

Human Rights Club MANUAL



Advocacy Department
Human Rights Commission of the Maldives

Human Rights Club

Teachers' manual on human rights education for children

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First Draft

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Foreword

This is the first Human Rights Manual prepared by the Human Rights Commission of the Maldives to be used as a teacher's guide in conducting and coordinating Human Rights Clubs in schools. This is an opportune time to introduce this manual as schools are at a critical juncture where new curriculum reforms are being introduced and applied systematically.

Respect, inclusiveness and empathy are fundamental values of human rights education. For human rights principles and values to take root, there is a need to relate them to local cultures as well. Human rights education must have a direct relationship with life and everyday life experiences, which bring into focus the stark realities of the local environment in order to learn to live together. This manual outlines the immense benefit for students to understand how respect for human rights can help to bring about greater tolerance, equality, and non-discrimination among students of different backgrounds with different interests.

Human Rights Education aims to build a society where each person is respected so that people can live in peace and dignity. Human rights education can be seen as a transformative process leading to action and encouraging change. As stated in the World Programme for Human Rights Education, the aim of such education is to build "... a universal culture of human rights through the sharing of knowledge, imparting of skills and molding of attitudes directed to:

- a) the strengthening of respect for human rights and fundamental freedoms
- b) the full development of the human personality and the sense of its dignity
- c) the promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples' and racial, national, ethnic, religious and linguistic groups
- d) the enabling of all persons to participate effectively in a free and democratic society governed by the rule of law
- e) the building and maintenance of peace, and
- f) the promotion of people centered sustainable development and social justice."

Human rights need to be taken seriously to uphold democracy and we all need to work together to find effective solutions for better promotion and protection of human rights in the Maldives.

I would like to acknowledge with appreciation the contributions and dedicated work of Commissioners and staff, whose dedication had made such a manual a reality. I would also like to thank UNICEF and specifically their Program Specialist Mr. Mohamed Naeem, who has arduously taken meticulous care in establishing the Human Rights Clubs in School and the development of the Club Teacher's Manual. We have been inspired by the idea of having such a manual for schools as well as for other target groups and stakeholders for a long period of time and I hope that this manual proves to be the first from this Commission among many more to come.

I hope that this manual will help facilitators introduce ideas about human rights, provide adequate guidance in teaching each topic or issue, and stimulate debate and further learning. We hope that it empowers and encourages students and participants to be active in the protection and promotion of human rights in order to build a society in which each person is respected and where people can live in peace and with dignity.

Maryam Azra Ahmed

President,

Human Rights Commission of the Maldives

Preface

To know is but to understand and to understand is but to oblige. And if this is followed through we can safely assume that for everything we want people to accept and respect, understanding and awareness are the keys. The Human Rights Commission of the Maldives (HRCM) as mandated in its Act continues to develop new means and methods of advocating human rights and its related concepts. This stems from the incessant belief that in order to create a culture that is conducive to, and respectful of human rights, one needs to ensure that the Maldivian society is fully aware of what it is that we are talking about when we so vehemently speak about human rights. And this invariably requires that HRCM conceive and implement advocacy programs targeting and fanning across all sections of the Maldivian demographics. And key to this is the proper awareness and understanding created amongst children of school age. Respect for human rights and understanding of their inherent nature, as is shown from experience, is best entrenched in society if it starts from the very young. Respect like all elements in society is contagious in nature. And if a generation matures without any understanding about human rights, it is only fair that future generations follow suit. Thus the Human Rights Commission of Maldives has till date organized several significant programs targeting students ranging from grades foundation to grade 12. Although the approach to each age group is different, the results invariably show that school is an ideal place to start the process of respecting human rights and one another. Formation of Human Rights Clubs was therefore considered as a vital means of ensuring that knowledge and understanding about human rights can be embedded into the school life through a systematic process.

Human Rights Clubs (HRC) are set to be piloted in Male' although for greater participation an ideal situation requires this happening simultaneously in other islands as well. In order to ensure the proper functioning of HRCs, Human Rights Commission concluded that a manual needs to be developed. This manual will include information about the functioning of the Clubs as well as important activities required by the HRCs to conduct for their member students. These include classroom games and activities to

understand issues like discrimination, women's rights, child rights, disability rights etc. All activities in this handbook will be divided into specific age groups and will require the teachers to be actively involved to ensure the desired outcome.

This teachers' handbook will also detail the processes through which the activities of the Clubs will take place and the objectives they need to achieve. The manual is also hoped to serve as a guide in creating a conducive classroom environment to initiate the activities outlined for the specific Human Rights Clubs.

Each individual activity outlined in this manual has a set objective and they need to be carefully understood by the facilitators/teachers, even though activities under the same thematic right may have different outcomes and desired results at the end. For example one activity to create awareness about discrimination may try and teach students to empathize with people being discriminated, while another activity within that same theme may try and teach children the beauty and wondrous nature of diversity. Therefore it is vital that all facilitators preemptively understand the activities and their outcomes before they begin the classroom activities.

It is hoped that this manual will serve to add to the idea of establishing Human Rights Clubs and that the ideas and notions expressed in this manual will be used as important and essential elements of the Clubs. Not all children learn through one single method and therefore it is the hope of the Commission that these activities serve as guides to what can be flexibly adjusted to best suit the given environment.

Ahmed Tholal

Vice President, Human Rights Commission of the Maldives

Contents

The Organization of Human Rights Club Manual.....	9
The methodologies used in the manual	13

Pre-School

Respect for self	17
Respect for others.....	21
Appreciating Individual.....	27
Needs and wants.....	31
Classroom Rules and Responsibilities.....	39
Fairness and Justice.....	49
Showing Empathy.....	53
The act of giving and caring.....	56
Respecting difference in us.....	60

Key Stage 1

Respect self and others.....	71
Respect for self and others.....	78
Appreciating Individual Differences.....	89
Needs, Wants and Rights.....	96
Understanding Human Rights.....	107
Children' Rights.....	124
Introduction to UDHR.....	130
Needs, Wants and Rights.....	144
Discrimination.....	150

Key Stage 2

Respect for self.....	161
Valuing Diversity.....	165
Child Rights.....	170
Right! Who's Responsibility?.....	175
Exploring UDHR in depth	184
UDHR (Right to Education).....	199
Humans, individuals in a society	206

Conflict resolution and problem.....	212
Discrimination / Bullying.....	219
Discrimination (disability)	230

Key Stage 3

Respect for self.....	243
Respect (Emotions and feelings).....	247
History of Human Rights.....	253
Rights to adequate standard of living.....	262
Principles and types of Human Rights.....	274
Exploring Human Right Issues.....	282
Protecting Child Rights.....	295
International Human Rights Conventions.....	300
Discrimination (Stereotyping).....	329

Key Stage 4

Respect for self.....	339
Promoting Peace.....	345
Understanding United Nations.....	348
Constitution of the Maldives.....	361
Human Rights and Environment.....	365
War, Peace and Rights.....	368
Human Right Defenders.....	381
Democracy and Human Rights.....	390
Gender Discrimination.....	398

Key Stage 5

Respect for self.....	407
Civic Responsibilities	411
Climate Change and Human Rights.....	420
Government and Law.....	425
Development and Environment	430
Promoting and Creating a Human Rights Community.....	434
Human Right Defenders	444
Democracy and Human Rights	450

Discrimination	461
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References	475
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The Organization of Human Rights Club Manual

No	Pre School	Key stage 1 Grade 1,2,3	Key stage 2 Grade 4,5 and 6	Key stage 3 Grade 7 and 8	Key stage 4 Grade 9 and 10	Key stage 5 Grade 11 and 12
1	Respect for Self (Fostering confidence and self esteem)	Respect for Self (Fostering confidence and self esteem)	Respect for Self (Fostering confidence and self esteem)	Respect for Self (Fostering confidence and self esteem)	Respect for Self (Fostering confidence and self esteem)	Respect for Self (Fostering confidence and self esteem)
2	Respect for self and others	Respect for self and others	Valuing Diversity	cooperation sharing	Promoting peace and justice	Civic responsibilities/ civic disobedience
3	Appreciating Individual Differences	Appreciating Individual Differences	Child Rights	History of human rights	Understanding United Nation	Climate Change and Human Rights
4	Needs and Wants	Needs, wants and Rights	UDHR (Right to Education, water, Adequate standard of living,	UDHR (Right to Education, water, Adequate standard of living,	Human rights in The Maldives constitution	Government and Law

			health, Food)	health, Food)		
5	Classroom Rules and Responsibilities	Understanding Human Rights	Humans , Individual in a Society	Principles and the types of Human rights	Human Rights and environment	Development and environment
6	Fairness and Justice	Introduction to UDHR	Exploring UDHR in depth	Exploring Human rights issues and solution	War, Peace and Right	Promoting and Creating a human Rights community
7	Showing Empathy	Child Rights	Who helps me ensuring my rights	Protecting Child Rights	Human Right Defenders	Human Right Defenders
8	The act of giving and caring	The act of kindness	Conflict Resolution and problem Solving	Conventions signed by Maldives	Human Rights and Democracy	Human Rights and Democracy
9	Discrimination (Respecting Differences)	Discrimination (Bullying)	Discrimination (disability)	Discrimination (Stereotyping)	Discrimination (gender, CEDAW)	Discrimination/intolerance

Clubs in schools are carried as a co-curricular activity in the schools of Maldives. It's a part of the holistic development of the child. Childhood is the ideal time to begin instilling human rights knowledge skills and values. The activities in the manual will help the students to cultivate knowledge on human rights and peace, skills such as cooperation, communication, active listening, democratic participation, problem solving and non-violent conflict resolution and values such as respecting, tolerance, and appreciating and valuing differences and diversity.

Each of the session for the club meeting is designed for one hour with activities that involves collaborative and active learning. When carrying out the club activities teachers can use flexibility in adapting and bringing changes without changing the whole concept or objective of the session. Each student has to have a club file where they have to mark and write a short feedback of the activities that they participate. A feedback form for students and teachers will be at the end of each session.

The session structure is as follows:

Topic

This describes the broad area on which the activities will be developed.

Objectives

These are the statements that describe what the students will be able to gain as a result of participating in the session.

Agenda and materials

Agenda gives the title and the flow of each activity in the session.

Background information

Background information provide information that the teacher/facilitator will need in order to carry out the activities suggested in the sessions

Overview

It gives an overall picture of what students will gain and be involved during the session.

Implementation options

It gives information on the adaptability of activities.

Activity step

Provides information on how the session activities are ordered including the time framing for each activity

Extension

For most one hour session there will be some extra activities suggested. This is for the teachers to carry out if time permits. There are less than 10 topics for the whole year. Hence, some of the activities can be extended to another session so that the club activities can be conducted throughout the year.

Assessment

Some simple activities are suggested to check how much students understand each of the concept taught.

Worksheet and Material

Any necessary worksheet or resources such as information sheets will be annexed at the end of each session.

Feedback forms

Students have to fill a feedback form after each session. Activities outlined for each session is written on the form and there will be space for students to write something that they learnt during the session or whether they liked the activities conducted during

the session. For preschool and key stage one, students don't have to write but they can mark whether they like the activities by pasting a sticker or a happy face.

The methodologies used in the manual

The manual uses methodologies that enhance students' skills such as oral self expressions, listening, speaking, and decision making, develop a sense of identity and respecting oneself and others. Some of the primarily used facilitation methods that are utilized in the manual are listed below. Although there are specific methods used for a particular content, teachers can be flexible and creative in adapting any method that will best suit to the context, the level and interests of the students.

Graphic Arts

Activities like drawing, painting, making sculptures, booklets, banners and posters are ways students can show their creativity as well they get an insight of the topic while exploring information to obtain the artifact.

Creative Expression

Creative expression is a technique that makes concepts more concrete and personalizes abstractions. It affects attitudes by involving emotional as well as intellectual responses to human rights. Creative expression can be carried out in various ways including writings, drawings, poetry etc. When using these techniques facilitators must be careful in providing several choices of expression and to create a safe, non- judgmental environment. In creative expression students are allowed to express their experiences, feelings, emotions and their perceptions on a given situation.

Discussions

Discuss can be used to talk about issues which students are more comfortable with. It is characterized as a structured conversation among participants who present, examine, compare and understand similar diverse ideas about issues. To keep the discussion focused, the facilitator needs to pose several key questions. It is important for the

facilitator to ensure that all the students get an opportunity to express their views. It provides an opportunity for the facilitator to correct any misinformation.

Group Work

It is a method used to get students work together to solve a problem or learn new information. It is a structured way to help students to develop collaboration, coming to a consensus and accountability. It also helps the students learn from others ideas and make shared decisions.

Brainstorming

Brainstorming invites students to explore ideas and is a great way to open a topic for discussion and suggestions. During the process the facilitator can record ideas on a flip chart or chalk board for everyone to see. This method encourages students to expand their thinking about an idea and look into the matter from different perspectives. After all the students gives their ideas, the ideas can be prioritize, analyzed ad can be used to generate discussion or problem solving.

Case Study

Case study is a method that enhances student's critical thinking, analyzing, problem solving, and planning as well as cooperation and the team building. It set up a platform to have effective debates and comparisons. In case study, students are given a real case drawn from historical or current events to be analyzed. They are then asked to find solution in small groups.

Dramatization

Dramatization serves as an opportunity to experience unfamiliar situation, develop empathy and appreciate different viewpoints. It also provide opportunity for students to concretize concept that are been taught. Some of the possible ways to carry out dramatization in Human Rights education include:

1. Charades: Working in several teams, participants act out articles of human rights documents, which others must guess. These charades might illustrate rights denied, rights enjoyed, or rights defended.
2. Dramatic Readings: Participants create presentations by reading from plays, testimonies, stories, or poems on a particular subject.
3. Image Creation: Ask a volunteer to name a human rights problem from her or his own experience. The volunteer then uses the other participants to build an image of this problem. Everyone must agree that the image accurately represents the problem. Then ask the volunteer slowly to change the "actual" image into an ideal one (i.e., an example of the situation as she or he would like to see it). Discuss possible agents of change.
4. Puppets: Participants create puppet shows on human rights themes.
5. Role-Play: This method can take many forms and in all forms, participants act out little dramas. Give clear instructions and ensure time for full development and discussion of the role-play, concluding with an explicit restatement of its purpose and learning points. Be sensitive to feelings the drama may evoke in the actors and the audience. Allow times to "debrief" the role-play, asking both actors and audience how they felt. Encourage evaluation of what took place and analysis of its relevance to human rights.

Games

Games are enjoyable and interactive ways for the students to learn difficult concepts and compliment cognitive learning. After games it is important to highlight in the value of the game with discussion and explicit links to human rights concepts. Games' rules must be clear for the students before they start. When applying games make sure the students continue the game only long enough to establish the intended concept.

Story Telling

Stories can be a rich source to related human rights themes to life experiences. Stories can be retold from a human rights perspective or even human rights related stories could be told. The students can be encouraged to share ideas from their life experiences. Discussions or a set of questions can be carried out to get further insight to the concept been introduced.

Mind Mapping and Graphic Organizers

This is a technique where students brainstorm to evoke words, phrases; thoughts are written and connected a line to central circle to a given topic. This could be gradually expanded as more ideas are generated. There are also other graphic organizes similar to this to brains storm ideas. Some of them include y -chart, and effect wheels.

Journal Writing

Journal writing provides students to express thoughts and emotions regarding topics been taught. In the process of journal writing the students write down their reactions, opinions and ideas before or after a discussion which help the students to evolve ideas about human rights. It also reinforces the value of independent and critical thinking.

Ranking Activities

In ranking activities the students are asked to prioritize choices provided. It helps the students to define values, discuss conflicting point of views and building consensus. These activities could be varied out either individually or in groups. After the activity a session to compare and contrast can be carried out.

There also various other methods that are utilized in the manual. Teachers can be flexible in using other methods as well that might be appropriate in teaching the relevant Human Rights topics.

Respect for self

Objectives

Students will be able to:

- ✦ Appreciate who they are and develop a sense of identity and individuality.
- ✦ Identify and appreciate individual differences and similarities.
- ✦ Develop a sense of respect towards other children.

