo, and ask them to tell you what they think about it.
- Tell them the true story of the race between the runner from Kenya and the runner from Spain who wanted us all to be winners.

## Lesson 1 - Born Free

### Initial Student Assessment - Lesson 1A

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Male: \_\_\_\_\_ Female: \_\_\_\_\_

Location: \_\_\_\_\_ Rural: \_\_\_\_\_ Urban: \_\_\_\_\_

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



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



**Facilitator Tip:** Please fill out the brief **Facilitator Notes and Reflections** section for today's lesson (page 40).





### Activity: The Race

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

**Spanish** runner Ivan Fernandez was right behind him and recognized Mutai's confusion.

He started shouting to the Kenyan to keep running. But Mutai did not know Spanish and did not understand.



Realizing what was going on, Fernandez pushed Mutai over the finish line to victory.

A reporter asked Ivan, "Why did you do this? You could have won the race." Ivan replied, "My dream is that one day we can all be winners." The reporter insisted, "But why did you let the Kenyan win?" Ivan replied, "I didn't let him win, he was going to win. The race was his."

"But you could have won!" the reporter said. Ivan looked at him and replied: "But what would be the honor of my victory? He was the rightful winner. What would my mother think if I didn't help my friend?"

**And that's what we're going to do. We're going to help each other reach the finish line as we learn about our human rights.**



**Optional:** As you tell the story, have 2 students pantomime the runners, while you take the role of the reporter.

# Be Our Best

## Chant:

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

1. I have val - ue, yes I do. I have val - ue, you do, too, With  
2. I have rights to lift my voice. Du - ties, too, with ev - 'ry choice. To  
3. Du - ty, yes, to be our best. Not to fight or to op - press. Oh,

Rights to do what we can do To be our best, yes, me and you.  
Help each per - son have a voice To live in free - dom and re - joice.  
dig - ni - ty for ev' - ry one! With chil - dren's rights it can be done!

## Facilitator:

Let's learn a new chant! Repeat these words and actions after me.

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

Repeat it three times: Pat (hold), pat, pat, snap! Pat (hold), pat, pat, snap!  
Pat (hold), pat, pat, snap! Clap, clap, clap!

Now we're going to add the words to the chant.

Pat pat pat, snap! Pat pat pat, snap! Pat pat pat, snap! Clap clap clap!

**Dig - ni - ty and child - ren's rights! Oh, dig - ni - ty for ev' - ry - one!**

Pat pat pat, snap! Pat pat pat, snap! Pat pat pat, snap! Clap clap clap!

**Dig - ni - ty! and child - ren's rights! Oh, dig - ni - ty! It can be done!**

## Chant

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

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

## Song

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

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

*You can either sit or stand as you pat your knees or thighs as instructed.*

### APPENDIX: Business Skill - Active Listening

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#### 3. INTRODUCTION (10 minutes)

##### **Activity: Getting to Know You**

Show a short stick. Ask if anyone has ever heard of a Talking Stick.

*You can also use a stone or other small item, and ask students to substitute the name of the object, such as a Talking Stone.*

- Explain that many communities use a Talking Stick to ensure that everyone can be heard and listened to. When a person has the Talking Stick, no one else may speak.
- *This is also known as Active Listening, a skill that will be helpful for working with others in school and work—for the rest of our lives.*
- Today we're going to use the Talking Stick to get to know each other better *and practice Active Listening.*

##### **Instructions**

- Turn to the person next to you so you each have a partner. Tell each other **3** things: your name, your favorite color, *and why.*
- *When your partner is speaking, listen carefully and make sure you understand why they like their favorite color.*
- Raise your hand when you finish. When we're all ready, I'll call on one of you and give you the stick to say what you learned about your partner. Then give the stick to your partner to tell us things about you.
- I'll call on another pair of partners to do the same, and so on (staying within the time limit).

##### **Question:**

*How did you feel when your partner was listening to you?*

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

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



# Lesson 2 - I Have Rights

## Equal and Inalienable Human Rights

The **inherent dignity and the equal and inalienable 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 with greater freedom.

*The Universal Declaration of Human Rights, Preamble*



### Learning Points

1. When human rights are upheld, everyone benefits.
2. The United Nations (or UN) 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.

### 1. WELCOME (5 minutes)

**Chant and Song:** "Be Our Best," Verse 2 (page 4).

### 2. REVIEW (5 minutes)

#### Activity: Ball Toss

Begin by tossing the ball to a student. The student says one thing she or he learned about the U.N. or Article 1, and then tosses the ball to another student who does the same.

### 3. INTRODUCTION (5 minutes)

**Activity:** Story, "The Old Man and His Sons" (page 9)

#### Discussion

- What do you think the father's meaning was?
- What was he trying to teach his sons before he died?

Unity brings strength. We all want to be safe and happy and fulfilled. For this to happen, **we need to look after one another.**

- What does the cord represent that bound the sticks together? How can rules or human rights help us live together peacefully?
- If you had problems in the community or at home, how would you begin to solve them?

**QUOTE:** "Never underestimate the power of a small group of committed people to change the world. In fact, it is the only thing that ever has."

- Margaret Meade, *Cultural Anthropologist*

- What does the word "committed" mean?
- What does this quote mean?

### Activity: "Help or Hinder" (Race to the Top) (pp. 7 and 8)

#### Questions

- Why did Round 2 take less time?
- How is this game like society? (When we work together to help each other, everyone in society progresses more quickly.)
- What are some ways in life that people hold each other back?
- Has that ever happened in your own life?

### 4. DEVELOPMENT (10 minutes)

Show a **picture of the U.N.** on page 5.

- Last time we talked about the Universal Declaration of Human Rights or UDHR. It has 30 articles or rights. It is the law for the world.

**Have a student read the explanation below the image of the United Nations (page 5).**

### 5. CONCLUSION (5 minutes)

- Next time we'll look at the PREAMBLE to the UDHR. **PREAMBLE means "introduction."** The Preamble introduces the Declaration and explains how it helps us reach goals like the game we played.
- Listen closely for new words as we read the preamble: inherent and inalienable rights. We'll talk about them next time.

**Have another student read the first part of the PREAMBLE.**

- Who can tell me what kind of foundation in the world these words provide?

### 6. CHALLENGE

- Talk with your family or friends about some specific ways that we can bind ourselves together and live in such a way that everyone benefits.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 40).



### Activity: The Old Man and His Sons

An old man had some sons who constantly quarreled and fought. As he was about to die, the father called his sons together and asked them to bring him a bunch of sticks. He tied the sticks into a bundle, and asked each son in turn to break the sticks in half. They tried with all their strength, but each son failed. Next, he untied the bundle, and handed each son a single stick and asked him to break it. They could break their sticks easily. "You see my meaning," he said. We are stronger when we work together than we are alone.

*(Adapted, en.wikipedia.org/wiki/The\_Old\_Man\_and\_his\_Sons.)*



### Activity: Help or Hinder (Race to the Top)

If you have a large class, choose 12 students to demonstrate the activity, while the others observe. Divide them into 2 groups of 6 students each.

- The purpose of the game is to walk as fast as they can from one place to another (for example, around a building, up a wide 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. They are not to touch the other students or be aggressive, but they may use tactics such as standing in someone's way, placing obstacles in the path, or trying to distract them.

#### Round 1

- Bring the two groups back together and tell them to start their walk.
- Using a clock or stopwatch, time how long it takes everyone to reach the finish point.
- Announce the time it took.

