

Gender A B C

Education Programme
for Primary Schools



Human Rights and Children's Rights

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and implemented by



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for Primary Schools

Human Rights and Children's Rights

This educational module was developed by **TERRE DES FEMMES**
in the framework of the project GenderABC.

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Section I

INTRODUCTION

1. Purpose

Human rights are universal, indivisible and apply to everyone. They include civil law as well as political rights - such as right to life, physical integrity and freedom of expression. Human right's protection consists of a set of legislations. One legal framework is children's rights: children have the right to special protection because of their vulnerability to exploitation and abuse. A fundamental agreement in this context is the Convention on the Rights of the Child, which applies to all children under 18 years. This UN convention is the first legally binding instrument for the individual protection of the rights of the child and includes four core principles: non-discrimination, the best interest of the child, the right to life, survival and development and respect for the views of the child. They are statutory.

This module describes the ability to live together in a democratic, peaceful and respectful environment, which does not come naturally. The essential knowledge, skills and values for living in a democracy should be learnt and nurtured throughout life, through experience and practice, by living and acting in a democratic environment and from the earliest possible age ¹.

This is what human rights education is about. Furthermore, in order to combat gender-based violence, human rights education proves to be the fundamental core.

2. Main topics

- Human rights/Children's rights: participants get to know their responsibilities and rights and the situations in which they apply
- Needs and Wants: what is essential for survival, development and well-being
- Respect the rights of others: from knowledge to practice

3. Keywords





Human rights • Children's rights • Civil and political rights
Bill of rights • Absolute rights • Convention • Hard law
Non-derogable rights • Social and economic rights
Ratification • Soft law

¹ Council of Europe, *Compasito*, 2007, available online at: <http://www.eycb.coe.int/compasito/>

4. Learning objectives

- Learn what rights and responsibilities are
- Educate participants to be active and responsible members of their communities
- Learn what is essential to survival, and to development and wellbeing

5. List of activities

					
	Activity name	Target age	Total duration	Materials	Importance ²
1	Flying to a new Land	6-8 years 9-12 years	45 minutes	<ul style="list-style-type: none">• Copies of the Convention on the Rights of the Child, CRC (child-friendly version)³• Envelope• Prepared cards with "Wants and Needs" (Children's Rights: e.g. "food")• Paper• Glue	☆☆☆
2	Fishing for Children's Rights	6-8 years 9-12 years	50 minutes	<ul style="list-style-type: none">• Copies of the Convention on the Rights of the Child• Cardboard - "fish" with rings and pictures regarding children's rights or responsibilities• Rod with a hook• Posters	☆☆☆
3	Children's Rights Graffiti	6-8 years 9-12 years	45-60 minutes	<ul style="list-style-type: none">• Copies of the Convention on the Rights of the Child• Prepared cards with different rights• Markers• Fabric• Paint brushes• Cardboard• Paint	☆☆☆

²Activities are ranked from one to three stars, in increasing order of importance, i.e. three stars for "highly recommended".
³See CRC (child-friendly version), available at http://www.eycb.coe.int/compasito/chapter_6/4.html

Section II

ACTIVITIES

Activity 1 Flying to a new Land⁴ ☆☆☆



Total delivery time
45 minutes
Preparation: 5
Delivery: 30
Follow-up: 10



- Materials**
- ☐ Copies of the Convention on the Rights of the Child, CRC (child-friendly version)
 - ☐ Envelope
 - ☐ Prepared cards with "Wants and Needs"
 - ☐ Blank cards
 - ☐ Paper
 - ☐ Glue



Target age
6-8 years
9-12 years

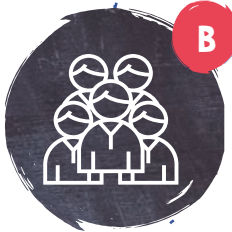
→ BACKGROUND

During this activity, participants learn what their **Needs** and their **Wants** are. They **learn to differ what they really need and what they want to have but not necessarily need**. They learn to connect human needs and human rights.

→ SCENARIO



Educators ask participants to imagine they are about to board the basket of a hot air balloon to fly to a new country. No human being has ever set foot in this part of the earth, meaning that they are pioneers establishing a new world.



Participants are then divided into small groups of four to five.