Agenda

- ✦ Who am I? (10 mins)
- ✦ Create a Scrapbook (50 mins)
- ✦ Old MacDonald Had A Class (10 mins)

Extension

- ✦ Guess Who? (20 mins)
- ✦ Comparing Hand (20 mins)
- ✦ Shared Collage (20 mins)
- ✦ Emotions (20 mins)

Materials

Create a Scrapbook

- ✦ Photos or pictures of each child
- ✦ Pictures of their favorite food, animal and places they would like to go.
- ✦ Any picture that would tell something about themselves.
- ✦ Construction paper
- ✦ String or thread
- ✦ Comparing Hand
- ✦ Bristol board, scissors, glue
- ✦ Shared Collage
- ✦ Different coloured paper, magazine paper, glue, scissors

Overview

Students will develop a class book with information about themselves. Through this activity students will learn about themselves and about others. In doing so they learn to value themselves which in turn will enhance the value of others and so develop a culture of respect and appreciation.

Background

Education for Human Rights is aimed at developing a sense of universal values and working towards creating culture of living together. In preschool and lower primary education, teaching for human rights are aimed at fostering feelings of confidence and respect for self and others. It also means developing respecting for the rights of everyone. Developing respect for the work of others enhances loving and caring. These are the basis for the whole culture of human rights.

A person demonstrates respect when he believes in his own self and the worth of all people.

Developing a sense of identity fosters respect for self and talking to the child about their talents and what they can do establishes self-esteem. When the child believes in himself the child starts to understand the value of others and thus build a community that respects.

Activity Steps

Who am I? (10 mins)

- ✏ Ask students to display the photos they brought and talk about it. They can hold the picture up and say it's my family etc.
- ✏ When each child is talking about themselves try to find similarities and draw focus to equality of children. Example: We all have a family that loves us. But our parents are different. Love is something everyone needs. We all have a name. We need a name so that everyone can tell who we are. But our names have different sounds etc.

Create a Scrapbook (50 mins)

- ✏ Paste the pictures on a paper and make a sheet or several sheets, with information about the child, can include age, name, sex, parents name, nationality etc.
- ✏ Bind them together with string or thread.



- ✎ Set up an area in the classroom to display the scrapbooks, and set aside time for the students to look through their classmates' creations and identify what they like about the other child.
- ✎ Variations: For more advanced groups, have students respond to general questions or statements that will encourage creativity:
 - ✎ I am me because...
 - ✎ My favorite food is...
- ✎ Insert extra pages in the back of the scrapbook for peers to respond to the scrapbooks.

Old MacDonald Had A Class (10 mins)

Sing the song "Old MacDonald's Farm" with the class

Old MacDonald had a class

E-I-E-I-O

And in this class there was (child's name)

E-I-E-I-O

With a (child's name) here

And a (child's name) there

Here a (child's name)

There a (child's name)

Everywhere a (child's name x2)

Old MacDonald had a class

E-I-E-I-O

Extension

Guess Who? (20 mins)

This is a game where the class has to guess the chosen student. Choose a student and provide three clues about the student and have the children guess who the student is.

Comparing Hand (20 mins)

Make hand and foot prints and compare them to the others in the classroom. Attach them into the scrapbook after writing names of each person on their print.

Shared Collage (20 mins)

Get the students to make one big collage depicting something which all the students agree upon. Use fabric scraps, paper scraps and other materials. Have children color and paste these materials on a large sheet of paper.

Emotions (20 mins)

Teacher calls out an emotion (sad, mad, happy, etc.). Students have to show the corresponding emotions. Next, provide some scenarios for these emotions (falling off a bike→sad, someone hitting them→mad, etc.) Have children cut out pictures of faces from magazines showing different facial expressions.

Worksheet and Material

Sample Scrapbook sheet

<p>Everyone must have a name, parents' love and belong to a country</p> <div>Picture here</div> <p>Name: age: Nationality:</p> <p>People in my family</p>	<p>Everyone must go to school</p> <div>My school</div> <p>Name: Address:</p> <div>My teacher</div> <p>Teacher help & I love them</p>
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Respect for others

Objectives

Students will be able to:

- ✦ Exhibit appropriate behavior in line with the moral values and attitudes related to human rights.
- ✦ Gain knowledge, skills and self-esteem to avoid risky behaviors and situations.

Agenda

- ✦ Producer (20 mins)
- ✦ Paper Bag Puppets (30 mins)
- ✦ Puppet Play: (10 mins)

Extension

- ✦ The Magic Tree (20 mins) Tree of love (-)

Materials

Producer

- ✦ Story (Playing with the Sun)

Paper bag puppets

- ✦ One pair of scissors
- ✦ One marker
- ✦ One spool of yarn
- ✦ One container of glue or tape

The Magic Tree

Story (Magic Tree)

Tree of Love

Pot, dry branches, clay, flower and leaves, shapes, glitter pens to decorate and strings.

Overview

Social skills may differ considerably in this age group. Some children, through home and early childhood training, already have the skills to get along well with others. Others need more help. These activities allow participants to practice dealing politely and respectfully with others in everyday situations

Background

Respect

Respect means honoring other people and treating them with care and courtesy. While respect includes good manners, the core of the behavior goes deeper than politeness. It stems from the belief that other people have as much worth and dignity as you, and that harming others or their property is inherently wrong. Kids usually learn to be respectful of rules at home and at school, to not to make fun of friends and to use polite speech

Self-esteem

It is important to show that self-esteem means feeling good about oneself, feeling balanced, feeling happy about what one contributes to the community and being responsible for all the actions one takes—all of which have an effect on each part of the community (Show how making healthy choices makes us healthier overall, as well as makes our communities healthier. Show that self-esteem is different from the notion of selfishness or being overly concerned with oneself).

Activity Steps


Producer (20 mins)

Ask about their friends and how they treat friends when they play. Talk about how a child might feel if everyone excludes someone. Tell them that you are going to tell a story about the sun and the animals in the forest. Talk about the sun and how it helps us. Tell them to think about how the sun would feel.

Discussion Questions:

Why should we be nice to other people?

Should we be nice to people who are very different from us? Why?

 What does “respect” mean?

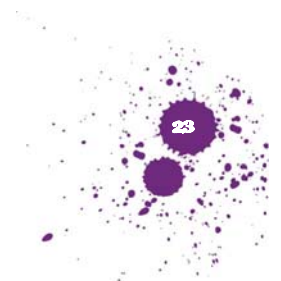
- # Why should we respect the feelings, opinions and privacy of others?
- # Why should we respect belongings of others?
- # Why should we be polite to others?
- # How do you feel if someone is nice/mean to you?
- # What can you do if you feel that way? What can you do if you feel mad, embarrassed, etc.?

Paper Bag Puppets (30 mins)

- # Divide students into three small groups to make paper bag puppets. Make a face on the puppet and attach ears, hair or other decorations. Demonstrate how this can be used as a puppet;
- # Distribute paper bags and brown paper/newspaper. Provide each group with only one pair of scissors, one marker, and one spool of yarn and one container of glue or tape and ask the groups to make their own puppets. The purpose of this activity is to learn how to share and cooperate.
- # Explain to the groups that each person should say “please” and “thank you” when they share these items. Monitor the group activity and reinforce points about using courtesy if members begin arguing over materials.

Puppet Play (10 mins)

- # Using the puppets, ask each small group to work on one of the following situations and create a mini-play with their puppets. *(Each group is to show how to respectfully and courteously deal with their situation.)*
- # Situations for Puppet Skits
- # Someone new joins the Club . . . what should you do?
- # You’re coming up to a door. An elder is coming up right behind you . . . what should you do?
- # Someone forgets to bring his lunch when you go on a Club field trip . . . what should you do?
- # You’re at the park and see someone your age playing alone. The person looks sad . . . what should you do?
- # Have members act out their plays for the entire group. Ask members how they felt during the skits. Ask others if they would act the same way that the puppets did.



Note: In this activity teachers can read the skit to the class and the students can answer the questions using the puppets.

Assessment

Stand in a circle and say a word or show an action that demonstrates respect (eg. smile, salute, shake hands, greet, say thank you, assalaam alaikum, sorry,. etc.) Once the action is done shake hands with the one standing next and the next person shows another action or a word. Likewise carry the activity until all the students get a chance.

Extension

The Magic Tree (20 mins)

Like in the previous lessons talk about being polite to people. Why must we say thank you, ask permission when we use other people's property.

Tell the story of the Magic tree.

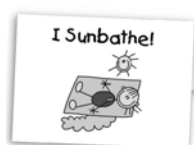
Tree of love

Cut the flowers and leaves. Write a name of a student on a flower or a leaf and then write message saying something nice about the student. Decorate with glitter pens and hang the flower onto a branch. Make sure each child gets a message.

Note: This activity is done by teacher for the students. Students' self esteem and confidence will be developed when they realize the good qualities in them.

Worksheet and Materials

Producer: Playing with the Sun (Story)



There was once a forest where all the animals played happily and together. So much so, that the sun wanted to join. The animals told the sun he could play with them, but when the sun came down to the forest, it was too hot and they all ran to hide.

The sun went back up into the clouds, feeling terribly sad. So sad, that no longer did he want to come out every day. Without the sun, it was too dark and nobody was happy.

Knowing what the problem was, the animals had a meeting to think of ways to cheer the sun up.

Someone suggested that they play with the sun at night, when he no longer shone. That would avoid the heat of his rays. So that's what they did.

All the animals had to make a great effort to rest during the day, so that they could play at night. But they so wanted to cheer the sun up that all the animals managed it. Soon the sun and with it, happiness, returned to the forest and to the rest of the world.

The Magic Tree (Story)



A long, long time ago a little boy was walking through a park. In the middle of the park there was a tree with a sign on it. The sign said "I am a magic tree. Say the magic words and you will see."

The boy tried to guess the magic words. He tried abracadabra, supercalifragilisticexpialidocious, tan-ta-ra and many more... but none of them worked.

Exhausted, he threw himself on the floor, saying: "Please, dear tree!" and suddenly, a big door opened in the trunk. Inside everything was dark, except for a sign which said "Carry on with your magic." Then the boy said "Thank you, dear tree!" With this, the inside of the tree lit up brightly and revealed a pathway leading to a great big pile of toys and chocolate.

The little boy brought all his friends to the magic tree, and they had the best party ever.
This is why people always say that "please" and "thank you", are the magic words.



Appreciating Individual

Objectives

Students will be able to:

- ✦ Create a positive association with diversity
- ✦ Recognize some of the many differences among people
- ✦ Recognize that we all belong to different groups.
- ✦ Explore the things they have in common with others and the different abilities and qualities that contribute to their uniqueness as human beings

Agenda

- ✦ Are we same? (10 mins)
- ✦ Same, Yet Different, Hats (30 mins)
- ✦ Exploring identity (20 mins)

Materials

Same, Yet Different, Hats

- ✦ Brown paper/newspaper
- ✦ Art supplies
- ✦ Glue
- ✦ Markers
- ✦ Feathers, glitter
- ✦ Hat template (optional)

Overview

The session will allow students to identify the similarities and differences among the classmates. The activities will also allow the students explore the common abilities and qualities that contribute to our uniqueness as human beings.

Background

Individual differences are the facts that make people different from each and other. We all know that we are different from each other in many ways such as our physical aspects, our likes, dislikes, interests, values, psychological makeup. In other words, the whole "personality".

Special (verb): Distinguished from what is ordinary or usual.

Activity Step

Are we same? (10 mins)

Introduce the word diversity (meaning differences or variety). Ask if any two people in the whole world are exactly the same. Ask about their own brothers and sisters. Do they look the same (elaborate: tall, short, old, young)? Explain that no one in this world is same, even twins have different names, etc. (show pictures of twins, people from different cultures around the world). These differences are what make us unique and special.

Same, Yet Different, Hats (30 mins)

- ✎ Instruct the students to create their own unique hat of whatever type they want.
- ✎ Tell the students that they can draw and color and make their own designs or use materials such as feathers, crinkly paper, and markers to decorate.
- ✎ Some students will be creative and draw as well as decorate the hats.
- ✎ Cut the hat template lengthwise and glue the two ends together creating a crown like hat.
- ✎ Discuss:
- ✎ Were the hats different or the same? Why?
- ✎ Were there colourful hats? Were there hats with own designs? Were there hats with lot of decorations? Why?
- ✎ Explain each one of us thinks differently; what I like may not be the prettiest hat.
- ✎ Do people ever fight over differences? How can you help people see that differences are good?
- ✎ Explain again that we are all different and special. Each of us has different talents and abilities. (Ask each student about a favorite thing to do.) Explain that just as we have different talents, even the hat has unique qualities special to each student. Every hat is special and we should not say hurtful things because all students put a lot of effort in making them. We should always appreciate what we can do, what others can do and thank and praise them for it.

Exploring identity (20 minutes)

- ✚ Ask the children to stand in a circle holding hands. Call out a characteristic or description from the list (below).
- ✚ Any child fitting that description should come into the middle and form another circle (if possible) then return to the original circle.
- ✚ Now ask the children to suggest characteristics, and repeat the process.

Discussion

- ✚ Did the groups in the middle always have the same people in them?
- ✚ Did boys and girls belong to the same groups?
- ✚ Can you always tell a person's characteristics just by looking at them?
- ✚ Were groups always the same size?
- ✚ Are children all equal?
- ✚ Which group surprised you most?
- ✚ Was anybody ever left out? How did that make them feel?
- ✚ What are the good things about belonging to a group?

Characteristics to call out

- ✚ Boys
- ✚ Children with more than three brothers and sisters
- ✚ Children wearing glasses today
- ✚ Children who love Tom and Jerry
- ✚ Children who loves Ben Ten
- ✚ Tall children
- ✚ Children who don't like football
- ✚ Very kind children
- ✚ Children with a pet cat



- ✎ Children with a pet crocodile
- ✎ Children who likes chocolate
- ✎ Very noisy children
- ✎ Children who know the meaning of their first name
- ✎ Children who can speak another language
- ✎ Children with long hair
- ✎ Children who have been to another country
- ✎ Children with a birthday in this month
- ✎ Children who go to school
- ✎ Children who loves garudhiya

Assessment

Students stand in a circle. They hold each other's hand and say their name and say something special about him/ her. (eg. I can draw, I love to sing)

Worksheets and Material

Same, Yet Different, Hats (Templates)



Needs and wants

Objectives

Students will be able to:

- ✎ Differentiate between needs and wants
- ✎ Explain what needs and wants are.
- ✎ Discuss about the relationship between needs and rights.

Agenda

- ✎ Sorting needs and Wants (20 mins)
- ✎ Roll of Dice (30 mins)
- ✎ Needs and Wants (10 mins)

Extension

- ✎ Rummy (30 mins)

Materials

Sorting Needs and Wants

- ✎ A set of 20 needs and wants cards cut and put in an envelope for each pair of students.

Roll of Dice (30 mins)

- ✎ A set of 20 needs and wants cards cut and put in an envelope for each pair of students.
- ✎ Dice for each group (4 to 5 groups)

Needs or Wants (10 mins)

- ✎ One piece of chart paper to each group (4 to 5 groups)

Overview

The relationship between needs and wants is an important concept for children in order to learn and understand Human Rights. This session encourages students to think about the difference between needs and wants. It reflects on the universal basic human needs, thus making the students realize that these are needs that all humans require in order to live a dignified life.

Background

Need: is something a person must have in order to survive. For example: water, shelter.

All needs are protected as rights in the Universal Declaration of Human Rights.

Want: is something someone would want to have but can live without. For example: bicycle, television, video game. Wants are not protected as rights since they generally are not necessary for a child's survival, growth and development.

Implementation Option

“Rummy” and “Roll of Dice” could be exchanged according to preference as both are very similar activities. The same questions which are in the “Roll of Dice” could be asked while playing “Rummy”.