## Lesson 2 - I Have Rights

### Activity: Help or Hinder (continued)

#### Round 2

- 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.
- Time how long it takes for all the students to make it to the finish line.
- Announce the time that it took to finish this round.

#### Optional Questions for Help or Hinder

- 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?
- How do rules help everyone?

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### *Preamble*

**The inherent dignity and the equal and inalienable rights of all human beings are the foundation of freedom, justice and peace in the world.**

*The Universal Declaration of Human Rights*

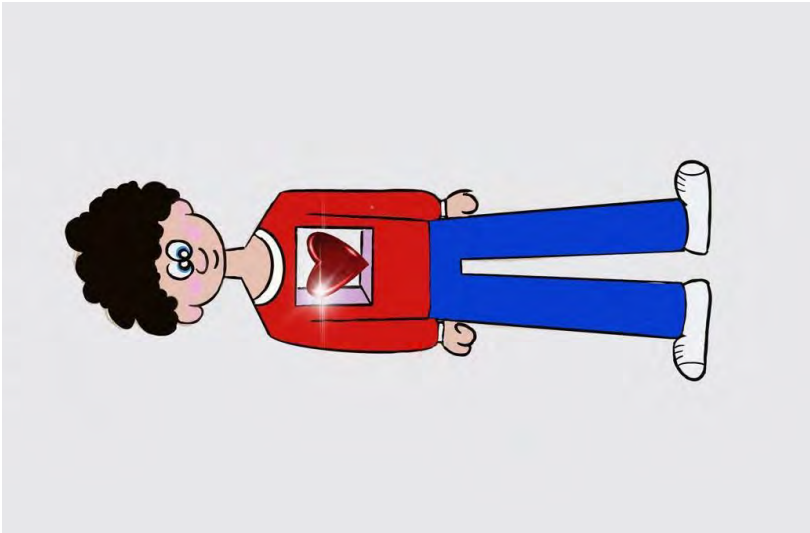
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***“Never underestimate the power of a small group of committed people to change the world. In fact, it is the only thing that ever has.”***

***- Margaret Meade, Cultural Anthropologist***

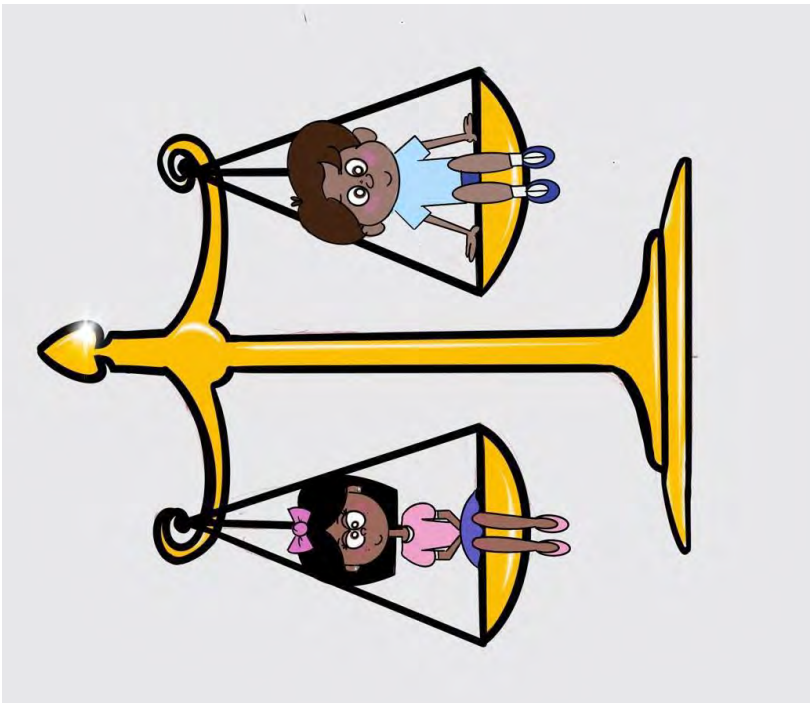
#### **FACILITATOR TIPS**

- Don't be afraid to set ground rules for discussions. To control your time, tell the students that you will ask some questions and you will only call on two or three people to answer.
- By laying the discussion ground rules first and then following through, you will have more cooperation when it is time to move on, and the lesson will go more smoothly.
- Ask for volunteers when you need a student to read. Choose a different student to read each time.
- **Class Rules:** As you hold class, display the short list of Class Rules somewhere in the classroom each week. Point them out occasionally as needed just as a gentle reminder.
- Please fill out your **Facilitator Notes and Reflections** along with today's date (page 66). Briefly note your thoughts for future reference:
  - How do I feel about what happened with today's lesson?
  - What might I do differently next time?



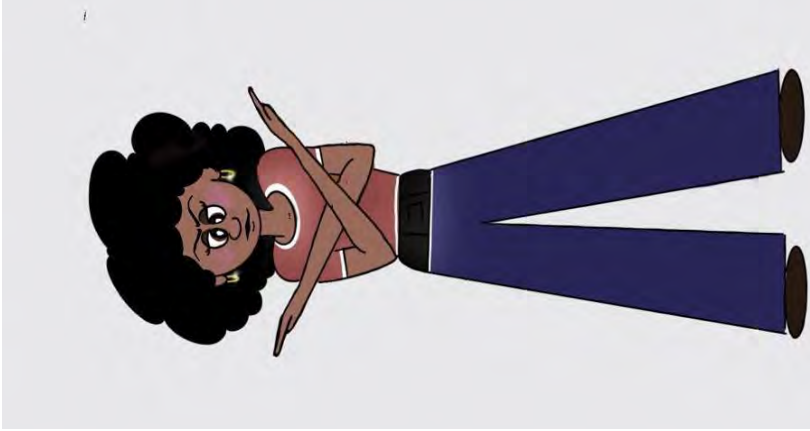
## Inherent

This describes something that is inside or within you, a feeling that you are born with.



## Equal

You are not the same. You are different from each other, but you have the same rights.



## Inalienable

Something that must not change and cannot be taken from you.

## Lesson 2 - I Have Rights

### APPENDIX: Business Skill - Collaboration

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#### 3. INTRODUCTION (10 minutes)

##### **Activity: Story, “The Old Man and His Sons” (page 7)**

##### **Discussion**

- What do you think the father’s meaning was?
- What was he trying to teach his sons before he died?

Unity brings strength. We all want to be safe and happy and fulfilled. For this to happen, we need to look after one another.

- What does the cord represent that bound the sticks together? How can rules or human rights help us live together peacefully?
- If you had problems in the community or at home, how would you begin to solve them?

QUOTE: “Never underestimate the power of a small group of committed people to change the world. In fact, it is the only thing that ever has.” - Margaret Meade, Cultural Anthropologist

- What does the word “committed” mean?
- What does this quote mean?

Another word for unity is collaboration. Collaboration happens when people work together to solve problems. Learning to collaborate will help us solve problems at home, school, and work. This next activity will help us build our skills in collaboration.

##### **Activity: “Help or Hinder” (Race to the Top) (pp 7 and 8)**

##### **Questions**

- Why did Round 2 take less time?
- How is this game like society? (When we work together to help each other, everyone in society progresses more quickly.)
- What are some ways in life that people hold each other back?
- Has that ever happened in your own life?
- Who do you want to collaborate more with?

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# Lesson 3 - Is this Discrimination?