⁴Adapted version from *Compasito*, Game 27. Available at: http://www.eycb.coe.int/compasito/chapter_4/4_27.asp



Every group is given an envelope with the "Wants and Needs" cards, explaining the things that are inevitable for survival and need to be taken on the journey to the new world.



Educators ask each group to open the envelope, spread out the cards and examine them. If educators have enough time, they could distribute some blank cards to give participants the opportunity to add some additional things they think they might need or like to have.



Educators explain that the hot air balloon is getting ready to take off momentarily and begin a narrative like this:
"At first the flight is very pleasant. The sun is shining and all is peaceful. However, a big storm suddenly arises, and the basket of the hot air balloon starts rocking. In fact, it's about to lose altitude! You must throw three of your cards overboard to keep the hot air balloon in the sky".



Educators ask every group to decide what to give up and explain that they won't be able to get these things back. Secondly, educators collect the cards which have been 'thrown overboard' and put them together in one pile.



After collecting the cards, they could return to the narrative:
"At last the storm has passed. Everyone is very relieved. However, a weather report comes in saying a Category 5 hurricane is headed towards the hot air balloon. If you want to survive the hurricane, you must throw three additional cards overboard! Remember: don't throw away what you may need to survive in the new country."



Again, educators collect the cards and keep them in a pile, before returning to the narrative:
"That was a very close shave! Fortunately, you have almost reached the new country. Everyone is very excited. But just as you sight land on the horizon, a giant bird crashes into you, tearing a hole in the fine fabric of the balloon. The hot air balloon must lose weight if you want to prevent an immediate crash! Throw away three more cards."



The cards are collected once again before announcing the safe landing. Each group glues their remaining cards on a piece of paper so that everyone can remember what they brought to the new country.

Every group presents their sheet and explains what they are bringing. After each description, educators ask participants if they are missing anything they will need to survive? To grow and develop?

→ BRIEF

In a further discussion, educators could emphasise that everyone needs their human rights, that human rights are based on human needs. Some are necessary in order to stay alive, such as food, medical care, clean water and shelter, whereas others are essential for people living well and developing personally. It is not enough for anyone just to stay alive.

Educators could ask questions such as:



- How did you decide what you could do without? What was essential?
- Were some decisions difficult? Which ones?
- Were there any disagreements as a group on what to keep and what to throw overboard?
How did you solve these disagreements?
- Do all people have the same needs? Who may have different needs?
- What do you think about your final choices? Will you be able to survive in the new country? Will you be able to grow and develop well?
- Did the final results surprise you?
- If you had to do this activity a second time, would you throw away different things?
- What things did you want to have but then decided were not essential?
- Which cards represent things we might want but are not necessary for survival?
- Which cards represent things we have to have for physical survival?
- Which cards represent things we might need to grow and develop well?
- What would happen in this new country if you didn't have _____? (Choose several different examples from the cards)