Activity Steps

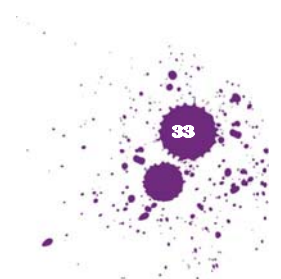
Sorting Needs and Wants (20 mins)

- ✎ Provide each pair with a set of “needs and wants cards”. Explain the difference between needs and wants and ask students to sort out the cards into “needs” and “wants”.
 - ✎ Ask the students to identify the pile which is bigger? Needs or wants?
 - ✎ Ask two or three pairs to join together and decide on the 6 most important cards.
 - ✎ When all the groups have completed the task, bring the class together and compare their results.
 - ✎ Carry out a discussion with the class.
-
- ✎ Does everyone need the same thing?
 - ✎ Do all the children all over the world need the same thing?
 - ✎ How did you decide which items were most important?

- ✎ What is the difference between “needs” and “wants”?
 - ✎ Why are some “needs” protected as rights?
 - ✎ Do all children have these rights?
 - ✎ What other rights do you think children should have?
 - ✎ What can be done to ensure that children everywhere have these rights?
- ✎ Conclude the discussion saying that all human beings, no matter their age, where they live, their culture or socio-economic status, have similar basic needs: nutritious food, health care, shelter, education, protection from harm... and every person has the right to have these needs fulfilled. Highlight that all basic needs are considered as rights.

Roll of Dice (30 mins)

- ✎ Make small groups of three or four.
- ✎ Provide each group with a set of “needs” and “wants” cards and a dice.
- ✎ Students roll the dice and eliminate the corresponding number of cards from the set keeping those cards with them that they decide are the most important to their well-being.
- ✎ After each student takes turn for 4- 5 times, the class can get together with the remaining cards in their hand.
- ✎ The teachers can lead a discussion:
 - ✎ Which cards have you decided to keep?
 - ✎ How did you make the decision? Why do you think those cards are important to you?
 - ✎ Do all the children have same needs?
 - ✎ Why are these needs important to you?
 - ✎ Do all the children around the world have their needs met equally? (Note: Teacher can talk about how the needs of children who lives in very poor countries are met. Eg: A lot of children in some parts of the world are hungry because they don't get enough food to eat.)



Needs or Wants (10 mins)

Give each pair a piece of chart paper and pictures of needs and wants. Ask the students to paste the pictures under the two categories, “Needs and Wants”.

Assessment

Teacher reads out the list of wants and needs from the cards. When the children hear a name of a need they have to say “Hurray!” and if they hear a want they have to say “I want! I want!”

Extension

Rummy (30 mins)

- ✏ Mix up two set of “Needs” and “wants” cards and shuffle it.
- ✏ Make groups of two or four. Give each student four cards and lay the rest on the table. In turns, they take a card from the remaining pile and keep it (and discard another in their hand). Students try to collect pairs of cards which they lay down in front of them, saying whether the pair of cards depicts a “Want” or a “Need”. The first students to get rid of all the cards wins.



Material and Worksheets



Health Care



Bicycle



Education



Nutritious Food



IPad



Holiday Trip



Clean Water



Play Ground and Recreation



Clean Air



Personal Stereo



Love and Care



Fast Food



Opportunity to practice your own culture,
language and religion



Opportunity to share opinion



Fair treatment and non- discrimination



Money to spend as you like

Classroom Rules and Responsibilities

Objectives

Students will be able to:

- ✦ Discuss why rules and responsibilities are established (e.g. for protection and safety, for fair division of work)
- ✦ Describe how following rules helps people in respecting the rights and property of other people.
- ✦ Discuss the importance of using shared environmental responsibility (e.g. by sharing, being courteous, cooperating, not littering)

Agenda

- ✦ Is it Right (10 mins)
- ✦ I am proud to be right! (20 mins)
- ✦ What a nice environment! (30 mins)

Extension

- ✦ I can Do that !

Materials

Is it right!

- ✦ Happy and sad face; printed on both side (one for each student)
- ✦ List of things that can be done in the class

I am proud to be right!

- ✦ Ball (can be made from paper)

What a nice environment!

- ✦ Illustrated rules (one set for each group; 4)
- ✦ Pencil or chalk colour

I can do that!

- ✦ I can do it Song (1 print)

Overview

Students identify the rules and responsibilities in their home, school and community. They draw conclusions why rules and responsibilities are important in their daily lives in order to live in an environment which is safe, acceptable and respectful. Through this session students will understand that following rules help to respect others rights and not to infringe the right of others.

Background information

A human right is: "An entitlement, something you have without deserving or earning it." Rights are for everyone. No one deserves it more than another. Each one of us has a responsibility to make sure that we intrude upon the rights of others when practicing our rights.

Activity Steps

Is it right!

Ask the students to sit in a circle.

Provide each student with a happy and a sad face (on one side happy face and on the other a sad face).

Teacher tells

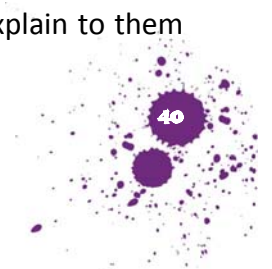
Now I am going to tell you some things that we can do in the class. If you are happy with what I say you can show me the happy face and if you are not happy with what I say you can show me the sad face.

Teacher reads out the list of rules.

After each of the statements the teachers can ask

- ✎ Why are you sad/ happy?
- ✎ What is wrong?
- ✎ What else can be done instead?

Lead the discussion to the importance of making rules which are fair to all and providing a safe environment for them to live. Once the children have discussed, explain to them



that everyone has the right to be happy and safe at home, school and wherever they are.

What a nice environment! (30 mins)

- ✎ Ask students how they can create a classroom which makes everyone happy? Let the students discuss.
- ✎ What are the things they have to follow in order to keep the place safe?
- ✎ Make groups of three or four. Give a sheet of 'illustrated rules' and colour pencils. Ask the student to colour the rules that they think are most important to create a happy and a safe environment for everyone.
- ✎ Ask the class to get together and compare with each other. Finally, the whole class can select the five rules which all the students agree to.
- ✎ Once the children have discussed what can be done to produce a happy and safe class, the teacher can explain that everyone has the right to be safe and happy at school, home and the society. The rules and regulations in places help us to be safe, protect our rights and helps us to respect others rights. It is important for everyone to follow rules and take responsibility in providing a safe place for oneself and others.

Ask the students to recall again at the list they have discussed

Ask the following questions

- ✎ If we have these rights, what are our responsibilities?
- ✎ How can we avoid infringing upon others' rights?
- ✎ How can we help protect the rights of others?
- ✎ Are there differences in rights and responsibilities for teachers (and other adults) and children?
- ✎ When are some rights infringed upon?
- ✎ Why do some people behave that way?
- ✎ How does it feel to have your rights infringed upon by others?
- ✎ How does it feel if you have to stop doing something you want to do because it is infringing upon the rights of others?

Let the class talk about the responsibilities which accompany rights.

I am proud to be right! (20 mins)

Ask the students to be seated in a circle. It would be better if the students can sit on the tiles. Teacher passes a ball to a child. The child who gets the ball has to say a rule or something good that he/she is proud to do or follow. They can begin the sentence by saying “I am proud...” For example I am proud to share my things with others. Or I am proud to help in cleaning the classroom.

Assessment

Ask students to make a circle. Tell that an object will be passed around. The student who gets the object has to say something that they learned from the lesson.

E.g. I learned that rules are made to be fair to all.

I learned that listening to others is important.

Asking for permission is a school rule.

Extension

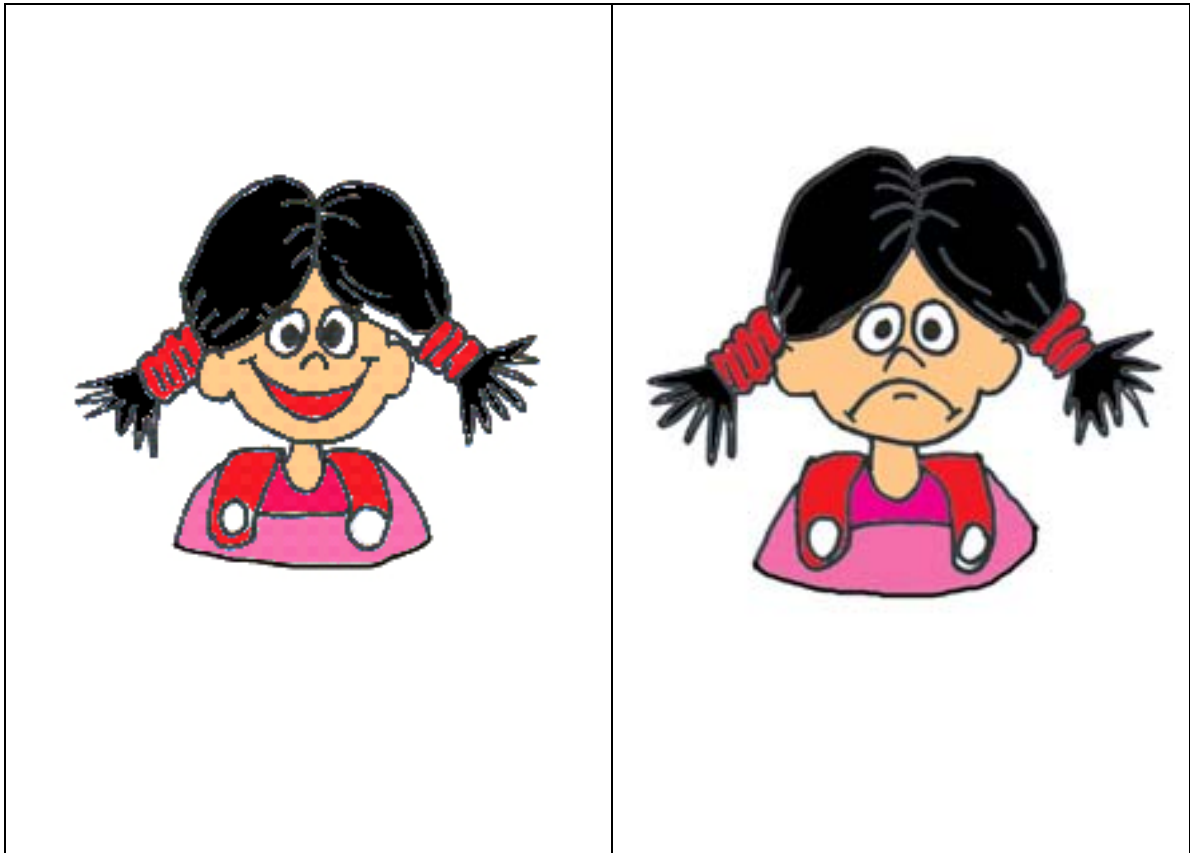
I can do that!

Ask the students to stand in a circle. Sing the song “I can do that.” Ask the children to do the action as they sing the song. For example when singing the phrase, “Now you can shake hands with your neighbour or friend.” they can shake their hands with their friends.



Worksheets and Materials

Is it right!



List of Rules

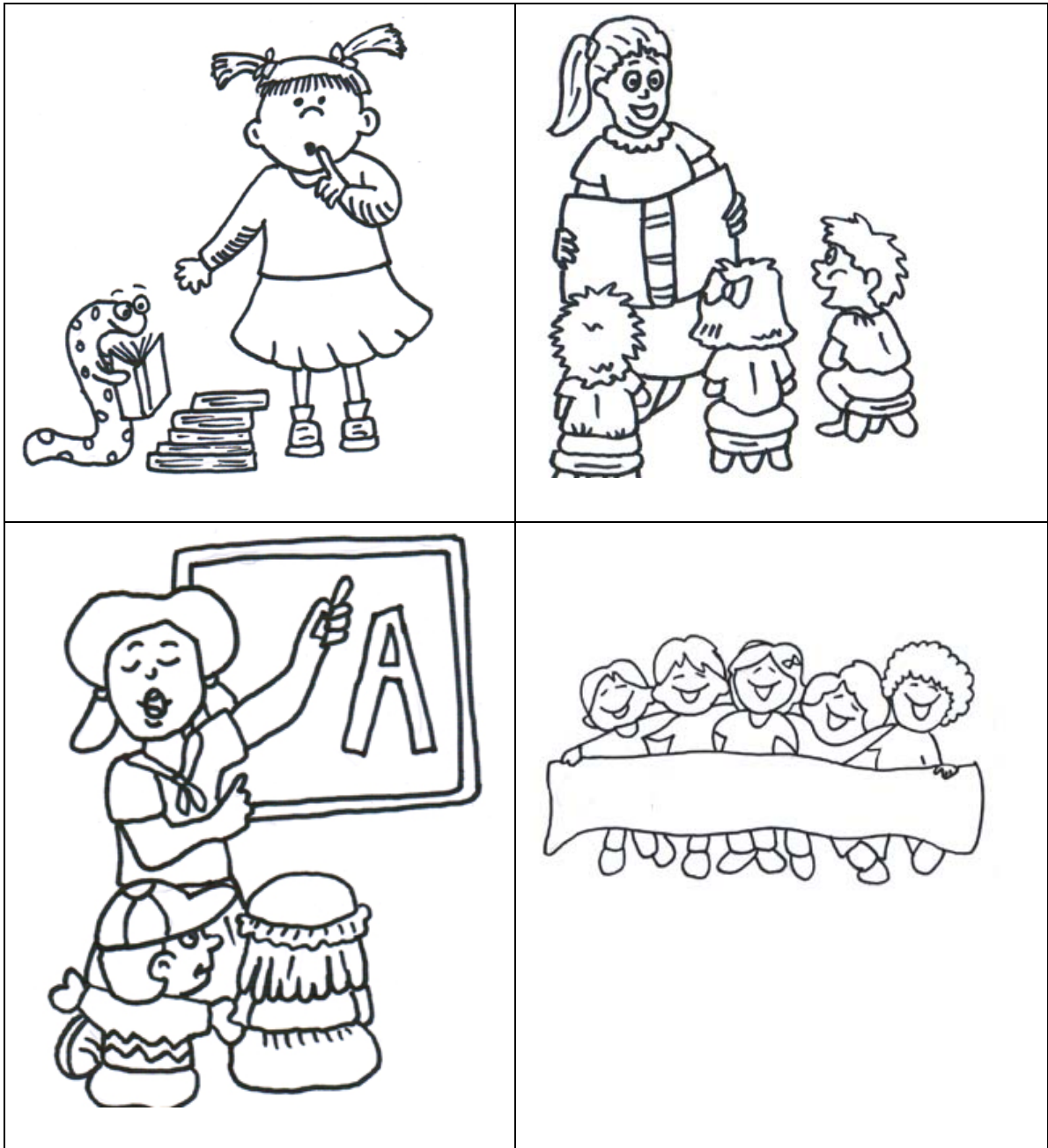


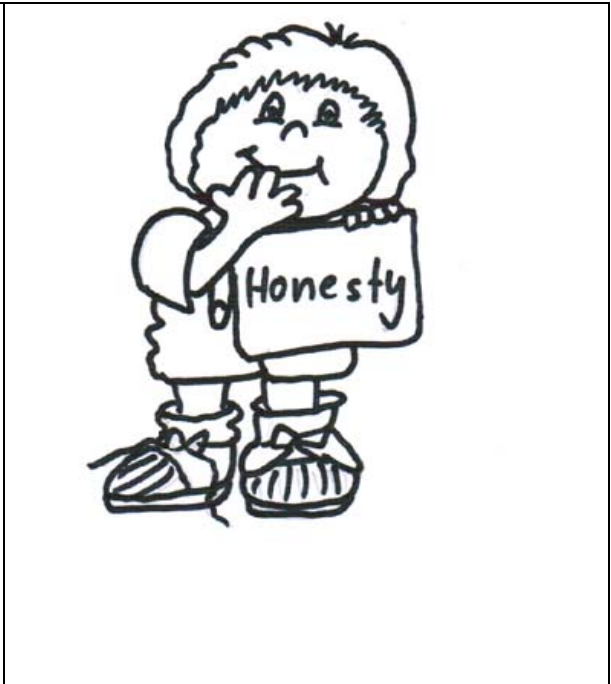
- ✎ Students can grab others interval/food.
- ✎ Teachers may shout at students at any time.
- ✎ Students should get permission when taking others belongings.
- ✎ Teachers should treat students fairly.
- ✎ Students and teachers come to school on time.
- ✎ Students can enjoy the class activities without distracting others.