## Freedom from Discrimination

You have all the human rights in the Universal Declaration without distinction of any kind, 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, Article 2*



### Learning Points

1. Everyone is entitled to all the same rights and freedoms without distinction or difference.
2. Discrimination against anyone is a violation of human rights.
3. Women and men are equally well suited for most tasks.

### 1. WELCOME (5 minutes)

**Song, "I'll Walk with You"** (page 12)

Have everyone stand up. Teach the words.

### 2. REVIEW (5 minutes)

**Activity: Preamble Values, Please!** (page 18)

### 3. INTRODUCTION (10 minutes)

**Activity: Where's My Chair?** (page 13)

While half are seated and half standing, **show the Discrimination mini poster** (page 14).

#### Questions

- What do you see?
- What do you think this child is feeling?
- Can anyone tell us about a time they had these kinds of feelings?
- For those of you who are standing, do you feel equal to everyone else? (No.)
- But since you all have equal rights, why don't you all feel equal? (Accept all answers.)

Now tell all students, standing or sitting, that they may choose to sit or stand. They may walk around the room freely for one minute.

End the activity and have students bring the rest of the chairs back and take their seats.

### 4. DEVELOPMENT (5 minutes)

*Question: What is **discrimination**?*

Write the word on the board or flip chart. Explain that Article 2 talks about discrimination.

Have a student read **Article 2 from the UDHR** (page 13).

Explain: **Discrimination** is treating each other unequally or without dignity or respect, or denying rights to another person.

*Questions (Remember to use the Talking Stick.)*

- Did anyone feel discriminated against when you didn't have a chair?
- If this is discrimination, what can you do about it?
- In what ways are the women in our communities or families treated differently than men?
- If this is discrimination, what can we do to decrease this in our families or communities?

Have everyone read **Article 2** together (page 13).

- What does "without distinction" mean?

Guide the students to recognize that it means "no matter what." No matter what their race or language, etc., they **all** have **all** the human rights that everyone else has.

- Tell us about a time when someone you know was treated differently than others.

### 5. CONCLUSION (5 minutes) Activity:

**Does It Fit?** (page 13)

### 6. CHALLENGE

- Explain what discrimination is to your friends and family.
- Pay attention to examples of discrimination this week in your community.
- Be kind and include people who are experiencing discrimination.



# I'll Walk With You

*Quietly moving* ♩ = 88-104

D Em

If you don't walk as most peo-ple do,

R.H. 3 L.H. 5

G A7 D G A7 D

Some peo-ple walk a - way from you, But I won't! I won't! If

Em G A7 D

you don't talk as most peo-ple do, Some peo-ple talk and laugh at you, But

G A7 D Em D

I won't! I won't! I'll walk with you. I'll talk with you. That's

Em A7 D

how I'll show my love for you.

2 1 3 5 2 1 R.H. 5

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

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

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

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

## Lesson 3 - Is this Discrimination?

### Activity: Preamble Values, Please!

Draw the following game on the board or flipchart.

		H					
--	--	---	--	--	--	--	--

	Q			
--	---	--	--	--

								B		
--	--	--	--	--	--	--	--	---	--	--

**Answers:**  
**INHERANT**  
**EQUAL**  
**INALIENABLE**

1. You may play by teams or call on individual students.
2. Begin with three letters already filled in.
3. Each player gets one turn to guess a letter, until all the boxes are filled.
4. On the board or in the margins of the paper where students can see them, keep track of the wrong letters guessed. Example: S D X crossed out.

### Activity: Where's My Chair?

*Teacher preparation: Remove or fold up half of the classroom seats.*

- After the remaining seats are filled, explain to the students left standing that they are not allowed to sit during the discussion.
- Return to the lesson, and proceed with the PHOTO and QUESTIONS.

### Activity: Does It Fit?

*Write the following words on the board in 2 columns or on small pieces of paper in 2 separate stacks.*

**STACK 1**  
**Black**  
**Female**  
**Poor**  
**Talented**  
**Caring**  
**Peaceful**  
**African**  
**Male**  
**Christian**

**STACK 2**  
**Superhero**  
**Scientist**  
**Leader**  
**Teacher**  
**Writer**  
**Muslim**  
**President**  
**Athlete**  
**Celebrity**

- Have a student pick a word from each list or draw a word from each pile, and read them to the class.
- Decide as a class if the two words fit together.
- Why or why not?

Repeat two more times with different students.

*Question*

What does this activity show us about discrimination?  
(Anybody can be anything – these lists do not discriminate.)

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## Article 2

**You have all the human rights in the Universal Declaration without distinction of any kind, 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.*

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## Lesson 3 - Is this Discrimination?

### APPENDIX: Business Skill - Networking

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#### 5. CONCLUSION (5 minutes)

**Activity: Can You Find Anyone Just Like You?** [Replaces “Activity: Does It Fit?”]

Print out the handout below and give one copy to each student. Invite them to fill it out.

<i>How many friends would you have if they all had to be like you?</i>		
<b>My gender:</b>	<b>The city where I was born:</b>	<b>My age:</b>
<b>How many siblings I have:</b>	<b>My parents' jobs:</b>	<b>My favorite sport:</b>
<b>My birthday month:</b>	<b>My height:</b>	<b>The color of my shirt:</b>

Ask students to find another person with all of the same answers; give them about one minute to try.

Questions:

- Was anyone able to find someone with all of the same answers? Why not? (We're all different!)
- If you were only friends with people who were exactly the same as you, how many friends would you have in this class? (0)

In life, everyone is different, and that is a wonderful thing! It's important to be open to meeting people, no matter how they might be different.

- What is something good that comes from being with friends who are different from us?



# Lesson 4 - No Bullying Allowed

## Freedom from Bullying

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

*The Universal Declaration of Human Rights, Article 3*

Nobody has the right to torture, harm or humiliate you, which means nobody has the right to bully you.

*The Universal Declaration of Human Rights, Article 5*



### Learning Points

1. Rights and rules help to keep us safe.
2. Bullying occurs when someone purposely does something to hurt or to make you feel bad, and they do it more than once.
3. You have the right to be protected from being bullied or hurt or mistreated in mind or body.
4. Kindness is always the right thing to do.

**Display Class Rules where students can see them.**

### 1. WELCOME (5 minutes)

**Song: "Kindness Begins with Me"** (page 16)

- Have the music playing as students arrive, or use your own song that makes this point.
- Read the words and sing or read the lyrics.

#### Questions

- What does this song say about being kind?
- Who should be kind?

### 2. REVIEW (5 minutes)

Remind the students about the classroom rules from their first weeks together.

#### Questions

- Someone please tell us which of our class rules is your favorite and why.
- Why do we have rules in our class? With our families? On the soccer field?
- How do you feel about rules?

### 3. INTRODUCTION (5 minutes)

Rules are like our human rights. **Article 5** is a human right that protects us from bullying.

Call on a student to read **Article 3** and explain what it means. Call on another student to do the same with **Article 5** (page 16).

#### Questions

- Who can tell us what bullying is?

Bullying is purposely doing something to hurt someone or to make someone feel bad, and doing it more than once.

- Does anyone ever have a right to hurt other people? (Only in self defense.)

### 4. DEVELOPMENT (5 minutes)

**Show the Bullying mini poster** (page 16).

- What can you tell about the young boy?
- How does the photograph make you feel?
- What could make him feel sad or unsafe?
- Would someone like to share a time when you have ever felt that way?
- Can you think of a time when you helped someone who was in danger or felt sad?

### 5. CONCLUSION (10 minutes)

*As a student hands out paper and pencils, ask:*  
What does bullying look like?