comfortable home



fashionable clothes



holiday at the beach



nutritious food



protection from abuse



education



doctors



bicycle



sweets



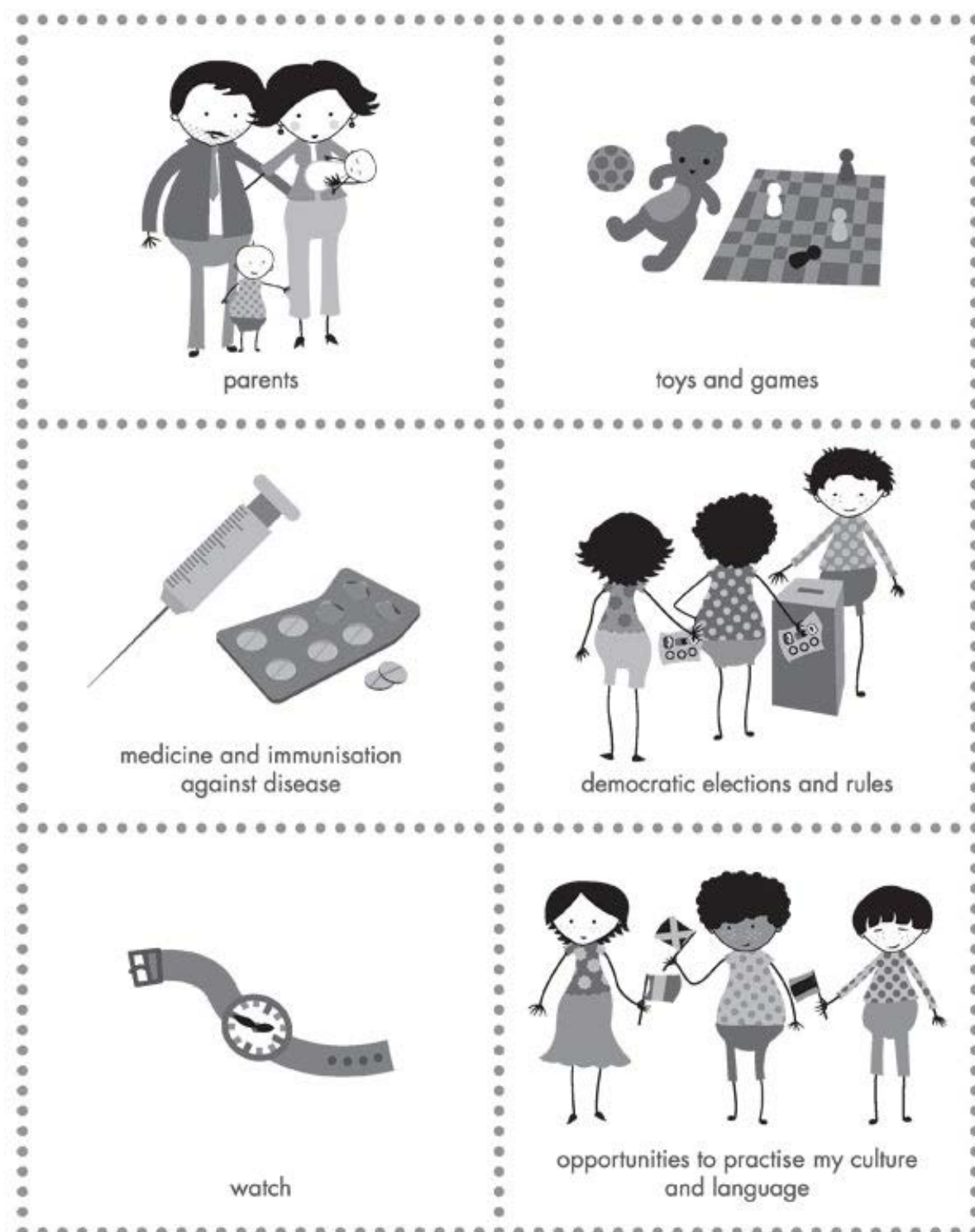
jewellery



mp3 player or discman



warm clothes



Activity 2 Fishing for Children's Rights ⁵ ★★



Total delivery time

50 minutes
Preparation: 5
Delivery: 35
Follow-up: 10



Materials

- ☐ Copies of the Convention on the Rights of the Child (child-friendly version)
- ☐ Cardboard - "fish" with rings and pictures regarding children's rights or responsibilities
- ☐ Rod with a hook
- ☐ Posters



Target age

6-8 years
9-12 years

→ BACKGROUND

The aim of this activity is for participants to **talk and think about the different rights and responsibilities they have**. Furthermore, participants need to understand that they are not solely responsible for the implementation of their rights. Educators explain to them that there are trustworthy people (e.g. teachers and youth welfare officers) they can turn to for help.

→ SCENARIO



The cardboard - "fish" with the pictures (e.g. showing a child eating) are prepared in advance by educators. Every fish needs a ring, so that it can be caught with the rod that has a hook.



The fishes are placed in the middle of the whole group with the message faced down.

⁵ Adapted version from Equitas, *Play it Fair! Toolkit*, Activity 29. Available at: https://equitas.org/wp-content/uploads/2015/07/TK_PIF_Sample_2014_FINAL_copyright_web.pdf



One after the other, the participants fish with the rod, until they pick up a cardboard - "fish".



The participants are asked to interpret the pictures seen and get talking about their rights and responsibilities, and who they can consult in a precarious situation.



Every caught fish gets glued to a poster.

→ BRIEF

Educators tell the participants about the rights and responsibilities they have:

- Are there other rights you have that haven't been mentioned?
- Did you ever feel your rights being violated/not being respected?
- Do you know who to ask for help?



RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none">• I have the right to be treated with respect• I have the right to be safe within my family, my community and my country• I have the right to express my ideas• I have the right to a name and a nationality• I have the right to be treated equally, regardless of my age, the colour of my skin, my sex, my religion, my opinions, my nationality or my culture• I have the right to the highest attainable standard of health and to be taken care of when I am ill or injured• I have the right to go to school• I have the right to be protected against abuse, violence, torture and war• I have the right to practice my religion• I have the right to be alive• I have the right to be protected from child labour• I have the right to a clean environment• I have the right to own possessions• I have the right to a decent home• I have the right to food• If I have a physical or mental disability, I have the right to special care• I have the right to a good standard of living• I have the right to understanding and love from my parents and society• I have the right to play• I have the right to have friends• I have the right to be wrong and to make mistakes• I have the right to be who I am	<ul style="list-style-type: none">• I respect the others, whether they are children or adults• I respect the ideas of the others• I take care of my body so that it can be healthy• I respect my commitments• I take care of my possessions• I respect people who are different from me• I help the others• I cooperate with my parents, my teachers and other adults who take care of me• I welcome those who have a different culture or background than I do• I am careful and I play safely• I am not violent• I keep my surroundings clean and I respect the environment• I do not waste food• I respect people with physical or mental disabilities• I respect the rules and laws that govern society• I apply myself to school and I respect my teachers and others at my school• I am loyal to my friends• I learn from my mistakes

Activity 3 Children's Rights Graffiti⁶ ★★☆☆



Total delivery time

50 minutes
Preparation: 5
Delivery: 35
Follow-up: 10



Materials

- ☐ Copies of the Convention on the Rights of the Child, (child-friendly version)
- ☐ Prepared cards with different Children's rights
- ☐ Markers
- ☐ Paint
- ☐ Paint brushes
- ☐ Cardboard
- ☐ Fabric (depends on the type of artwork to be created)



Target age

6-8 years
9-12 years

→ BACKGROUND

The aim of the activity is to **approach Children's Rights artistically by creating a collective work of art.**

Through this artistic approach, participants are able to think and talk about their rights in a child friendly/ appropriate manner.

→ SCENARIO



Educators provide a short introduction on Children's rights based on the child-friendly version of the Convention on the rights of the Child, to give participants some background information.



Educators create small groups of 4 to 5 participants and distribute the children's rights cards (1-2 "Children's right" per group).

⁶ Adapted version from Equitas, *Play it Fair! Day*



First, participants may discuss the "right" that is on their card.



After the group discussion, every group presents their results and subjects that have been discussed and what these could mean (e.g. "All children have the right to play", "All children have the right to be respected").



Each group is then asked to create a work of art on the theme of the "right" they have been discussing previously. In the end, the groups present their works of art to their class mates.

→ BRIEF

After the presentation and discussion, educators ask participants questions:

- How did you feel thinking and talking about your rights?
- Why did you choose to present "your right" the way you did?
- What did you like about the other artworks?



Session Plan

Name of the module: Human Rights and Children's Rights

Venue / school: _____

Focal point / teacher: _____

Class (grade and reference): _____

N° of participants: _____

Date: ____ / ____ / ____ Duration: _____

Activity/(ies) chosen: _____

Materials (all checked): ☐ yes ☐ no

NOTES:

Project Gender ABC
MODULES LIST

Primary
School
Modules

- 01 Body Safety / Female Genital Mutilation
- 02 Empowerment and Communication
- 03 Gender-Based Violence
- 04 Gender Social Norms and Stereotypes
- 05 **Human Rights and Children's Rights**
- 06 Sexual Orientation and Gender Identity

Secondary
School
Modules

- 01 Cyber Violence
- 02 Early Forced Marriage
- 03 Empowerment and Communication
- 04 Female Genital Mutilation
- 05 Gender-Based Violence
- 06 Gender Social Norms and Stereotypes
- 07 Group Building
- 08 Human Rights and Children's Rights
- 09 Intimate Partner Violence
- 10 Sexual Orientation and Gender Identity
- 11 Sexual and Reproductive Health and Rights
- 12 Sexual Violence

Support
Documents

- 01 Risk Assessment
- 02 General Methodology
- 03 General Glossary



A project by:



End FGM
EUROPEAN NETWORK



ASSOCIAÇÃO PARA O PLANEAMENTO DA FAMÍLIA



AIDOS
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