- ✎ Teachers can go through student's bag and take their property home.
- ✎ Students cannot talk to each other or stand in groups.
- ✎ Everyone should speak politely to others.
- ✎ Students can be expelled at any time without any reason. They will not be allowed to argue or say anything to teacher's decision.
- ✎ Teachers should respect students.
- ✎ Teachers should help the students to study.
- ✎ Teachers must be friendly and kind to students.
- ✎ Students whose name starts with the letter R cannot come to school ever again and will instead clean the cupboard.

What a nice environment!

Illustrated Classroom Rules







I can do that!

Song: I can do that! (By Jack Harman)

T: Now can you shake hands with your neighbor or friend?

S: I can do that, I can do that

T: Can you pick up the litter?

S: I can do that, I can do that

T: Can you smile at your friend?

S: I can do that, I can do that

T: Can you share your things with friend?

S: I can do that, I can do that

T: Can you learn your lessons?

S: I can do that, I can do that

Chorus (All sing together with the teacher)

There is so much that I can do

And I feel good inside



I can do it if I try

T: Can you talk to others politely?

S: I can do that, I can do that

T: Can you wish good for others?

S: I can do that, I can do that

T: Can you help your friends?

S: I can do that, I can do that

T: Can you put away toys after playing?

S: I can do that, I can do that

T: Can you keep yourself clean?

S: I can do that, I can do that

T: Can you greet others with respect?

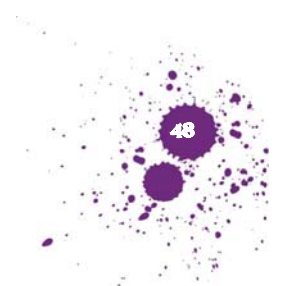
S: I can do that, I can do that

Chorus (All sing together with the teacher)

There is so much that I can do

And I feel Good inside

I can do it if I try



Fairness and Justice

Objectives

Students will be able to:

- ✏ Develop an understanding on how it feels like when people are treated unfairly.
- ✏ Explain and demonstrate different ways to show fairness and justice

Agenda

- ✏ Fair Treatment (20 mins)
- ✏ The Fair Eggs-periment (15 mins)
- ✏ Fair Line (15 min)
- ✏ Fair Song (10 mins)

Materials

Fair Treatment

Sack of candy

The Fair Eggs-periment

Clear drinking glass filled with one cup of water, fresh egg, ¼ cup salt, a permanent marker, and tablespoon

Overview

Through this session students would understand what fairness means. They will learn different ways to show fairness and justices. Students will be able experience and discuss about unfair situation and how to work to bring a positive change in such situation.

Background information

What is fairness?

1. Treating all people with honesty and respect.
2. Giving everyone equal opportunities to succeed.
3. Cooperating with one another.
4. Celebrating the uniqueness and value of everyone.

5. Making sure others are not treated badly.

Why are justice and fairness important?

1. To make sure that everyone has the chance to succeed.
2. To make our home, school, community and world a better place for all people.

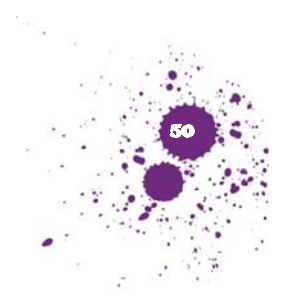
What are ways we can show justice and fairness at our school?

1. Treat all people equally - the same.
2. Cooperate with one another.
3. Be respectful and listen to what others have to say.
4. Be willing to do what is best for everyone.
5. Play by the rules at all times; be a good sport.
6. Include others in games and activities. Don't leave people out.
7. Understand that being fair doesn't always mean the same treatment in every circumstance. For example, you may have an earlier bedtime than your older brother, or your younger sister may not have as many household chores as you.
8. Stand-up for someone you see being treated unfairly – you can make a difference!

Activity Steps

Bring a sack of candy containing 5 less than the total number of students in the class. Pass the sack around and tell everyone they can take one. When the students discover the unfair situation and that there is not enough candy for everyone, discuss the following questions:

1. How did those students that did not get the candy feel? How about those that did?
2. What would be the fair solution to the problem?
3. Can you think of another situation when people might feel left out or rejected?



Note: After or during the discussion, teacher can give the students a sweet for those who did not get one.

The Fair Eggs-periment (15 mins)

Carefully place the egg in the glass of water. Tell the students that the egg (You may want to give it a name like “Ali”) represents someone who is not being treated fairly. Sinking to the bottom represents how someone who is left out or mistreated would feel - sad, depressed, defeated, unappreciated, and unloved. Remove the egg from the water and set it aside. Add one tablespoon of salt at a time, to the water. As you stir in each spoonful, explain that the salt represents different ways to show fairness towards others. For example: following the rules when playing a game, taking turns and sharing, treating others with honesty and respect, and taking action to help someone being treated unfairly. After you have added all of the salt, put the egg back in the water. (If you want, you can put a smiley face on the egg with the permanent marker) and it will now float. Explain that now “Ali” is being supported with kindness and “held up” by the fairness and acceptance of others.

(10-Minute Life Lessons, by Jaime Miller)

Fair Line (15 min)

Begin by discussing the fact that although we may look different on the outside – short, tall, dark, etc., we are all of equal value and deserve to be treated fairly. When you share, take turns, and treat others equally and with respect, you are showing fairness.

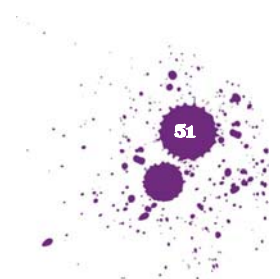
Ask the students to stand in a circle. Ask all the students to move to the two sides of the class according to what been called out by the teacher.

Eg: All the short haired students’ right / long haired students to the left

Tall/ Short

Fair/ dark

Straight hair/ curly hair



Fair Song (10 mins)

(Sing to the tune of “You Are My Sunshine”)

Justice and Fairness, Justice and Fairness,

Treat others kindly, respect the rules.

Stand up for people who are mistreated,

Make a difference in the world



Showing Empathy

Objectives

Students will be able to:

- ✎ Demonstrate empathy to a given situation
- ✎ Understand how tone portray others emotions.
- ✎ Understand and use appropriate words to describe certain emotions.

Agenda

- ✎ Feelings Portrait (25 mins)
- ✎ Verbal Cues (15 mins)
- ✎ Situation Game (20 mins)

Materials

- ✎ Pictures from magazine that shows different emotions

Overview

In this session students will practice ways to show empathy. The activities will help the students to identify the consequences of not showing empathy. They will also learn how the tone defines one's emotions.

Background information

Empathy refers to an understanding and sensitivity to another person's feelings. The concept is often described to children as putting yourself in the other person's shoes to imagine how the other person is feeling. Empathy helps a child approach social situations appropriately, making him more likely to get along well with other children. Empathetic children maintain better relationships and may do better in school. It is important that teacher models empathy in all your interactions with the students and other adults. Let the students see how empathy looks like. Verbal your actual emotions to the children by telling them how you feel and why you feel in a certain way.

For example, you might tell them you are feeling unhappy because you cannot find a particular book. Encourage the kids to verbalize their feelings as well.

Activity Steps

Feelings Portrait (25 mins)

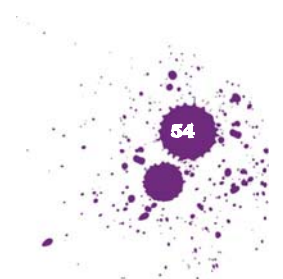
Teacher can show a “Feeling Portrait” (A picture from a magazine or newspaper where many emotions are been portrayed) to the students. Teacher can carry out a discussion to teach about different feelings and how to empathize with other students having those feelings with a feelings portrait. Teacher can generate a short list of feeling words such as mad, sad, happy and tired. Have each student illustrate one feeling from the list by drawing self-portraits related to their feeling. Each student can talk about their drawing and what feeling it expresses. Students can then compare and contrast each other's drawings with one another.

Verbal Cues (15 mis)

Some students may have trouble understanding different tones of voice. To make them understand emotions expressed by tone, teacher can repeat the same phrase in several different tones of voice and have the class guess what you mean each time. For example, say the words "listen to me" in different tones as if you were mad, happy or were shy. This will help students to detect the differences in tones. They can repeat the exercise to each other.

Situation Game (20 mins)

Write social situations on cards during which empathy would help. Examples include a child who is being bullied, a friend whose grandmother died and a friend who failed a math test. Ask the students to brainstorm ways to show empathy in each situation and how the empathy might help the other child feel better. Ask the students to discuss the having the kids list negative effects of not showing empathy in each situation. Let the students talk about situations where they felt empathy for others.



Use role play for the situations on the cards, using the students as actors. Ask the kids to act out the situation in a way that shows empathy for the friend. Take turns playing different roles so the participants can see both sides of the situation.



The act of giving and caring

Objectives

Students will be able to:

- ✦ State ways of showing kindness and caring.
- ✦ Recognize the good in oneself and others
- ✦ State ways in how we can help others

Agenda

- ✦ An Act of Caring (20 mins)
- ✦ How to be a caring person (20 mins)
- ✦ Waves of Kindness (20 mins)

Extension

- ✦ Pay it forward tree

Materials

Waves of Kindness

- ✦ Beach ball

Pay it forward tree

- ✦ Sketch of a tree with leaves in different shades

Overview

Instilling traits like caring and showing kindness leads the child to a life which shows respect to other humans. The lesson encourages students to talk about some ways we can help others and show caring. The extended activities will encourage students to always do a good deed.

Background

Caring means wanting another person to do well in life. There are many acts of caring.

1. Helping others in need. For example: donate used clothing and toys, send a card of encouragement to someone who is sick.
2. Show respect to people, property, animals and the environment.
3. Be kind to everyone and do not exclude others from activities you are doing.
4. Listen to what others have to say.

5. Be helpful in all situations, at school, home and in your community.
6. Treat people with kindness and generosity.
7. Be sensitive to people's feelings.
8. Never be mean or hurtful.
9. Think about how your actions will affect others.
10. Always remember - we become caring people by doing caring things!

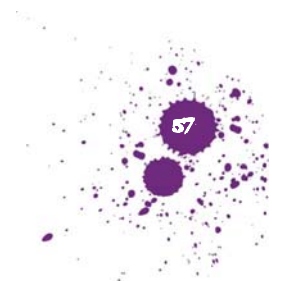
Activity Step

How to be a caring person (20 mins)

Ask the students what are some ways we can demonstrate caring?

Let the students show their own ideas first, and then teacher can help out by telling the acts in the below list.

1. Help others in need. For example: donate used clothing and toys, send a card of encouragement to someone who is sick.
2. Show respect to people, property, animals, and the environment.
3. Be kind to everyone and do not exclude others from activities you are doing.
4. Listen to what others have to say.
5. Be helpful in all situations, at school, home and in your community.
6. Treat people with kindness and generosity.
7. Help people in need.
8. Be sensitive to people's feelings.
9. Never be mean or hurtful.
10. Think about how your actions will affect others.
11. Always remember - we become caring people by doing caring things!



An act of caring (20 min)

Divide the students into groups. Tell the students that an important part of caring is helping people see their strengths. Without speaking, think of a good quality you have noticed about each person in your group. Start with your closest neighbour. Look him or her in the eyes, touch his or her arm or shoulder, and tell what good you have observed in him or her. That person will look you in the eyes and say “Thank you,” then receive and accept compliments from the other two or three people. Repeat for everyone.

Waves of Kindness (20 mins)

Explain that one of the nicest things about caring for others is that they are likely to be kind to you in return. Suppose you threw this beach ball into the ocean. The ball would return to you, no matter how hard or far you threw it. The waves would keep rolling in, and before you knew that, the beach ball would come bobbing back to shore. Kind words and action are just like that. You toss them out, and before you know it, someone says or does something to show that he or she cares about you. Caring makes the world a better place for everyone. Teacher throws the ball to a student; student tells one thing that they are going to do to show consideration, kindness, compassion, or generosity to others. Students’ idea should be something specific they will do at school or at home, and then throw it back to you.

Assessment

Bring a chair up to the front of the classroom and tell the students it will temporarily be known as the “Caring Chair.” Invite students to come up one at a time to sit in the chair and give an example of a way to show caring. (Students can repeat what is being said if they can’t remember anything new.)



Extension

Celebrate “Say Something Nice Day”

On you “Say something Nice Day!” notice something you like about a person and tell them. This can be during a Day or a Week or any time of the year.

Pay It Forward Tree

Teacher can draw a huge leafless tree and keep it displayed in the classroom. (Could be displayed in the school notice board) Design the leaves which are then photocopied on various shades of green card and printed out, along with a fewer number of spectacular flowers. Whenever a child is seen to be doing a good deed or tells a teacher that he/she has done a good deed (the little ones in particular can’t wait to tell the teacher about their good deeds), he/she is given a leaf with his/her name on it. This is then placed on the tree. For every five or ten leaves placed on the tree, a flower is then added. This is a visual representation of kindnesses shown within the school community. Children could also be asked to give out leaves to teachers when they see their teacher being particularly kind.

To ‘pay it forward’, the school could plant a garden (The Kindness Garden), representing all the flowers in the garden, the Pay It Forward Tree. OR a local business might offer to donate groceries, clothing, goods to a poor when the tree has 100 flowers

Posters with stars or smiles

This is a simpler model. When a child sees a classmate engage in an act of kindness, he/she reports it to a teacher who then places a smiley sticker with the child’s name onto the poster.



Respecting difference in us

Objectives

Students will be able to:

- ✎ Recognize that although we all are different, we all are equal.
- ✎ Discuss about how we can help each other by working and playing together.
- ✎ Identifying one's own good qualities.
- ✎ Recognize and appreciate each other's talents, skills and attribute.

Agenda

- ✎ Who is the Best! (20 mins)
- ✎ I am Special! (25 mins)
- ✎ Everyone is a hero! (15 mins)

Extension

Are we in the group! (30 mins)

Materials

Who is the Best!

- ✎ Sample finger puppet

I am Special!

- ✎ A4 paper and colours (pencil or chalk)
- ✎ Finger puppets or draw on fingers
- ✎ (4 to 5 groups)

Overview

Creating an environment that values and respect others and their properties is an aspect that has to be developed in students at an early stage. From this session students understand that although we have differences we all need to be treated fairly. Students would learn to value and respect the good qualities in others and understand that we need each other's help for us to live together.

Background

All people have the right to be treated equally. Discrimination occurs when an individual, group or organization excludes, isolates, treats differently or deprives someone of rights based on a personal characteristic. We all are from different families, countries and each one of us has different qualities and capabilities. However, we all are equally important and have the same needs. We need each other's help to be our best. Respecting the similarities and differences will help us to work together as a team without discrimination.

Activity Steps

Who is the Best! (20 mins)

Ask the students to sit in a semi circle. Tell the students that you are going to read a story. Read the following story ("Who is the best!") to the students, using your fingers and thumb to illustrate each of the characters. (Could draw faces or put on costumes on the finger)

Look at my hand because I want to tell you a story about it.

One day the fingers started to argue about who was the best!

Peter Pointer spoke first. 'I think that I am the best and most important finger in the hand because when someone needs to know the way, I can point them in the right direction. Without me everyone would be lost!'

'Wait a minute', said Toby Tall, 'I am longer than any of the rest of you. The biggest is the best'.

'Excuse me', said Ruby Ring, 'I know that I am the most important because I wear gold and silver and diamonds. How beautiful I am!' 'Sssh... It's my turn now', said Baby Small,

‘I may be the smallest finger of the whole hand but who else can run all the way around the mixing bowl to lick the chocolate icing when a cake is baked?’

There was silence.

Only the thumb had not yet spoken.

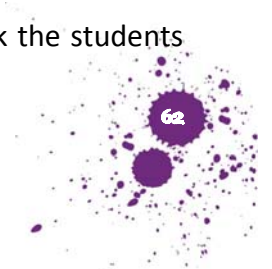
‘I am the thumb – yes not even called a finger but without me, could you hold a pencil, open your coats, peel a banana or brush your teeth? You’d find it hard, and so would I, if I didn’t have all of you to help me. We all need each other. No one finger is better than the rest. We are all equally important. Now, let’s shake hands and remember that we need each other to be the best hand we can.’