**Activity: Paper Mash-up** (page 17)

After the game, explain that it takes courage to stop a bully.

Point out this important fact: **More than half of most bullying will stop in LESS THAN 10 SECONDS when someone intervenes on behalf of the victim.**

**Activity: How to Stop a Bully** (page 17)

- What are some phrases you can use to stop a bully? (Write answers on the board. Other suggestions are at the end of the lesson on page 17.)
- Choose 2 or 3 phrases from the board and have students repeat them to each other a couple of times.

### 6. CHALLENGE

- Tell family and friends that it takes less than 10 seconds to stop most bullying.
- Brainstorm and role play together about what you can do when you see bullying.

## 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*

### Article 3

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

*The Universal Declaration of Human Rights*

### Article 5

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

*The Universal Declaration of Human Rights*



**The Right to Protection from  
Torture or Bullying**



## Lesson 4 - No Bullying Allowed

### Activity: Paper Mash-up

Have a student pass out paper and pencils to everyone.

1. Ask students to write the words **“BULLYING IS”** at the top of their paper. Students take 1 minute to draw a simple picture or words about what bullying looks like to them. BULLYING is something that somebody does on purpose to make you feel bad or hurts you, and the person does it many times. (Making fun of your clothes, or hitting or pushing, teasing or calling names, taking things without permission, saying things about you behind your back, not letting you play, or sending mean notes, emails or text-messages, etc.)
2. When finished, have students pair up. Give them 2 minutes to discuss their pictures and words.
  - Explain to each other why it is bullying.
  - Ask each other: **“How would you stop this?”**
3. Now ask students to look at their own picture and follow these instructions:
  - Please crumple up your paper into a ball, nice and tight. Be careful not to rip it.
  - Now unfold your picture and smooth it out as flat as possible.
  - Look at how scarred it is even though it is flat.
  - Raise your hand if you were able to bring your paper back to its original look and feel.

Explain that this is what it's like when one person bullies another person.

### Questions

1. What can we do if someone is experiencing abuse or they are afraid because someone is bullying them?
2. Why is it important that we all feel safe?
3. How can we help each other feel safe?

### Activity: How To Stop A Bully

These phrases are suggestions only. Students should choose their own. Remind them that any phrases they use to stop a bully are not meant to insult or attack the bully. They're meant to show your strength of character and that you care about the person being bullied.

**Stop it!**

**Not cool!**

**Knock it off.**

**Cut it out.**

**That was not funny.**

**That was mean.**

**That's bullying.**



Remember to fill in your brief **Facilitator Notes and Reflections** (page 40).

## Lesson 4 - No Bullying Allowed

### APPENDIX: Business Skill - Conflict Resolution

...

#### 5. CONCLUSION (10 minutes)

As a student hands out paper and pencils, ask: What does bullying look like?

#### Activity: Paper Mash-up (page 17)

After the game, explain that it takes courage and kindness to stop a bully. It's a skill that can be practiced and is an important part of conflict resolution. Conflict resolution is how we solve problems in a way where everyone gets what they need and is treated kindly. This is a skill we need at home, school, and work.

Point out this important fact: **More than half of most bullying will stop in LESS THAN 10 SECONDS when someone intervenes on behalf of the victim.**

Explain to students that the next activity is to practice conflict resolution.

#### Activity: How to Stop a Bully (page 17)

[See this section on page 17.] These phrases are suggestions only. Students should choose their own. Remind them that any phrases they use to stop a bully are not meant to insult or attack the bully. They're meant to show your strength of character and that you care about the person being bullied. Invite students to come up with phrases that ensure everyone is treated with kindness.

- What are some phrases you can use to stop a bully? (Write answers on the board. Other suggestions are at the end of the lesson on page 17.)
- If someone says one of these phrases to you to let you know that something you said was not kind, how should you respond?
- How do you feel when someone apologizes to you?
- Choose 2 or 3 phrases from the board and have students repeat them to each other a couple of times.

...

# Lesson 5 - Family, a Beautiful Thing

## Right to Marriage and Family

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

*The Convention on the Rights of the Child, Article 5*



### Learning Point:

Help students recognize that parents and families have a role in supporting and guiding their children to make good decisions as their abilities grow and develop.

### 1. WELCOME (5 minutes)

#### Chant and Song: “Be Our Best” (page 4)

The song will be part of the review.

### 2. REVIEW

#### Activity: Questions in a Box (page 20)

Everyone stands in a circle with the teacher in the middle. Students pass the Question Box around while the group sings Verse 1 of “Be Our Best.” When the teacher holds up the Talking Stick, the song stops, and the student holding the box pulls out a question and answers it. Others can help. Start the song again and continue passing the box. End the game after 4 questions.

### 3. INTRODUCTION (15 minutes)

#### Ask a student to read Article 5 (page 20)

Tell the class to listen for a very interesting idea called “your evolving capacities.” It means “your growing abilities” or “as you mature.”

Show the **Marriage and Family mini poster** (page 22), and explain that families are so important that one of the CRC Articles focuses on the family.

*Question:* What is this article saying?

#### Show Family Photographs (page 21)

- What kinds of families do you see?
- How does this relate to growing up or “evolving capacities” in article 5?
- Who is it that guides your decisions?
- Why do we need a family? (More optional questions about families are found on page 20.)

Explain that even though your family may not look like one of the photos, the people you live with are your family. We need each other.

### Activity: The Human Chair

1. Have students get in groups of 3.
2. Two people form the chair:
3. With your right hand, grab your left wrist or forearm. Your partner does the same.
4. Both of you, with your left hand, grab just below your partner’s bent, right elbow, forming a square-shaped “chair.”
5. Lower the “chair,” and let the third person sit on the “chair” with their arms around the shoulders of the chair people.
6. Carry the sitting person a few steps.
7. Make sure students do this activity safely!



*If your class is very large, you may have only 2 or 3 groups demonstrate.*

### 4. DEVELOPMENT (5 minutes)

- Was it easier or harder to carry someone with the help of another person? Why?
- What would happen if the passenger bounced around or hit one of the carriers?

### 5. CONCLUSION (5 minutes)

- How is this chair activity like living in whatever kind of family you have? (Each person has a different role or strengths that help others, we learn cooperation, each one is important.)
- Why are families such a beautiful thing, no matter what they look like?

### 6. CHALLENGE

- This week, think about how someone that you know handled a difficult situation. Be ready to share it in class next time.
- If appropriate, try using a Talking Stick to discuss problems and strengthen your family. You sit in a circle and pass the Stick to each person. Each one identifies 3 things:
  - The problem
  - What he/she can do to solve it
  - What he/she needs from others.(Calling the Circle, Christina Baldwin)

### Activity for Review: Questions in a Box

Write or print each question on a separate strip of paper.

1. What does the word “Bullying” mean?
2. What is an Upstander?
3. What is a Bystander?
4. With whom does kindness begin?
5. Give us a phrase that you could use to stop a bully.

#### Answers:

1. **Bullying** occurs when someone purposely does something to hurt or to make you feel bad, and does it more than once.
2. **An Upstander** is a person who sees bullying and STANDS UP to the bully by speaking out to stop it or getting help from a trusted adult.
3. **A Bystander** is a person who sees bullying and STANDS BY watching, doing nothing to stop it.
4. **Kindness** begins with me.
5. Stop it! Not cool! Knock it off. Cut it out. That was not funny. That was mean. That is bullying.