Finish the story by shaking hands with one child and asking them to ‘pass it on’ by shaking hands with the person next to them. Have a class discussion about some of the issues in the story.

- ✎ Why did some fingers think they were more important than others?
- ✎ How was the thumb able to stop them arguing?
- ✎ Have we ever felt more/less important than someone else at school/home?
- ✎ How can you help someone who is feeling ‘small’ at home/school?
- ✎ Can you think of a time when someone helped you at home/school?
- ✎ How does it feel when someone helps us or we are able to help someone else?

I am Special! (25 mins)

Provide each child an A4 paper and colours (pencil or chalk). Ask the students to draw themselves considering their physical features. For example they can draw curly hair, round eyes or skin colour. Ask the students to draw special marks like birth mark, spots etc. Once the work is finished, ask the students to sit in a circle. Ask them to talk about the body parts. Let them talk about the similar body parts that are common to all (eg: all have eyes, head, and hair) and the different features that are in them which make them look different from others. Ask the students to write the name on the paper (teacher can provide help in writing their names). Let them display their work. Ask the students



to go around the pictures displayed, and tell them you all are special because of those similarities and differences. Conclude the activity saying that “we all are same but different.”

Everyone is a hero! (15 mins)

- ✎ Ask the students to form a line at one end of the room.
- ✎ Ask a volunteer to come to the centre of the room and say something nice (quality) about him/herself (e.g. I can draw very nicely, I am polite to others) and then move to the other side of the room to start the group “Hero” and he/she becomes the leader. (Note: If a child is unable to state any good quality about him/ her, ask others to give him/her sense of value and to say something that they like about him/her; it may also be demonstrated physically)
- ✎ Once the first student has completed and started the group on the other side, others are asked to volunteer. When the second student says something nice about him/herself the leader claps and says, “Hurray”, hold hands and lead each of them to the group.
- ✎ Continue the game till all students come to the group “Hero” at the end
- ✎ Conclude the activity by saying “we all have good qualities in us which make us special.”

Assessment

Ask each child reflect and to say something about what they learned from the activities

Extension

Are we in the group! (30 mins)

Ask the students to move around in the play area. Tell them how to walk: like an elephant, like frogs, on tippy-toes, take giant steps, etc.



After a certain amount of time, shout out a number that is smaller than the number of players and that is not a multiple of the number of players.

The children must then quickly form groups containing that number of people. Children who don't succeed in being part of a group are eliminated from the game.

Lead a discussion on exclusion and on the children's experience of being excluded or being the excluders.

- ✎ How did you feel when you found a group that you could join?
- ✎ How did you feel when a group rejected you?
- ✎ Have you ever felt rejected at school, or by your friends?
- ✎ Have you ever excluded friends by telling them they could not play with you?
- ✎ What can we do in the in our daily lives to make sure no one is excluded?

Worksheet and Materials

Who is the Best! (Sample finger puppets)

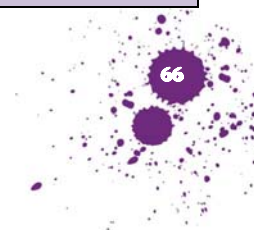


Feedback Forms

Paste a happy face if you like the activity and a sad face if you do not like it.

Level	Theme	Activities	Task Completed
Foundation Stage	Respect for self Fostering self-confidence and self-esteem	Who am I?	
		Create a Scrapbook	
		Old MacDonald Had A Class	
		Extension	
		Guess Who?	
		Comparing Hand	

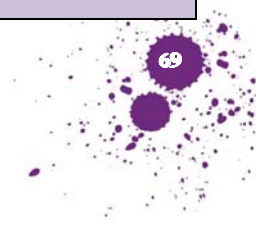
		Shared Collage	
		Emotions	
	Respect for self and others Fostering self- confidence and self- esteem	Producer	
		Paper bag Puppets	
		Puppet Play	
		Extension	
		The Magic Tree	



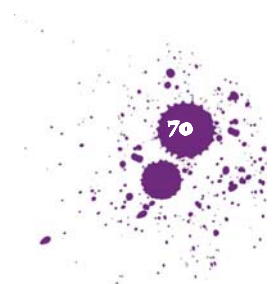
	Appreciating Individual Differences	Are we same?	
		Same, Yet Different, Hat	
		Exploring identity	
	Needs and Wants	Sorting needs and Wants	
		Roll of Dice	
		Needs and Wants	
		Extension	

		Rummy	
	Fairness and Justice	Fair Treatment	
		The Fair Eggs- periment	
		Fair Line	
		Fair Song	
	Showing Empathy	Feelings Portrait	
		Verbal Cues	

		Situation Game	
	The act of giving and caring	An Act of Kindness	
		How to be a caring person	
		Waves of Kindness	
		Extension Pay it forward tree	



	Respecting difference in us	Who is the Best!	
		I am Special!	
		Everyone is a hero!	
		Extension Are we in the group!	



Respect self and others

Objectives

Students will be able to:

- Value human dignity and develop individual self-respect and respect for others
- Recognize identity and have sense of belonging
- Identify differences and become comfortable with them
- Stand up for themselves and others
- Take appropriate decisions in a given situation
- Recognize and appreciate their growth and success to increase performance level

Agenda

- Do Your Best for Me (25 mins)
- Friendly Crossing, Safe Passage (20 mins)
- If I had (15 mins)

Extension

- I can do this much (20 min)

Materials

Do Your Best For Me

The words 'healthy', 'happy', 'safe', and 'learning' written clearly on large cards or on the board.

I can do this much

“I can do this much” work sheet

Overview

In this session students will understand that adults make some decision in their best interest at the same time they will know that they also have a say in these decisions therefore students should be encouraged to express their views. Through the activities students will experience a situation involving conflict and to think about ways to handle confrontation and how to behave respectfully towards other child and be non-violent.

Background

Human rights foster mutual respect among people. Human rights instill conscious and responsible action to ensure 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.

Respect entails belief in the worth of all human beings and acting on those beliefs. It has been said that respect is not a feeling but an action. If we are to create a community which is Human Rights friendly we must inculcate respect into children. This requires the ability to listen to others, openness to new possibilities and perspectives, and the courage to act. Everyone wishes to be respected and needs the dignity of being considered of worth. Such self-esteem often comes from being accepted by the group with which one has chosen to identify. It is also true that even if our values and lifestyle differ from those of other group-members, they will respect us if they see that we are benefitting from our chosen way of life. Self-respect grows when the choices made between right and wrong bring an inner sense of well-being - a clear conscience.

Activity Steps

Do Your Best for Me (25 mins)

- ✏ Ask them if they can think of choices and decisions that other people make for them at home and at school. Help them to draw up a list by giving some examples of such choices, e.g. what they wear, what they eat, what they watch on TV, what time they go to bed, etc.
- ✏ Ask them who makes these decisions for them or with them. Make a list of these people. (eg. Mother, father, teacher etc.)
- ✏ Introduce the words 'healthy,' 'happy', 'safe' and 'learning' one at a time to the class. For each one ask the children what decisions the adults in their lives make

to ensure that they are happy, safe, healthy, growing and learning. Make a list of these decisions.

- Some examples of decisions that adults make to keep children healthy might be: wrapping them up to keep warm, putting them to bed to get rest, taking them to the doctor, giving them healthy food, sending them to school, taking them to park, etc.
- Children can refer back to their first list to help them with this.
- We should all be happy, safe, healthy, growing and learning all of the time.
- What decisions would they make if they could make sure that every child could feel like that all of the time?
- Put the children into small groups and give each group one of the word cards. They should consider the above question and record their answers in words or pictures. Allow them to work as a group or individually according to their preference.

If I had (15 mins)

Ask each group to finish the sentence:

“If I had the power to make children feel safe/happy etc. all of the time, I would...”

Allow children to give feedback and share their ideas with the class.

Friendly Crossing, Safe Passage (20 mins)

- Divide the group into 2 teams and make them stand, facing each other at opposite sides of the play area (allow for 10-15 metres distance, if the space is available). If necessary, mark off the play area by drawing lines on the ground. The space has to be narrow enough as to make it difficult to get past each other, but not so narrow making it impossible to get by.
- At the game leader’s signal, the 2 teams have to reach the opposite side of the play area as quickly as possible and line up on the opposite side. The players have to run in a straight line without bumping into players coming from the other side.
- The first team to get all their players to the other side wins the game,

- ✎ This activity can also be organized as a tournament.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

- ✎ Did you enjoy this game?
- ✎ Were you pushed, held, or blocked by other players during the game? How did this feel?
- ✎ Did you push, hold, or block another player? How did this feel?
- ✎ Were you able to avoid bumping into other players? How did you do this?
- ✎ Was it easier to win the game when pushing and blocking, or when you could move freely?
- ✎ Were there any situations of conflict? For example, did a player not let you go by or did you and a player from the other team want to go in the same direction? How did you solve this problem?
- ✎ How can we handle conflicts with others?

Discuss the idea that negotiation and dialogue are better ways to handle conflicts than confrontation.

Variations

New moves

Ask the children to cross the play area in different ways: skipping, taking giant steps, crawling, etc.

Square, triangle

Play the game using a square play area. Divide the group into 4 teams with each team on 1 side of the square. At the game leader's signal, the players from the 4 teams must cross the space and get to the other side without bumping into anyone. You can also play on a triangular play area. This time, divide the group into 3 teams with each team on 1 side of an equilateral triangle. The players must all change sides following instructions given by the game leader.

Assessment

Ask each child to state one positive thing they learned from the session.

Extension

I can do this much (20 min)

- Have the students recall a time when they couldn't do something (examples: go down the big slide, tie shoelaces, draw a tree). Then, ask each student to complete an assignment that begins with, "When I was ____ years old, I could not _____ (name the activity). Now, I am ____ years old and I can _____."
- As students complete the sentences, write their responses on chart paper to create a class "I Can Do It" poem. If feasible within your classroom space, ask students to give a brief demonstration of what they can do.
- Next, ask the class for words that describe what it feels like to get better and better at something. Write their responses on chart paper as well.
- Distribute art supplies and encourage the students to draw designs or pictures that express how they feel when they accomplish a specific task (examples: tying their shoes, counting to 100 or more). Create an "I Can Do It" bulletin board in the hall to share your students' accomplishments with the rest of the school.
- Distribute a copy of "I can do this much" to each student. On one side of the handout, help students list things they can do; on the other side, have them list

two or three things they would like to learn to do. Send the lists home to share with their families. Tell the students to include things that they can do to help others and make others feel good.

Source: http://bblocks.samhsa.gov/educators/lesson_plans/buildingselfconfidence.aspx

Worksheet and Materials

Healthy

Happy

Safe

Learning

I Can Do This Much!

Instructions: In Column 1, write down things you can do. In Column 2, write down things you want to learn to do.

Name: _____

COLUMN 1	COLUMN 2
I Can Do This	I Want To Do This
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Respect for self and others

Objectives

Students will be able to:

- Develop a sense of belonging and respect differences in other children
- Experience a sense of inclusion or exclusion and to think about what makes us feel like a part of a group and how we can include different people in our group
- Experience similarities and differences and to think about how we all share things in common and how we all have similarities and differences
- Appreciate what we have in common with others and learn about others
- Recognize that rights are based on the similar needs of different people

Agenda

- What I Value (15 mins)
- The Scenario (20 mins)
- Aliens (25 mins)

Extension

- From Saturn to Jupiter (20 mins)
- Stories from around the World (30 mins)

Materials

- 2 cones

Overview

From this session the students will understand the difference between respectful and disrespectful acts. They will learn to value individual differences and work together as a group towards the same goals.

Background

Respect yourself

Respecting ourselves helps us make good choices. And making good choices improves our self-respect. Good self-respect helps every aspect of our personal and social lives, and makes it a lot easier to get through the tough times. Here are some things that are almost guaranteed to make you respect yourself.

- ✎ Take responsibility for yourself.
- ✎ Always do what you believe is right.
- ✎ Be true to yourself and your highest values.
- ✎ Respect others and treat them right.
- ✎ Set goals and work to achieve them.
- ✎ Say "no" to negative pressures.
- ✎ Don't let others make your choices for you


Choose to do the right thing

Some decisions are easy to make, others are more complicated. When it's a choice between right and wrong, you don't need to weigh the pros and cons. Choosing to do the right thing is an act of self-respect and responsible decision making. Here are some guidelines for deciding what's right:

- ✎ What do my heart and conscience tells me?
- ✎ Could it hurt anyone - including me?
- ✎ Is it fair?
- ✎ How would I feel if somebody did it to me?
- ✎ How will I feel about myself later if I do it?
- ✎ What would adults I respect say about it?

Fundamental respect for all people is shown when we:

- ✎ Avoid violent verbal or physical behavior.
- ✎ Interact with consideration of others' needs.

 Accept that people are unique and have different beliefs and values

Respect is not something that is owed to you. It doesn't come to you just because you exist.

YOU HAVE TO EARN IT!

How do you earn respect? The old fashioned way, by doing things people will respect.

How do you earn disrespect? By doing things people don't respect

You choose to be respected by others when you...	You choose to be disrespected by others when you...
Try your very best, even if the task is hard.	Don't try, but instead you give up easily.
Keep your promises.	Break your promises.
Are honest.	Are dishonest or cheat.
Be truthful	Lie.
Have a lot of knowledge.	Are ignorant.
Helps people	Doesn't help
Can communicate well with others, getting your ideas across easily.	Don't express yourself well
Are kind to other people.	Are cruel to other people.
Encourage and support others	Put other people down. Discourage and unsupportive.
Do constructive things - helpful things.	Do destructive things - hurtful things.
Are friendly.	Are a bully.

Activity Steps

What I Value (15 mins)

Tell students that the first step in developing respect for others is to acknowledge that all things have value.

Divide the class into groups of 4-5 students. Allow at least 5-7 minutes for students to brainstorm and list various ways we can show respect and why. Have one student from each group report their findings to the class. Note the similarities and differences.

The Scenario (20 mins)

Teacher can explain what respect means to the students by saying

Fundamental respect for all people is shown when we:

Avoid violent verbal or physical behavior.

Interact with consideration of others' needs.

Accept that people are unique and have different beliefs and values.

Here is an example of how someone can demonstrate fundamental respect for all life.

Reehan passed the homeless man on the corner every day as he walked to school. Sometimes the man asked for money, but Reehan would not speak to him. At school, there is a special program about the homeless. Reehan remembered the homeless man and mentioned him to the counselor from the Homeless Shelter. The counselor thanked him for his concern and said he would send someone to help the man.

Here is an example of not demonstrating fundamental respect for all life.

Nimal passed the homeless man on the corner every day as he walked to school. Sometimes when the man asked for money, Nimal would make fun of him, and mock him. Sometimes Nimal and his friends played tricks on the man and threw garbage and rocks at him when he was sleeping.

From these two scenarios, it is clear to see that basic respect must be shown to all people, regardless of their circumstances. No one deserves to be ridiculed or treated cruelly. In the first scenario, Reehan was not verbally or physically abusive, and he showed compassion by telling the counselor about the homeless man. Because of Reehan thoughtfulness and consideration, maybe the homeless man was able to get the help he needed to improve his life. In the second scenario, Nimal was both verbally and physically abusive. He showed no compassion. He and his friends were disrespectful and cruel. Although these are only scenarios, this type of disrespect often occurs in real life.

Aliens (25 mins)

For each child to cross the play area moving in different ways.

1. Draw 2 parallel lines on the ground about 20 metres apart. (You can also designate 2 facing walls).
2. Ask the children to line up along 1 of the lines or walls. The children should be facing the opposite line or wall.
3. Explain to the children that during each round, 1 or more of them will be the Aliens. You will identify the Aliens by tapping them discreetly on the shoulder from behind. All the children will have to run across the play area to the other line following your instructions. However, since Aliens never behave in the same way as everyone else, they will have to do it differently!
4. Ask the children to close their eyes. Move behind the line of children and choose 1 or 2 Aliens by tapping them lightly on the shoulder.
5. Ask all the children to open their eyes. Explain that they are not to move until you say, "Go!" Then give them instructions on how to cross the play area as follows: "Once upon a time, there were children who [ran while clapping their hands] and Aliens who [jumped around like frogs]. 1, 2, 3, go!"