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### Article 5

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

*The Convention on the Rights of the Child*

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### Optional Questions About Families

- How is our **community or city** a family?
- How is our **country** a family?
- How are countries that came together to write the Human Rights like a family?
- How are we a **world** family?



Remember to fill in your brief **Facilitator Notes and Reflections** (page 40).



## Lesson 5 - Family, a Beautiful Thing

### Family Photographs





## Lesson 5 - Family, a Beautiful Thing

### APPENDIX: Business Skill - Teamwork

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#### 3. INTRODUCTION (15 minutes)...



Explain that even though your family may not look like one of the photos, the people you live with are your family. We need each other. **Our families are like teams, and we need to learn to work well together. This activity will show us why teamwork is so important to practice with everyone around us.**

#### Activity: The Human Chair

1. Have students get in groups of 3.
2. Two people form the chair:
3. With your right hand, grab your left wrist or forearm. Your partner does the same.
4. Both of you, with your left hand, grab just below your partner's bent, right elbow, forming a square-shaped "chair."
5. Lower the "chair," and let the third person sit on the "chair" with their arms around the shoulders of the chair people.
6. Carry the sitting person a few steps.
7. Make sure students do this activity safely! If your class is very large, you may have only 2 or 3 groups demonstrate.

#### 4. DEVELOPMENT (5 minutes)

- Was it easier or harder to carry someone with the help of another person? Why?
- What would happen if the passenger bounced around or hit one of the carriers?
- **What does this activity teach us about teamwork?**

#### 5. CONCLUSION (5 minutes)

- How is this chair activity like living in whatever kind of family you have? (Each person has a different role or strengths that help others, we learn cooperation, each one is important.)
- **What is something you can do to practice teamwork with your family?**
- Why are families such a beautiful thing, no matter what they look like?

...

# Lesson 6 - I Can Choose

## Freedom of Religion or Belief

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 Universal Declaration of Human Rights, Article 18*



### Learning Points

1. All people have the right to believe as they wish.
2. People can express their religion or beliefs freely through teaching, practice, worship and observance.
3. People are free to change their beliefs or religion.

**Display the Class Rules and mini posters.**

### 1. WELCOME (5 minutes)

**Song, "Be Our Best" chant** (page 4)

### 2. REVIEW

Would someone like to tell us about your experience in acting out the family story of a person who did something difficult?

### 3. INTRODUCTION (10 minutes)

**Activity: Six photos** (page 24)

Let's look at the pictures related to UDHR Article 18, Freedom of Religion or Belief. These photos show different children practicing different religions and beliefs.

*Questions (Use the Talking Stick as needed.)*

- What do you see in the photos?
- How did each child express her/his religion differently?
- How did this photos make you feel?
- What different religions or beliefs exist in your community?
- How do you express YOUR religion or belief?

### 4. DEVELOPMENT (5 minutes)

**Show the Religion or Belief mini poster** (page 25)

Write the words **RELIGION** and **THOUGHTS** on the chalkboard.

**Have a student read Article 18.**

*Question:* What do these words mean?

### Vocabulary

- **Religion:** A set of spiritual beliefs and practices.
- **Thoughts or beliefs** are ideas and opinions.

**Read Article 18 again together.** Ask students to listen for 3 things as they read.

### Questions

What three things did you notice?

- We all have the right to have our own thoughts or beliefs or religion.
- We can change our religion or belief if we want to do that.
- We can teach or practice or worship as we wish.

As the youth respond with their answers, write them briefly below the word **RELIGION** on the chalkboard:

1. To have
2. To change
3. To teach

### Question

What do these things mean about the way you are free to live your religion or belief?

### 5. CONCLUSION (10 minutes)

**Activity: Share songs of worship.**

Invite students to teach a song to the class that is meaningful to them when they worship. Join together in singing songs that express beliefs.

Let multiple people share songs.

Ask: Why is this song special to you? *If no one volunteers, share one of your own.*

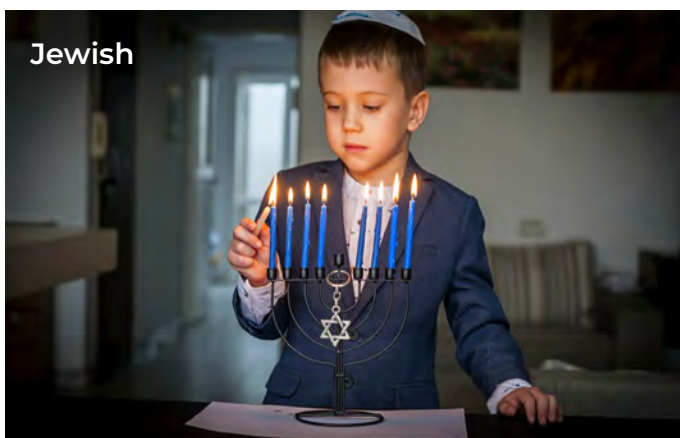
### 6. CHALLENGE

- Find someone with a different belief or religion than yours.
- Ask them to explain it to you.
- Listen carefully and respectfully.
- Thank them for sharing.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 40).

**Activity: Six Photos - Freedom of Religion or Belief**



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**Article 18**

**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 Universal Declaration of Human Rights*

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## Lesson 6 - I Can Choose

### APPENDIX: Business Skill - Curiosity

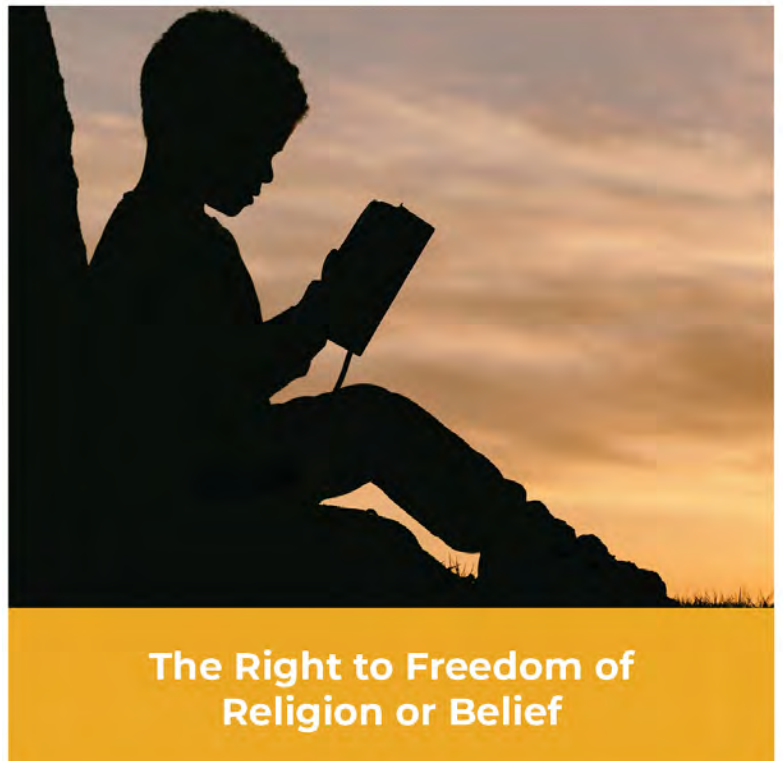
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#### 6. CHALLENGE

By listening to things that matter to other people and learning about new things, we're practicing curiosity. Curiosity is a skill that will help us be better friends and work well with people who believe differently than we do.

This week, the challenge is to practice curiosity:

- Find someone with a different belief or religion than yours.
- Ask them to explain it to you.
- Listen carefully and respectfully.
- Thank them for sharing.



**The Right to Freedom of  
Religion or Belief**



# Lesson 7 - Words Make a Difference

## Freedom of Expression

You have the right to freedom of expression. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way as long as the information is not damaging to you or to others.

*The Convention on the Rights of the Child, Article 13*



### Learning Point:

You have the right to have and express your own opinions in different ways as long as it is not damaging to you or others.

**Display Class Rules and mini posters.**

### 1. WELCOME (5 minutes)

Song, “Be Our Best” (page 4)

### 2. REVIEW

Point to the **Freedom of Expression** miniposter (page 28).

- Last week you were challenged to express yourself in a different way, such as writing, drawing or singing. Find a partner and share with each other what you created to express your feelings about your community.
- What did you understand about how your partner felt?

### 3. INTRODUCTION (10 minutes)

**Activity: Article 13, partially covered** (page 27)

Have a student read the **first part of Article 13:**

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

- Stop the reader at this point, and explain that the writers of this article added something more about a limit on this right.
- **Uncover the bottom part, and allow the student to finish reading:**

*... as long as the information is not damaging to you or to others.*

### 4. DEVELOPMENT (10 minutes)

**Questions**

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



Remember to fill in your brief **Facilitator Notes and Reflections** (page 40).

- How did it affect the person who told the untruth?
- How did it affect the person who was lied about?

**Read Article 13** together as a class. **Activity:**

**Quoting Famous People** (page 27)

- Ask the students to discuss in their group what the quote means to them. Do they agree or disagree with the famous person?
- Select a spokesperson from each group to share with the whole class what their group learned from the quote.

### 5. CONCLUSION (5 minutes)

Point to the **Expression mini poster again.** (page 28)

**Question:**

If you have freedom of expression or the right to express yourself, what would your responsibility be?

Guide students to understand that:

- They need to make sure that what they say is true or accurate.
- If they want their voices heard and respected, they also need to listen respectfully to others.

### 6. CHALLENGE

- Think about the quotes and share one with your family and friends.
- Think of a word that communicates “Freedom of Expression.” Sketch the word on a piece of paper and create designs or drawings around that word that relate to it.
- Bring your sketches to class next time.



### Article 13

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

**... as long as the information is not damaging to you or to others.**

*The Convention on the Rights of the Child*

### Activity: Quoting Famous People

Divide the class into three or four groups. Share one of the quotes listed below with each group. Duplicate quotes for extra groups if needed.



**"I do not approve of what you say, but I'll defend to the death your right to say it."**

**- Voltaire**

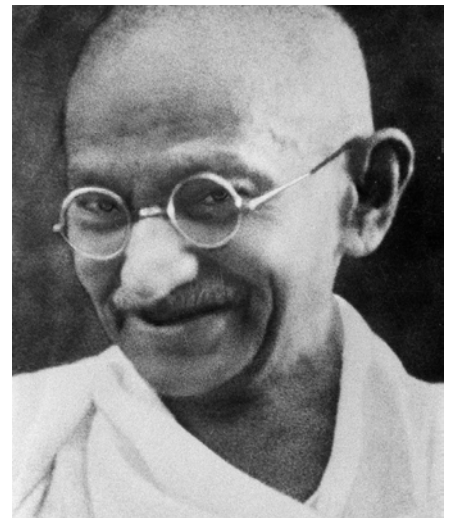
*French Philosopher and Writer*



**"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 Advocate for  
Female Education*



**"I want freedom for the full **EXPRESSION** of my personality."**

**- Mahatma Gandhi**

*Leader of the Indian  
Independence Movement*

## Lesson 7 - Words Make a Difference

### APPENDIX: Business Skill - Verbal Communication

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#### 4. DEVELOPMENT (10 minutes)

##### *Questions*

- Are there times when we shouldn't say what we're thinking? What kinds of things?
- Have you ever heard someone say something that wasn't true about someone else?
- How did it affect the person who told the untruth?
- How did it affect the person who was lied about?

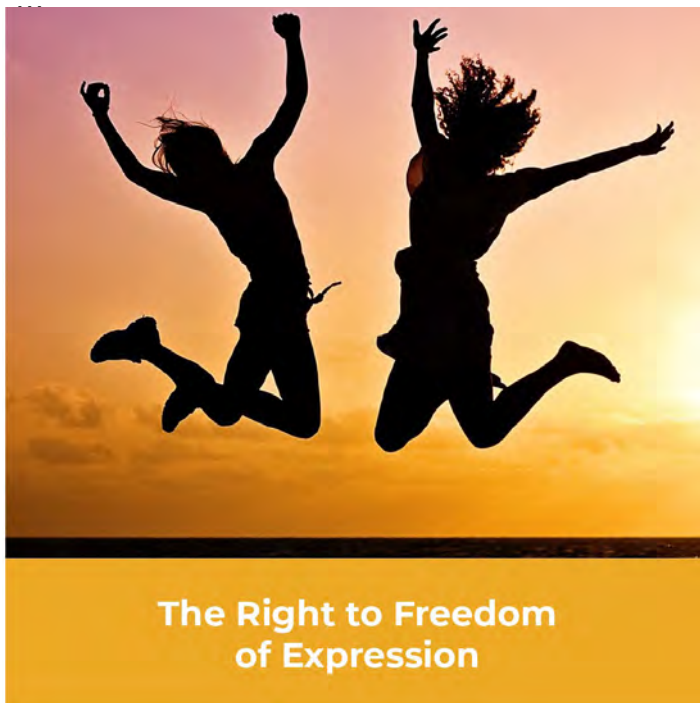
**Making our voices heard yet always speaking the truth kindly is a skill we can practice.**

- What is one question you can ask yourself before you say something to make sure it is true and kind?

**Read Article 13** together as a class.

##### **Activity: Quoting Famous People** (page 27)

- Ask the students to discuss in their group what the quote means to them. Do they agree or disagree with the famous person?
- Select a spokesperson from each group to share with the whole class what their group learned from the quote.
- Ask the students if they remember Malala's story from last time. How did she make her voice heard yet still speak the truth kindly?



**The Right to Freedom  
of Expression**

# Lesson 8 - My Right to Be Me

## Right to Legal Recognition

You have the right to have your birth legally registered, and be recognized as a person before the law. Government should respect your right to a name, a nationality and family connections.

*The Convention on the Rights of the Child, Article 7 and 8*

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

*The Universal Declaration of Human Rights, Article 6 and 15*



### Learning Points

Everyone has the right to be recognized as a person before the law, and to have their birth and nationality legally registered.

**Display the Class Rules and mini posters.**

### 1. WELCOME (5 minutes)

Rap, “No One Just Exactly Like You” (page 31)

### 2. REVIEW

Let's play “Picture This” where you draw 1 of the 3 unique things you wrote down or drew about a friend or family member. Who wants to share first?

(Courage, kindness, curly hair, sense of humor, friendly, etc.)

Have a student draw and everyone else guess.

### 3. INTRODUCTION (5 minutes)

Show the **Legal Recognition mini poster** (page 30).

- **Ask 2 students to read Articles 7 and 8 from the Convention on the Rights of the Child** (page 30).
- Looking at the mini poster, what distinguishes the child in this picture as a person, different from all other people in the world?