6. Continue the game, each time selecting different children to be Aliens and calling out instructions for both the children running and the designated Aliens.

You can refer to the following examples:

Examples of different ways to move

- ✎ Eyes closed
- ✎ On hands and knees
- ✎ Feet together
- ✎ Crawling backwards
- ✎ Hands holding your ankles
- ✎ Crawling
- ✎ On your knees
- ✎ Skipping
- ✎ Dancing
- ✎ Right hand holding left foot
- ✎ Sitting on the floor
- ✎ Feet as wide as possible

Group Discussion

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

You can use these questions as a guide:

- ✎ Did you like this game?
- ✎ Did you prefer being a runner or an Alien?
- ✎ How did you feel when you were playing the role of an Alien?
- ✎ Do you ever feel different from other people? Can you give some examples?
- ✎ Do you like being different from others? Why or why not?
- ✎ Do you feel different from the others in our group? Why or why not?
- ✎ What can we do to better know the others in our group?
- ✎ What can we do to make sure that everyone feels welcome in our group?

Assessment

In groups ask the student to discuss and name an act to show respect.

Extensions

From Saturn to Jupiter (20 mins)

Each child will identify with a group and run to a designated spot.

1. Place 2 cones about 20 metres apart. 1 cone is “Saturn” and the other is “Jupiter.”
2. Explain to the children that you will give some instructions. They will have to decide which group they belong to and then run to the planet to join their group.
3. Give them the instructions in the following way: “Those who [have brown hair], go to Saturn; those who (do not have brown hair), go to Jupiter.” Let the children run to the appropriate cone.
4. Continue the game by calling out different instructions drawing on the suggestions provided below.

Saturn

Are girls
Are wearing green today
Speak Spanish
Slept well last night
Like soccer
Wear glasses
Like apples
Have a brother
Were born in Maldives
Speak only 1 language
Have curly hair
Have visited another island
Have blue eyes

Jupiter

Are boys
Are not wearing green today
Do not speak English
Did not sleep well last night
Do not like soccer
Do not wear glasses
Do not like apples
Do not have a brother
Were not born in Maldives
Speak 2 languages or more
Do not have curly hair
Have never visited another island
Do not have blue eyes

Know how to play a musical instrument Do not know how to play a musical instrument

Group Discussion

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

You can use these questions as a guide:

How did you like the game?

Were you ever alone on your planet during the game? How did you feel?

How did you feel when you were part of a large group on the same planet?

Why?

Were there times when you did not know which planet to go to? Why?

Was one planet better than the other in this game? Why or why not?

In what ways are we all alike in our group? In what ways are we all different?

Do you like having friends who are different from you? Why or why not?

What can we do to know each child in our group better?

What can we do to make sure everyone feels welcome in our group?

Stories from around the World (30 mins)

- ✏ Explain that children all over the world listen to different stories.
- ✏ Tell the children some stories from different countries (if you have a globe or atlases show them where those countries are). There are some ideas given on the next page.
- ✏ Ask them which story they like most and would tell to children in other parts of the world.
- ✏ Ask if they know some stories from their own culture which they might want to tell. (But if they don't want to, don't force them.)
- ✏ Ask the questions listed below as a way to develop children's awareness of the similarities between children all over the world.

Questions:

- Which story did you like most? Why? What makes a good story?
- Why do people all over the world tell stories? What sort of stories can we think of?

Choices:

- "The Beggar's Soup" and "Dividing the Cheese" can be used to show the consequences of dishonesty. Ask the class to write their own stories about dishonesty.
- Folk tales from your country can be useful for teaching about human rights. For example, stories where children suffer can be used with the Simplified Convention on the Rights of the Child

As an activity, children could write their own stories or perform a play to illustrate one of the articles of the Universal Declaration of Human Rights (see **Part Five**).

Example stories:

The Fox and the Turkey (Pueblo Indian USA). O-way-way-ham-by-joh, which means a very long time ago, Mr. Fox went out to hunt. He and Mrs. Fox had been living on roots for many days, so he was hungry for something tastier to eat. He hunted for a long time until he grew tired. Then suddenly he bumped into a great fat turkey. He was just about to sink his sharp teeth into the turkey when the turkey said: "Wait, Fox-man, are you ill? You look so pale! Don't you want to take a nap? You lie down and go to sleep and I'll go down to your house and tell Mrs. Fox to cook me for your dinner. Poor fellow, you look so tired!" This made Mr. Fox feel really ill. "That would be kind of you, Turkey-man." So the turkey started off toward the fox's den and the fox watched him until he reached the door, then he lay down under a tree to sleep. The turkey knocked loudly. "Who's there?" asked Mrs. Fox. "Just a friend with a message for you." "Won't you come in?" said Mrs. Fox. "No thank you," said the turkey, "I'm in a hurry. Mr Fox just asked me to come by and tell you that he will be back soon. He is very hungry and wants you to cook some roots for his dinner." And then the turkey ran away.

Mrs. Fox got busy and cooked some roots. Very soon Mr. Fox came home smacking his lips. He was so pleased to think what a delicious turkey dinner he was going to have. Mrs. Fox brought the dinner and set it on the table before Mr. Fox. He bit a big piece and began to chew. "This is the toughest turkey I have ever tasted" he cried. "It tastes more like roots than turkey. What is the matter with it?" "Turkey!" said Mrs. Fox. "I have no turkey! These are roots! Someone knocked at the door this morning. He told me you were hungry and wanted me to cook some roots for your dinner." "Oh" groaned Mr Fox, "that must have been the turkey!"

Dividing the Cheese (Cape Verde Islands). Two cats stole a piece of cheese. One of them wanted to divide it. The other did not trust him, so he said, "No, let us get a monkey to divide it between us!" The first went to find a monkey and asked him to be the judge. "Certainly," said the monkey. He sent them for a large knife and some scales. But instead of cutting the cheese in halves, he made one piece bigger than the other. Then he put them in the scale. "I didn't divide these well," he said. He started to eat the heavier piece of cheese. "What are you doing?" cried the cats. "I am going to eat some of this piece to make it even with the other." Soon the piece he was eating was smaller than other piece. He changed over and began to eat the other. The cats saw that before he was done he would have eaten all the cheese. They said, "Sir Judge, let us have the rest of the cheese, and we will divide it ourselves." "Oh no," said the monkey, "you might fight over it, and the king of the animals would come after me." So the monkey went on eating, first one piece, then the other. The cats saw that nothing would be left. One cat turned to the other and said, "We should have divided the cheese ourselves." After the monkey had eaten all the cheese, he said, "Let us all go in peace, and never again let your interest blind your understanding."

The Beggar's Soup (Sri Lanka). Seven wandering andiyas (beggars) once happened to spend the night in the same resting place. They agreed to cook a common pot of congee (rice cooked in water) for their dinner, with each andiya putting in one handful of rice. One by one, each andiya reached out over the pot to drop in his rice. But they were tricky fellows, and not one of them actually put a single grain of rice in

the pot. Each andiya thought the others would provide the promised handful. When the congee was served, each andiya received a bowlful of hot water!

Appreciating Individual Differences

Objectives

Students will be able to:

- ✦ Establish an understanding of who they are and what distinguishes them from those around them
- ✦ Instill the value of respect for others.
- ✦ Learn how differences can create positive relationships between themselves and others.

Agenda

- ✦ Who Am I? (1 hour)

Extension

- ✦ My Family, Friends, and Pets (1 hour)
- ✦ My Community (1 hour)
- ✦ Respect and Responsibility in My World (1hour)

Materials

- ✦ Colored paper
- ✦ Markers, crayons, or colored pencils
- ✦ Self-portrait photo of each student
- ✦ Three-hole punch and yarn or ribbon or stapler
- ✦ Magazines and/or newspapers for cutting out photos
- ✦ Venn Diagram Handout

Overview

In this series of session students will explore his/her self, relationship with family, friends and the wider community during the making of All about Me book.

Background information

Our relationships with other people have an important part to play in our lives. By exploring some of these relationships, the children will begin to understand their

importance. By exploring self-definition in relation to others, the children will also explore the corresponding concepts of perspective and interdependence.

Through discussions on the impact and consequences of our actions on these relationships, the children will become more aware of their responsibility to treat others, as well as themselves, with respect. Throughout these sessions, the children are continually encouraged to look at situations from different points of view. The child will reach a deeper understanding, respect and appreciation for different points of view, although they won't necessarily have to agree with them. The aim is to promote healthy, respectful and responsible relationships with others appreciating individual differences.

Implementation Options

This session is a continuation of four sessions. (Each session lasts for 1 hour) Teacher can organize this as four consequent sessions.

Pre- preparations

All about Me!

Before beginning this project, create a folder for each student to keep the items for their books as they work on them. If you do not have folders for each student, create them by folding large pieces of paper in half. Teachers will also need to collect magazines, newspapers and other media for students to use to cut-out images and text for their book. Teachers should skim through the media to ensure that it is age-appropriate before giving it to the students.

The All about Me books should be an extended process for students to show who they are, where they come from, what makes them unique and what traits they have which differ from others. Students should be expected to work on one or two pages per class period and the completed pages should either be kept in the folders or with the teacher upon completion to make sure they do not get misplaced or thrown away.

Procedure:

Activity 1: Who Am I? (1 hour)

1. Brainstorm: Tell the students that they will be creating a book about themselves to share with others. Write the word “self” on the board. Generate ideas about what the term means with the whole class. Explain to students that they will be exploring all of the ways that each one of them is unique as they create their “All about Me” books. Affirm that our differences are welcome and help us learn from each other. Tell students that this is their chance to share what makes him/herself unique and special!

2. Create: Tell the students that they will be making the front cover of their books. Students will need to bring in a photograph of him/herself. Provide each student with a folder or binder for their book. Ask that they include their name, the date, and their year in school.

The first page of the book is all about their favorite things. It should include the student’s name and their favorite things such as: their favorite food, game, sport, television show, book, songs, and anything else they may like to include. Write the words “Favorite Things” on the board for them to copy as the title of the page. Let the students take time to think about this and to draw, write, or paste on photos from magazines. Throughout their work time, remind your students that each one of us is different. For example, the person sitting next to them may love soccer and pizza. They may not like either of those things but rather prefer biking and Indian food. Tell them not to worry about what others are doing or writing and that the focus should be on themselves. You may play quiet music for a calming effect.

3. Closure: As this activity comes to an end, collect the books and ask anyone to share what he or she liked about creating the page of favorites. State that we should embrace the differences of our classmates and use them to learn from one another.

Extension

Activity 2: My Family, Friends, and Pets (1hour)

1. Explain: As you begin the second activity of the “All about Me” books, pass out the folders from Activity 1. Ask the class to revisit what they did. What did “self” mean to them? What does “uniqueness” mean? Explain that just as every individual is unique, the same goes for each family unit. This class period will focus on who makes up our families and how each family is unique. There is no right or wrong answer when it comes to defining “family.” You may want to lead them and phrase family broadly as the people with whom they live.

2. Draw: The next pages of the “All about Me book” will include details about student’s family and pets. First, ask students to draw a picture or diagram of their immediate family or the people with whom they live. Have them add some of their favorite activities or special things about the family, such as a tradition that their family has. The students should include a drawing of their home on one page, with diagrams of the different rooms in the house or apartment. Students can also identify their favorite part of their home and explain why they chose that location. On the next page, have students draw a pet that they have at home, a classroom pet, or a drawing of the pet they would like to have in the future. Include the pet’s name, type of pet, and what activities this pet enjoys.

3. Journal: Ask the students to write or draw what they liked about this activity. Remind them that each family is different as is each individual!

Activity 3: My Community (1 hour)

1. Brainstorm: The next pages should include the drawings and names of the students’ friends, neighbors or people who are in their community. Write the word “Community” on the board. Generate ideas about what the term means. Examples may include neighbours, friends, people who work at your local store and taxi drivers.

2. Mind Map: Ask students to describe three people who are in their lives. Have each student create a separate mind map for each person. Draw a picture of the person in the center and, using lines from the center, write or draw three unique qualities that person has. Explain the word “diversity” and reinforce the idea that our unique qualities in life create diversity in our class, school and the world beyond!

3. Compare and Contrast: Choose one person from the Mind Map activity. Have the students complete the Venn Diagram Handout about themselves and the person of their choice. The second person does not have to be a classmate. A student might write: My friend Ahmed is 6 like me and we both like to run and climb trees. He likes to eat Indian food and I don’t. I like to plant in the garden and he does not. Or, my friend Mariyam is a Grandmother and we read together and I help her with her cat. She and I are different because I am 6 and she is 76! The student’s unique qualities will go in the first circle, the unique qualities of the person you’re comparing with will go in the second circle and the qualities they have in common will go in the center where the circles overlap.

4. Closure: Ask students to stand up and share their Venn Diagrams about the people they chose. After each student has shared, reinforce the idea of uniqueness and diversity in our classroom and our world!

Activity 4: Respect and Responsibility in My World (1 hour)

1. Discuss: The last pages of the book will be dedicated to respect and responsibility. Ask the students to recall the first 3 activities. Briefly discuss the meanings of “self”, “community” and diversity. Ask students, “How can we all show respect for those in our lives, specifically in this class, who are different from us?” For example, “I can show respect by helping someone who needs help,” or “I can show respect by listening to someone else’s idea even though it’s not the same as my own.” Have the students form a circle and use a talking stick to share the ideas from each student. Write down their

ideas on chart paper or on the board. It may be helpful to have a parent volunteer or an older student to help write down ideas for you.

2. Think: After each student has shared his or her idea about how they can show respect and the list is in front of you (it's ok if some are the same) ask students what they think the word responsibility means. Spend 1 or 2 minutes gathering a few initial ideas. Tell the students that they will be creating a class pledge of respect and responsibility for the last part of their book. Remind them that they are responsible for their actions at school and that how they act and treat others is a big part of that responsibility. Before the students leave the circle, select two or three ideas from their respect list from which they can choose to be responsible. For example, "We will respect each other's ideas by not interrupting," or "We will respect others by talking out our problems." Then ask them to return to their seats and by silent vote with heads down or not, choose one thing that they can all agree on for their classroom.

3. Draw or Write: Ask each student to complete the last page or two by writing the words "Respect and Responsibility" on the top of the page. Ask them to draw or write about what they think they can do in the class to show respect and be responsible. Have them each sign a large piece of paper that states the class pledge. For example: In Ms. Mariyam's (year) class we will show respect by raising our hands when we want to talk, and we will show responsibility by waiting and letting our classmates each take a turn to talk. Choose one thing and make it simple and realistic for students to follow. Display this in the classroom as a reminder and for others to see!

4. Complete the Book: Once the entire book is finished, students may use a three-hole punch and yarn or ribbon to make a binding, or they may use a stapler to attach the pages.

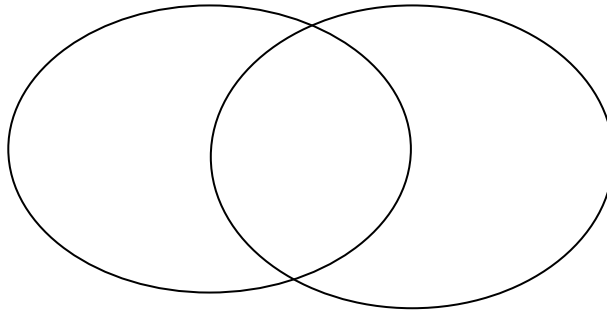
5. Closure: What do you do with these books afterward? Come up with a way to share the "All about Me" books with others. For Example: Your classroom could hold visiting times for other classes to come in and pair up with your students or groups of students.

Your students could share their books with the visiting students and talk them about what makes them special. This allows the students to continue the process of treating others with respect and to explore individuality and diversity.