*Wait for the students to answer. Sometimes it takes a little longer.*

- His name, birth date, the place where he was born, and the names of his parents.
- Where could someone find this information about YOU? *(In most countries, this information is usually written down and kept in a government office.)*
- Do you know where such an office is in your country? *(If not, ask an adult who might know.)*

### 4. DEVELOPMENT (10 minutes)

#### Activity: Sample Birth Registration Form

Show the sample form on page 30. Have the students fill in the sample form or write in their notebooks as much information as they know about themselves.

#### Questions

- Is your name written down and recorded in a government office? (Wait for answers.) *If it is, then you're recognized everywhere as a person born in your country, with legal rights.*
- Why is it important to have your name and birth information written down and saved in a government office? (Wait for answers.) *That is the way that you are recognized as a person before the law.*

**Read Article 7 and 8 together** (page 30).

### 5. CONCLUSION (10 minutes)

- What should you do if for some reason your birth was not registered with the government?
- **Remember:** With every right, you have a responsibility not only for yourself but for others as well. You should make sure that you are registered. Remind your friends to do the same. Talk to your parents and apply for a registration of your birth if necessary.

### 6. CHALLENGE

Let's do 3 things this week:

- Share the information on the **sample birth registration form** with your family.
- Ask your family if your birth has been registered. Ask them for help if necessary.
- Bring back the information in your notebook, or copy the information about your Registration Form into your notebook.

## Lesson 8 - My Right To Be Me

### Article 7

You have the right to have your birth legally registered.

### Article 8

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

*The Convention on the Rights of the Child*

### Sample Birth REGISTRATION Form

<b>Child</b>	1. Child's Name (Given, Middle, Surname)	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	
<b>Mother</b>	7. Mother's current legal name (Given, Middle, Surname)		8. Date of Birth (day/month/year)	
	9. Mother's Name prior to first marriage (Given, Middle, Surname)			
	10. Mother's Birthplace (Village, Town or City / State, District, or Province / Country)			
<b>Father</b>	11. Father's Name (Given, Middle, Surname)		12. Date of Birth (day/month/year)	
	13. Father's Birthplace (Village, Town or City / State, District, or Province / Country)			



The Right to Legal Recognition

## Lesson 8 - My Right To Be Me

### APPENDIX: Business Skill - Problem-solving

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#### 5. CONCLUSION (10 minutes)

Introduce the skill of problem-solving. Ask the students what they already know about it, and help them see its usefulness in all areas of life. Explain that they will be practicing problem-solving in a real-life situation.

- What should you do if for some reason your birth was not registered with the government?

- **Remember:** With every right, you have a responsibility not only for yourself but for others as well. You should make sure that you are registered. Remind your friends to do the same. Talk to your parents and apply for a registration of your birth if necessary.

#### 6. CHALLENGE

Let's do 3 things this week **and practice real-life problem-solving:**

- Share the information on the **sample birth registration form** with your family.
- Ask your family if your birth has been registered. Ask them for help if necessary.
- Bring back the information in your notebook, or copy the information about your Registration Form into your notebook.

### Activity: Rap “No One Just Exactly Like You”

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

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

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

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

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



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



# Lesson 9 - Child Labor Is Just Not Fair

## Freedom from Child Labor

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

*The Universal Declaration of Human Rights, Article 23*

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

*The Convention on the Rights of the Child, Article 32*



### Learning Points

You have the right to:

1. Choose your work and to be treated fairly.
2. Work in safe conditions.
3. Get an education.

### 1. WELCOME (5 minutes)

Song, “Be Our Best” (page 4)

### 2. REVIEW

- Who remembered to ask about your Birth Registration?
- Someone tell us what you learned about it.

### 3. INTRODUCTION (15 minutes)

Show the **Child Labor** mini poster (page 34)

#### Questions

- Raise your hand if you have ever heard of the phrase “child labor.”
- What do you think it means?
- What kind of work is not “child labor”?

So far, we’ve been learning about the rights we have to help us do different things. Today we’re going to talk about a right that **protects us**.

Let’s read the articles from the UDHR and the CRC that help us define “child labor.”

Have 2 students read **Article 23 from the UDHR** and **Article 32 from the CRC** (page 34).

**Activity: Picture This and Pair Share** (page 33)

- Divide the youth into pairs for discussion. Then divide the group into 3 sections, giving each section a different story.
- One student in each section will read the story and then the section will break into pairs to discuss these questions:
  1. Does this situation describe “child labor”?
  2. What part of the articles about child labor was not honored?

### 4. DEVELOPMENT (5 minutes)

Call the sections back together after their short discussion. Allow one minute for a student from each group to show their picture and describe what is happening.

#### Questions

- How are these stories similar?
- How does it impact your community or the youth if they do hard labor or work long hours when they are young?
- What is the difference between children working and child labor?

Optional questions at the back of the lesson.

### 5. CONCLUSION (5 minutes)

**Have a student read CRC Article 32 again** (page 34).

#### Questions

- How does this right protect you against Child Labor?
- What are the 3 kinds of work that young people should not be doing? (*Write on the board as they answer: Dangerous, prevents education, unfair treatment.*)
- If the children cannot go to school and learn how to read and write and do math, what kind of work do you think they will be able to do when they grow up?

### 6. CHALLENGE

- Share the stories of Teresa, Kojo and the field workers with your family and friends.
- Ask how they feel about Child Labor.
- Write down your thoughts and feelings about Child Labor to share with us next time.

## Lesson 9 - Child Labor Is Just Not Fair

### Activity: Picture This and Pair Share



Teresa was offered a job in another city and told that she would have time to go to school. When she arrived there, she found that the good job was really a trap, and she wasn't allowed to go to school. Her "boss" took her work papers, and she was forced to work 18 hours a day doing housework. She had no holidays or days off. She was constantly threatened with being sent home without money or education.

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Kojo works in a ceramic factory that makes plates, bowls and cups. He often has to get into the ceramic pit and gets coated with the chemicals. No one else likes to get in that pit, but he has to do that dirty job.

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These boys work in the fields where the soil is dry and hard. They use sharp hoes to break up the ground and dig up weeds. Their backs get tired and sore from bending over all day as they work. They are not wearing shoes to protect their feet from the heavy hoes that might slip and cut them.

### Article 23

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

*The Universal Declaration of Human Rights*

### Article 32

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

*The Convention on the Rights of the Child*

### Additional Discussion Questions

- How did these stories make you feel?
- What is the biggest challenge you and your family have with work?
- How can you prepare yourself while you're young to support yourself and your family when you're an adult?



Remember to fill in your brief **Facilitator Notes and Reflections** (page 40).

## Lesson 9 - Child Labor Is Just Not Fair

### APPENDIX: Soft Skill - Analysis

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#### 3. INTRODUCTION (15 minutes)

Show the **Child Labor** mini poster (page 34)

##### *Questions*

- Raise your hand if you have ever heard of the phrase “child labor.”
- What do you think it means?
- What kind of work is not “child labor”?

So far, we’ve been learning about the rights we have to help us do different things. Today we’re going to talk about a right that protects us.

Let’s read the articles from the UDHR and the CRC that help us define “child labor.”

Have 2 students read Article 23 from the **UDHR** and **Article 32 from the CRC** (page 34).

#### **Activity: Picture This and Pair Share** (page 33)

Today we will practice the skill of analysis, which is a way of investigating things. We’ll look at different stories of children working and analyze if they are examples of child labor.

- Divide the youth into pairs for discussion. Then divide the group into 3 sections, giving each section a different story.
- One student in each section will read the story and then the section will break into pairs to discuss these questions:
  1. Does this situation describe “child labor”?
  2. What clues did you use for your analysis?
  3. What part of the articles about child labor was not honored?

#### 4. DEVELOPMENT (5 minutes)

Call the sections back together after their short discussion. Allow one minute for a student from each group to show their picture and describe what is happening.

##### *Questions*

- How are these stories similar?
- How does it impact your community or the youth if they do hard labor or work long hours when they are young?
- What is the difference between children working and child labor?
- What are things you should look for at a job to analyze if it is safe or child labor?

Optional questions at the back of the lesson.

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# Lesson 10 - Our Duty to Each Other

## Right to Education

You have a duty to the other people in your community, and you should protect their rights and freedoms.

*The Universal Declaration of Human Rights, Article 29*

Education 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.

*The Universal Declaration of Human Rights, Article 26*



### Learning Points

1. You have a duty to other people, and you should protect their rights and freedoms.
2. Education should prepare you for life and encourage you to be respectful of others.
3. You have a right to learn about your rights.

**Display Class Rules and mini posters.**

### 1. WELCOME (5 minutes)

**Song, “This Little Light of Mine”** (page 39)

#### Questions

- How are you going to let your light shine?
- How are you going to share what you’ve been learning with friends and family?

### 2. REVIEW (5 Minutes)

#### Final Student Assessment (page 37)

Administer the assessment before the lesson. This is the same one used in Lesson 1. It is used in this lesson to determine how much students have learned.

- After each individual response, ask the students to explain what they know about that question before going on.
- After each question, count the number for each answer. Record it on the assessment form.
- **After the class is over**, take time to compare this with the results from the Initial Student Assessment in Lesson 1A. Keep this for your own future reference. Report the final results to your supervisor.

### 3. INTRODUCTION (5 minutes)

#### Question:

Which human right do you appreciate the most and why?

Allow 2 or 3 students to respond, but don’t go beyond 5 minutes for answers.

Show the **Duty mini poster** (page 39) and ask one of the students to **read UDHR 29** (page 38).

### 4. DEVELOPMENT (10 minutes)

**Activity: Picture This, My Rights and My Duties** (page 64)! Explain that each right carries a duty to respect and protect the rights of others. *Play the game.*

### 5. CONCLUSION (5 minutes)

#### Activity: The Human Knot (page 38)

Let’s do an experiment.

- Invite students to stand in a circle, facing inward, shoulder to shoulder.
- If there are more than 10-12 players, you can create two groups and organize a competition between them. The first group to finish can help the second group.

#### Questions

- How is this game like having Human Rights for everyone?
- Why is our duty to each other just as important as our own rights?
- Did you ever want to quit or think you might not be able to undo the knot?
- What strategy or method worked best in undoing the knot?
- If we played this again, how would you try to undo the knot more quickly?

### 6. CHALLENGE

- Follow Malala’s example (page 27) of courage in sharing her right to education. As the leader of the UN said, “She is a brave and gentle advocate of peace who became a global teacher just through the simple act of going to school.”
- Be an advocate of peace by going to school and learning as much as you can.
- Let your light shine by taking responsibility for what we’ve learned about our human rights and sharing it with others —with everyone everywhere we go!



### Final Student Assessment - Lesson 10B

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Male: \_\_\_\_\_ Female: \_\_\_\_\_

Location: \_\_\_\_\_ Rural: \_\_\_\_\_ Urban: \_\_\_\_\_

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



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

## Lesson 10 - Our Duty to Each Other

### Activity: Picture This - My Rights And My Duties!

1. Divide the class into Team A and Team B. Choose a person from Team A to be an artist.
2. Tell the teams that they are trying to guess the **name of the Human Right and a matching Responsibility**. They get 1 point for guessing the correct Right. They get additional points if they get duties or responsibilities that go with it.
3. Carefully show a Right only to the artist from Group A without the rest of the class being able to see it (either as a mini poster or just the title written on a piece of paper).

2 Protection against Discrimination	18 Freedom of Religion or Belief
3 Life, Liberty and Safety	19 Freedom of Expression
5 Torture or Bullying	23 Child Labor
6 Recognition as a Person	26 Education
16 Marriage and Family	29 Duty

4. Artist from Team A draws a picture on the board to illustrate the Human Right, while Team A tries to guess what the Right is. The artist may not speak or use actions or sounds, just drawing. Time the activity for 2 minutes while Team A guesses. If Team A guesses correctly, they get a point.
5. They get additional points if they identify duties that go with it – within the 2-minute time limit.
6. If Team A does not guess the correct Right, allow Team B to guess what the artist is trying to draw. If Team B guesses correctly, they get a point, as well as additional points for duties.
7. Then show everyone the poster or written words for that Right.
8. Now choose an artist from Team B. Show artist B a different poster, and Team B guesses. And so on. Use only the number of Rights that you have time for.

**Accept all logical answers.** Congratulate everyone.

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### Article 29

**You have a duty to the other people in your community, and you should protect their rights and freedoms.**

*The Universal Declaration of Human Rights*

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### Activity: The Human Knot

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

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

After everyone is “unknotted,” have the students return to their seats for the discussion.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 40).

## Lesson 10 - Our Duty to Each Other

### APPENDIX: Soft Skill - Resilience

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#### 5. CONCLUSION (5 minutes)

##### **Activity: The Human Knot** (page 38)

Often, it takes resiliency to fulfill our duty to protect others' human rights. Resiliency means we keep trying, even if something is hard or doesn't work at first.

~~Let's do an experiment.~~ This next challenge will help us practice resiliency. Keep working to solve the puzzle, even if it's challenging.

- Invite students to stand in a circle, facing inward, shoulder to shoulder.
- If there are more than 10-12 players, you can create two groups and organize a competition between them. The first group to finish can help the second group.

##### *Questions*

- How is this game like having Human Rights for everyone?
- Why is our duty to each other just as important as our own rights?
- What strategy or method worked best in undoing the knot?
- Did you ever want to quit or think you might not be able to undo the knot?
- ~~• If we played this again, how would you try to undo the knot more quickly?~~
- What made you want to keep trying even when it was hard?
- What did this challenge teach us about resiliency?
- In what ways do you think it will take resiliency to protect others' rights?

#### 6. CHALLENGE

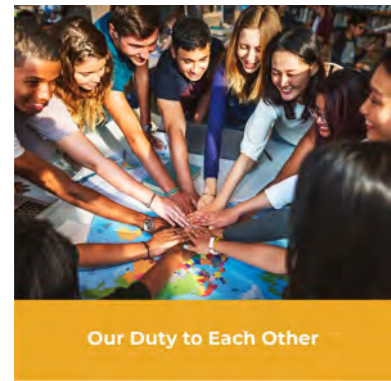
- Follow Malala's example (page 27) of courage in sharing her right to education. As the leader of the UN said, "She is a brave and gentle advocate of peace who became a global teacher just through the simple act of going to school."
- Be an advocate of peace by going to school and learning as much as you can.
- **Practice resiliency in doing your duty to protect other people's rights and freedoms.**
- Let your light shine by taking responsibility for what we've learned about our human rights and sharing it with others—with everyone everywhere we go!

##### **This Little Light Of Mine**

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!  
(Repeat verse 1)

To hear the song please visit the music section in the **RESOURCES** tab on our website: [www.go-hre.org](http://www.go-hre.org)



Our Duty to Each Other

# Facilitator Notes and Reflections

Briefly note your thoughts for future reference.

## Each Lesson

\_\_\_\_\_  
Date

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

What would or should I do differently next time?