Needs, Wants and Rights

Worksheet and Materials

Venn diagram Hand out



Objectives

Students will be able to:

- Differentiate between needs and wants
- Explain orally what needs and wants are
- Discuss about relation between the needs and rights
- Reflect on universal basic human needs and to consider the link between needs and basic rights
- Demonstrate making choices based on unlimited and limited resource

Agenda

- What do they mean? (15 mins)
- Journey to a new planet (30 mins)
- My needs are my rights! (15 mins)

Extension

- The new environment (30 mins)
- Role Plays (30 mins)
- Would Choose ... (20 mins)
- Personnel Survival kit (20 mins)

Materials

What do they mean?

Web diagram sheet for each group

Journey to a new planet

A set of 20 cards cut and put in an envelope for each pair of students. (Needs and Wants)

The new environment

Picture of a new environment

Personnel survival kit

Personnel survival kit worksheet

Overview

The relationship between needs and wants is an important concept for children to learn and understand Human Rights. This session encourages students to think about the difference between needs and wants. Children would understand that some resources are scarce and have to be made choice. It would reflect on the universal basic human needs, thus making the students realize that these are needs that all human need in order to live. Students will be able to make choices practically between limited resources.

Background

Need: is something a person must have in order to survive. For example: water, shelter.

All needs are protected as Rights in the Universal Declaration of Human Rights.

Want: is something someone would want to have but can live without it. For example: bicycle, television, Video game. Needs are not protected as rights since they generally are not necessary for a child's survival, growth and development.

Implementation Option

Teachers may choose any activity from the extension activities as the main activity. The rest of the activities mentioned in the extension can be carried out if time allows or could have an extended session.

Activity Steps

What do they mean? (15 mins)

Divide the class into small groups of three or four. Provide each group with a web diagram and ask them to brainstorm ideas and definition for the words “Need and

Wants.” Encourage the students to include physical, emotional and psychological needs as well. Eg: need for love and caring.

Display the webs develop from each group on the wall. Discuss and brainstorm what the small groups did with the whole class. Explain the difference between wants and needs.

Journey to a new planet (30 mins)

1. Make groups of 4. Explain that they have chosen to live in a new planet. The mission control of the planets wants them to have all the things they need in order to live and grow. Mission

Control has given them 20 things to take with them, one per card. Each pair of students receives a set of cards and the class reviews the cards together.


2. The teacher explains that each pair can bring 4 additional items of their choice. Each pair draws and labels these items onto 4 blank cards.

3. The teacher announces that Mission Control has just sent a message because space is limited on the spaceship to the new planet, each pair can now take only 15 of the 24 items. Each pair decides on the 9 items to eliminate and sets these cards aside.

4. Mission Control announces that there is still less space available and each pair may take only 10 items. Each pair eliminates 5 more items, leaving the 10 they think are most essential.

5. Each pair joins another and they compare the cards they’ve chosen. Each group negotiates a set of cards they all agree on.

6. The class discusses:

 Which items were most commonly eliminated? Why?

- Why was the second round of eliminations more difficult?
- What is the difference between “wants” and “needs”
- Are wants and needs different for different people?
- Why don’t all children in the world have what they need?

Adapted from (Teaching for rights, wants and needs) UNICEF Canada

My needs are my rights! (15 mins)

Ask the student to make groups of 3 or 4. Provide each group with a need card. (Eg: water, food, clean environment.) Ask the students to make a sentence describing the importance of that particular right to them. (E.g. we will die if we don’t get water to drink. Unclean water makes us sick.) When finished, share the work with the whole group. Carry out a discussion with the whole class

Extension

The new environment (30 mins)

Teacher can show picture of a new locality. Provide with some information. For example: Teacher can talk about a country which is very cold. Ask the students to imagine they are living in a different environment.

Ask questions like:

What is the environment like, the climate, the buildings and the landscape?

Ask the students to decide on the needs and wants of the new environment. Are they the same as before? What are the things that might change? Why? The group can then look again at the pictures and decide upon Wants and Needs in the new environment. Are they the same as before? What are the things that might be changed? Why?

Role plays (30 mins)

Children often don't understand why adults say "No!" This activity allows pupils to look at the adult's point of view.

Pupils work together in groups of four. Each group has to play the role of at least one adult and one child. All children should take part. Each role play should include a child/children wanting something and an adult/adults' argument against giving them the "something".

The groups should each choose a different "want".

Examples of wants could include:

- ✍ A new pair of designer trainers
- ✍ An up-to-date computer game
- ✍ A new bicycle
- ✍ Latest mobile phone

After the groups have practiced their role plays they could then be paired and one group could perform to the other.

During a plenary session the teacher may list the reasons adults give for not providing all the "wants" children ask for.

The teacher may discuss the following questions with the class:

- ✍ Why can we not always have what we want?
- ✍ Why is it hard to accept "No" as a response when we want something?
- ✍ Should children always get what they want?
- ✍ Does it help if an adult explains why a child cannot have what they want?

(Source: Check it out! Needs and Wants, Northern Ireland Education: Spring, 2001)

Would Choose ...(20 mins)

Set the scene by asking pupils to think of something they would really like to have.

The first person starts the game by saying:

"If I could have anything I would choose... (e.g. a trip to America)".

The second person continues by repeating:

“If I could have anything I would choose a trip to America and ...a skateboard.”

The third person repeats the first two items and adds one of their own to the list.

The game continues until a pupil forgets the items or cannot repeat them in the correct order.

After the game, discuss the items chosen and why we may not have everything we would like.

Personnel Survival kit (20 mins)

Make groups of five. Provide each group with a Personal survival kit sheet. Ask the groups to choose 5 items they would take with them to the desert island and say why they have chosen them.

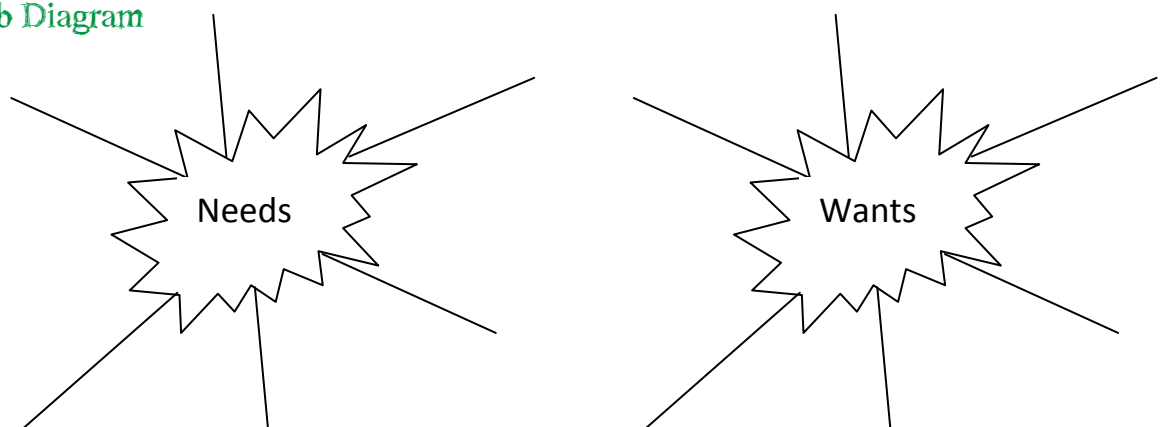
Assessment

Ask students to work in pairs. Ask the students to list down different objects/appliances in their home and to consider if these things are really "needs" or just "wants". Encourage pupils to think about whether their home could manage without the object/appliance or if another object/appliance could perform the same operation. Ask the students to circle all the items that they really need.

Worksheets and Materials

What do they mean?

Web Diagram

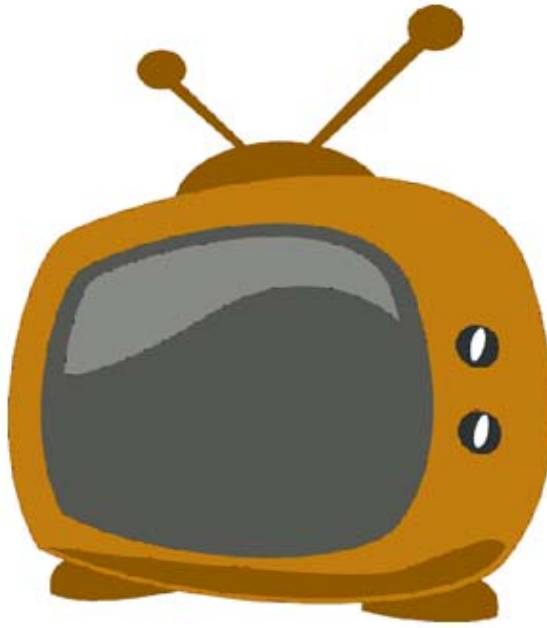


Needs and want cards







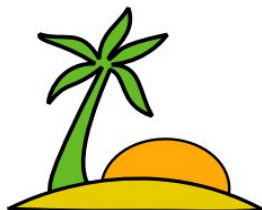


The new environment (Picture of locality)



Personnel Survival kit

Choose 5 items you would take with you to the desert island and say why you have chosen them.



Understanding Human Rights

Objectives

Students will be able to:

- ✦ Compare, contrast and classify a range of human right definitions.
- ✦ Compose a comprehensive definition of human rights.
- ✦ State that human rights are about preserving human dignity and preventing the abuse of state power.

Agenda

- ✦ What right is all about! (15 mins)
- ✦ Defining Human Rights (35 mins)
- ✦ Rights type (10 mins)

Extension

- ✦ Quotes about Human Rights (30 mins)

Materials

What right is all about!

- ✦ Resource sheet 1, post it notes (Small square shaped paper with tape)
- ✦ Resource sheet 2
- ✦ Resource sheet 3
- ✦ Worksheet Sheet 1
- ✦ Worksheet Sheet 2

Overview

Through this session students will explore human right definitions, draw out two central principles associated with human rights: respecting human dignity and ensuring those in authority do not abuse their power.

Background

- ✦ Human rights are the basic rights and freedoms to which all humans are entitled. You have human rights simply because you are human and they cannot be taken

away. Human rights ensure people can live freely and that they are able to flourish, reach their potential and participate in society. They ensure that people are treated fairly and with dignity and respect.

- Human rights are held by all persons equally, universally and forever.
- Human rights are universal: they are always the same for all human beings everywhere in the world. You do not have human rights because you are a citizen of any country but because you are a member of the human family. This means children have human rights as well as adults.
- Human rights are inalienable: you cannot lose these rights any more than you can cease to be a human being.
- Human rights are indivisible: no-one can take away a right because it is 'less important' or 'non-essential'.
- Human rights are interdependent: together human rights form a complementary framework.
- For example, your ability to participate in local decision making is directly affected by your right to express yourself, to associate with others, to get an education and even to obtain the necessities of life.
- Human rights reflect basic human needs. They establish basic standards without which people cannot live in dignity. To violate someone's human rights is to treat that person as though he or she were not a human being. To advocate human rights is to demand that the human dignity of all people be respected.
- In claiming these human rights, everyone also accepts responsibilities: to respect the rights of others and to protect and support people whose rights are abused or denied. Meeting these responsibilities means claiming solidarity with all other human beings.
- Human rights come in different categories but they are all equally important.
- Political rights (right to vote), civil rights (right to freedom of opinion), equality rights (right to be free from racism), economic rights (right to be paid fairly for work), social rights (right to an education) and cultural rights (right to speak one's own language).

Source (what are human rights)

Activity Steps

What right is all about! (15 mins)

Display the illustration (Resource sheet 1) on a board and introduce the topic. Ask students to think about words and phrases that come to their mind when they hear the term human rights and record them on individual Post-it notes. In pairs, students should discuss the definitions they came up with and select three they think are most important to share with the class. Written on a separate Post-it note, they should be placed around the illustration. (Resource sheet 1)

Defining Human Rights (35 mins)

1. Distribute defining human rights (Worksheet Sheet 1) to all the students. Using words and phrases around the cartoon, ask students to write down their own dictionary definition of human rights.

Let the class know that they will return to this worksheet towards the end of the activity.

2. Organize students into small groups (groups of 3 or 4) and provide hand out sets of cards listing a range of Human rights definitions (Resource sheet 2). These are personal viewpoints rather than accepted definitions. (Teacher can read and explain what is on each card before assigning the task to the students)

Encourage students to fill in the blank card to add their own definition to the pack.

3. Explain that they will be clustering these cards into groups. To start, students should turn the first two cards over and compare them. Is there a strong connection between them? For example, the two definitions may focus on people's needs.

If yes, place the cards together. If no, place them a distance away from each other. See the section on Differentiation (overleaf) for ideas on how to adapt this activity.

4. Ask students to work through the whole pack, adding to similar clusters, swapping cards around to form other clusters, or breaking clusters to form sub-clusters. Reassure them that there are no rights or wrong answers – explain this exercise is designed to

develop their ability to make connections between ideas and show human rights can be linked.

5. Once all the cards are clustered, ask students to name each one based on their common theme, eg:

- 🍃 Basic needs/entitlements: eg cards 1, 12, 19
- 🍃 For everybody: eg cards 6, 7, 8, 16
- 🍃 Protection from harm: eg cards 2, 10, 13, 14
- 🍃 Keeping a check on governments: eg cards 3, 9, 13, 14
- 🍃 Freedoms: eg cards 7, 15, 18
- 🍃 Justice/fairness: eg cards 4, 5, 7, 8, 15
- 🍃 Dignity/respect: eg cards 11, 15, 17

Note: The cards for the clustering activity include simple (1-12) as well as more complex statements (12-19). Select the most appropriate for your students. If they are having difficulty clustering them, suggest key words to create clusters around, e.g. needs, everybody, protection, checking governments, freedoms, fairness, respect. See step 5 for more details.

As an alternative, provide the simple statements (1-12) along with a selection of pictures and newspaper cuttings on human rights issues. Then ask students to make a collage, grouping together relevant statements, images and news stories.

6. Ask them to stick their clusters onto a flipchart page, and give them time to examine how other groups have clustered their cards.

7. Meanwhile, write these phrases onto a board:

- 🍃 Respecting human dignity
- 🍃 Preventing the abuse of state power

Tell them that these are two key ideas associated with the term human rights. Explain respecting human dignity as, "recognizing and respecting that all people are special and

valuable simply because they are human beings”. Explain preventing the abuse of power as ““making sure that people in authority such as leaders and governments do not use their position to treat people unjustly”. Do any of their clusters fit in with this idea? If so, discuss which.

8. As a class, return to Defining human rights (worksheet 1), and ask students to re-write their own definition of human rights in section, based on what they’ve learnt during this activity. Once they’ve completed this unit of work, they can re-evaluate and make further changes

Teacher can explain the following points to the students.

- ✍ Human right is: "An entitlement, something you have without deserving or earning it."
- ✍ "It is yours because you are a human being." However, if it is a right for you, it is also a right for everyone else. No one deserves it more than another.
- ✍ Rights belong to everyone. Each of us has a responsibility to make sure that using our rights doesn't spoil things for others.
- ✍ Spoiling others' rights is known as "infringing upon others' rights."
- ✍ Things that we can do because it is our right means that there are also things that we should do, to be sure we do not spoil things for others.
- ✍ We must care about and for the rights of others whenever we can.

Rights type (10 mins)

Explain that human rights come in different categories but they are all equally important; political rights (right to vote), civil rights (right to freedom of opinion), equality rights (right to be free from racism), economic rights (right to be paid fairly for work), social rights (right to an education) and cultural rights (right to speak one's own language).

Provide a mix set of cards (type and one example from each) and ask the students to match the cards with the type.

Extension

Quotes about Human Rights (30 mins)

1. Using Quotes about Human Rights (resource sheet 3) as a stimulus, ask students to do one or a selection of the following:

- a) Choose their favourite quotation and explain choice.
- b) Rank the quotations, e.g. in terms of how thought provoking they are, or how clearly they explain the idea of human rights.
- c) Write their own inspirational quotation.
- d) Highlight (in one colour) phrases connected to the idea of ‘respecting human dignity’ and (in another colour) those connected to the idea of ‘preventing the abuse of state power’.

2. Ask students to collate examples of human rights in the news for a display on a Human Rights around Us notice board with appropriate headings, eg Human rights enjoyed/denied protected.

Matching Rights (30 mins)

Teacher talks about some of the rights people have. While the teacher reads out each right and responsibility he/she can show picture that describes that particular right and responsibility.

Make groups of five using the grouping exercise (Life Boat). Provide each group with one set of cards of: “rights and responsibilities”. Ask the students to shuffle and spread out the cards face down on the desk. The back of the card is marked “Right” and “Responsibility”. Teacher can keep the Rights card on one side and the responsibility card on the other side. Each child has to take turn to turn over two cards, attempting to match with a right card with its appropriate responsibility. The right and the

responsibility must be named as they turn over. If the card and the responsibility match, the child can keep the pair and the turn passes to the next one.

When the children are familiar with the activity, they can be asked to give an example of each right before they keep the cards.

Assessment

Provide each child with work sheet 2. Ask the students to fill what they know about human rights, what they would like to know and how they can find out more.

Worksheet and materials

Resource sheet 1 (Defining Human Rights)



1. Human rights are basic needs.

2. Human rights are about making sure people are protected from harm.

3. Human rights are about keeping a check on how the government is treating its citizens.

4. Human rights are about treating people fairly.

5. When I hear the phrase 'human rights' it makes me think about people having a say.

6. Human rights belong to all human beings.

7. Human rights are about making sure everyone is free to live their life the way they want as long as they don't hurt others.

8. Human rights are those things that it is fair and just for every person in the world to have or to be able to do.

11. Human rights are all about respecting people because they are human.

12. Human rights are what every human being needs to be happy, healthy and involved in society.

13. Human rights are about making sure that the powerful cannot abuse the powerless.

14. When I think about human rights I think about how they are there to make sure governments don't abuse people.

17. Human rights are what we need to reach our full potential as human beings.

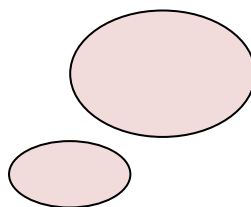
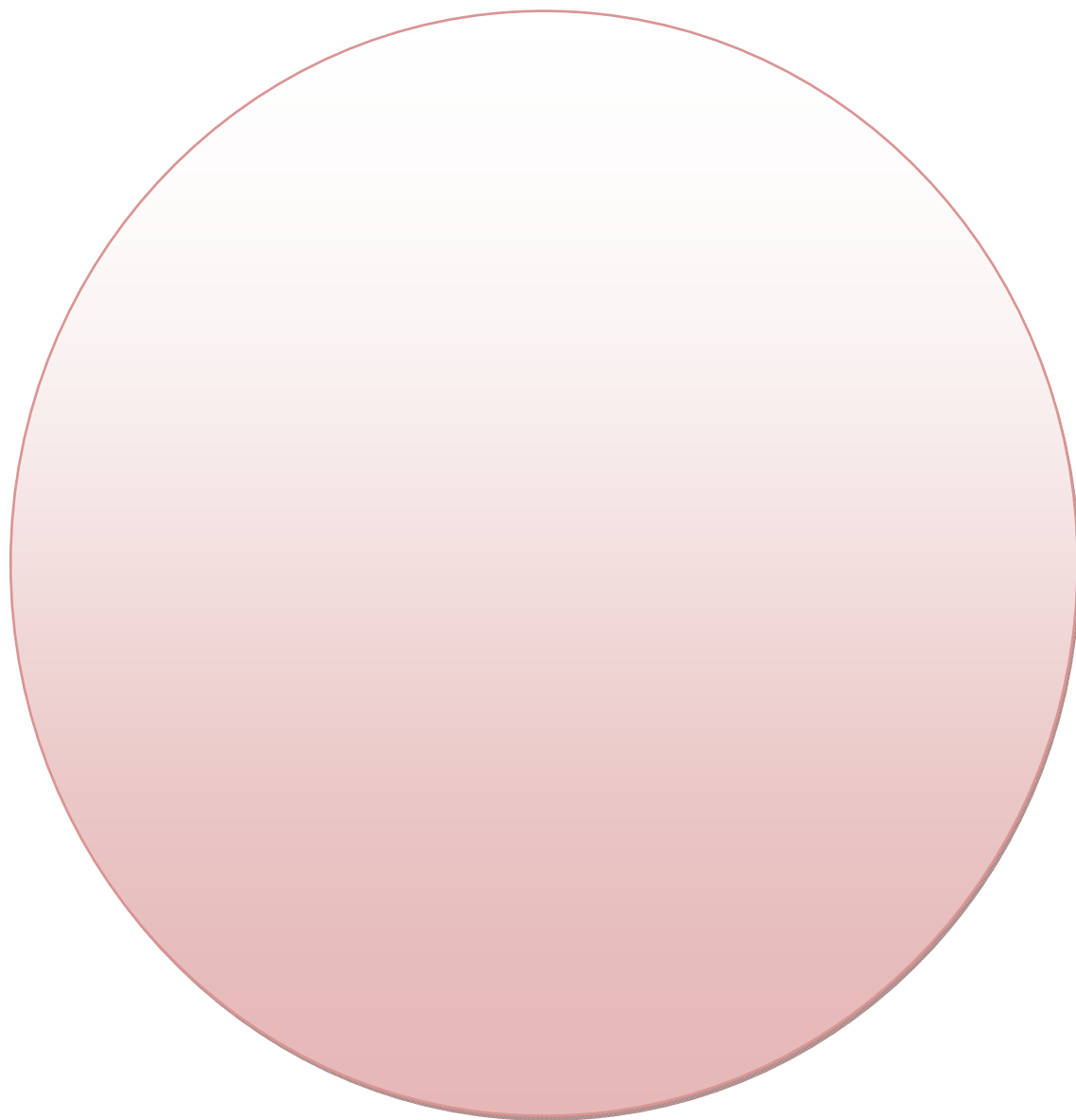
18. Human rights are all about making sure people have freedom to take part in their society.

19. Human are like a big list of things that we all need if we are going to develop as human beings.

20.

Worksheet 1

Draw or write your first thought



Worksheet 2

Work Sheet 2

Self Assessment Grid

What I know about human Rights ...

What I would like to know...

How can I find out more?

Worksheet Sheet 3 (Quotes about human right

‘A human right is an entitlement, something you have without deserving or earning it. It is yours because you are a human being.’

Felisa Tibbitts, Director, Human Rights Education Associates

‘A right is not what someone gives you; it’s what no one can take from you.’

Ramsey Clark, former United States Attorney General

‘Human rights are inscribed in the hearts of people; they were there long before lawmakers drafted their first proclamations.’

Mary Robinson, former UN High Commissioner for Human Rights

“Human rights are only rights when people know about them and can therefore exercise them.”

Hugh Starkey, 1994

Right Types card

Equality rights

Right to be free from
racism

Political rights

Right to vote

Civil rights

Right to freedom of
opinion

Economic rights

Right to be paid
fairly for work

Social rights

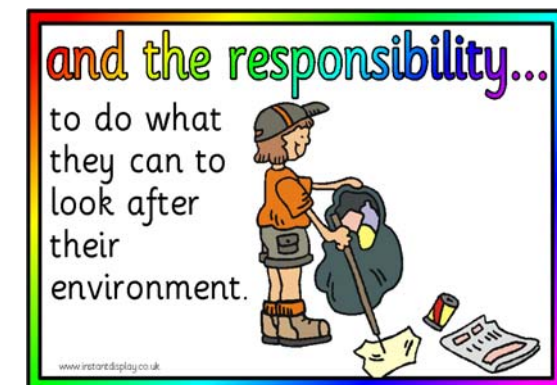
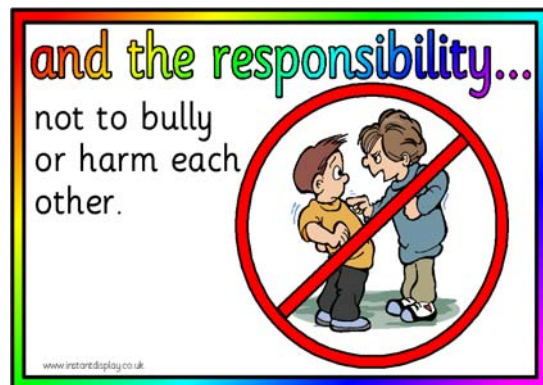
Right to an
education

Cultural rights

Right to speak one's
own language

Matching Rights

Right and responsibility cards



Children have the right...

to be educated...



www.instantdisplay.co.uk

and the responsibility...

to learn as much as they can and help others to learn.



www.instantdisplay.co.uk

Children have the right...

to freedom of thought and religion...



www.instantdisplay.co.uk

and the responsibility...

to respect other people's thoughts and religions.



www.instantdisplay.co.uk

Children have the right...

to be heard...



www.instantdisplay.co.uk

and the responsibility...

to listen to other people.



www.instantdisplay.co.uk

Children have the right...

to proper medical care...



www.instantdisplay.co.uk

and the responsibility...

to take care of themselves.



www.instantdisplay.co.uk

Children have the right...

to be loved
and
respected...



www.instantdisplay.co.uk

and the responsibility...

to show love
and respect
to others.



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Children have the right...

to special
care for
special
needs...



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and the responsibility...

to be the best
they can be.



www.instantdisplay.co.uk

Children have the right...

to make
mistakes...



www.instantdisplay.co.uk

and the responsibility...

to learn from
their mistakes.



www.instantdisplay.co.uk

Children have the right...

to be
adequately
fed...



www.instantdisplay.co.uk

and the responsibility...

not to waste
food.



www.instantdisplay.co.uk

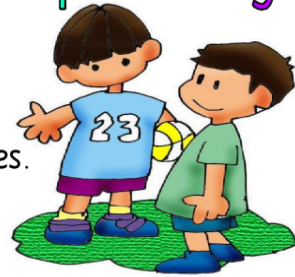
Children have the right...

to relax, play
and join in a
wide range of
activities...



and the responsibility...

to include
everyone in
their games
and activities.



Children's Rights

Objectives

Students will be able to:

- ✦ State the importance of Convention on the Rights of the Child (CRC)
- ✦ Discuss about some of the rights in the CRC
- ✦ Recall the number of rights in the CRC
- ✦ Discuss about the role of parents and government in protecting and promoting the rights of CRC

Agenda

- ✦ How are the children in the world? (15 mins)
- ✦ Do you agree with the right! (15 mins)
- ✦ Who's Right! (20 mins)
- ✦ Rights I really want! (10 mins)

Extension

- ✦ "What does it mean to me?" (30 mins)

Materials

How are the children in the world?

- ✦ Pictures of Children around the world
- Resource sheet 1, Children's Human Right

Do you agree with the right!

- ✦ Pieces of written tags

Who's Right!

- ✦ CRC list on separate pieces of paper in a box (Refer: CRC)
- ✦ Art book/ A4 paper, colours, pencil

Overview

The session aims to make the students aware of the Convention on the Rights of the Child which was agreed by the United Nations in 1989. It encourages students to consider the rights for all children and think about what they can do themselves to take action for children's human right and the responsibilities that goes along with each of the rights.

Background

There are 2.2 children in the world. The United Nation which is the largest and most important international body, formed in 1945 to encourage peace and respect for human life and dignity across the world. The UN agreed to this convention in 1989 to make sure children in all parts of the world have the best childhood. UNICEF, the United Nations.

Activity Step

How are the children in the world? (15mins)

Teacher can provide some pictures that show the helpless situation of the children in some parts of the world. (Eg: Children sleeping on the streets)

Have you seen children in other parts of the world?

Show a picture and ask:

What are the children doing?

Why are they like that?

Who do you think can help them?

Do you know that there are international agencies that ensure that all the children in the world grow up with best possible childhood?

Do you know that there are special rights for children?

Explain the students that there are human rights that the united nation has agreed for all the world's 2.2 billion children. The Convention on the Rights of Children (CRC) was agreed by the UN in 1989. The purpose of this convention is to make sure children in all parts of the world and in all parts of our country have the best possible childhood.

Do you agree with the right! (15 mins)

Have four areas of the room marked as “totally agree”, “agree a bit”, “disagree a bit” and “totally disagree”. Read some statements from the Resource sheet 1. Ask the students to move to four areas of the classroom that indicates how much they agree on the statement. Students who are unsure of the statement can move to the middle of the room. After every statement ask a few students why they are standing in a particular part of the room. After carrying out the discussion ask if anyone has changed mind. Let them have a chance to move to different parts of the room. You could also have this activity by giving four different colored cards to represent their views and to hold them up according to what they think. (eg: blue color if they agree totally)

Explain to the students that if the government agrees to put the convention into practice, they must prepare a report for the CRC every five years. The committee is a group of five adults from different countries who are experts on the children’s right. Maldives has been monitored two times until 2011.

Who’s Right! (20 mins)

Teacher writes all the Articles in the CRC on separate pieces of paper. Put all the papers in a small box. Ask the children to pick one paper from the box. As there are more children’s rights than the number of students in the class, the teacher will decide, for example, whether:

- ✍ The students receive a selection of children’s rights
- ✍ Students who work faster illustrate more than one right
- ✍ Keen students may choose several
- ✍ Ask the students to read and analyze the children’s right which they have drawn/which has been assigned to themDevelop a rough idea of how this right could be represented by artistic means. (Art work, collage, mime, role play?) Ask the students to paste the strip of paper which explains the art work. (Article)

- ✏ Display the work at the end of the class and discuss what each article means. Teacher can also ask the students to write the responsibility that goes along with the right.

Rights I really want! (10 mins)

Ask students to go around the class and see what others have done in the previous activity. Ask them to think carefully and write their name on the artworks that represent rights they would really want to have. They can choose about five rights that they would really want to have.

Extension

"What does it mean to me?" (30 mins)

Make groups of 4 or 5. Provide each group with a list of CRC articles and ask them to select one right from the CRC list. Ask them to write a word from the article or the whole article in the middle of the paper and, around that key word, to write other words, examples, or meanings it has for them and others. Ask the children to make two lists, one with the words and examples relating to themselves and a second list for others. There will be some overlap. The words in common can be joined by yarn and pins or drawn as a Venn diagram

Assessment

Children work in groups to recall as many rights from the CRC.

Materials and worksheets

How are the children in the world?

Pictures of Children around the world.



Do you agree with the right!

Resource sheet 1

Children's Rights Statements

- Human rights are only necessary for people who live in countries where there is a lot of poverty or war.
- Children have their own human rights treaty because childhood is a very precious time.
- Ordinary people can do much more than the Government to protect human rights.
- You have to be a certain age to have the right to be heard and taken seriously.
- If children commit crimes, their rights should be removed.
- Children have their own human rights treaty because there are things that children need that adults don't.
- Picking on someone is a violation of their human rights.
- Babies have human rights
- Source: *Right Here, Right Now; Teaching Citizenship*

Pieces of Written Tags

Agree

Agree a bit

Disagree a bit

Totally
Disagree

Introduction to UDHR

Objectives

Students will be able to:

- State that making rules and laws for people leads to fairness and justice
- Draw connections between the rules of a game to human rights.
- Read and learn about the rights contained in the Universal Declaration of Human Rights
- Link the rights of UDHR with images / symbols of everyday life.

Agenda

- Who Broke the Rule? (20 mins)
- ABC of your Rights (30 mins)
- Our Experience of Rights (10 mins)

Extension

- Matching Rights

Materials

- UDHR Alphabet, Copies of sentence set
- Copy of UDHR Rights and symbol cards

Overview

Through this session students will discover how the international community first came together to protect the rights of all human beings, everywhere. Students learn about the rights ensured in the UDHR through the alphabet and fun activities.

Background

After World War II, UN was formed and a group of some 50 countries got together and agreed on the Universal Declaration of Human Rights (UDHR) which lists the rights that every person has. The UN established the Human Rights Commission, chaired by Eleanor Roosevelt, to draft the UDHR. Representatives from a range of countries were involved in the drafting process, the text was considered at a great number of meetings of the UN General Assembly, and the Declaration was adopted by the UN on 10 December 1948.

The preamble to the UDHR sets out the aims of the Declaration, namely to contribute to "freedom, justice and peace in the world", to be achieved by universal recognition and respect for human rights. The main innovation of the UDHR is that it recognizes for the first time a universal entitlement to rights applying to "all members of the human family". Before this, rights and freedoms of individuals were regarded as a domestic affair of the state within whose jurisdiction they fell. The traumatic events of World War II prompted the strong belief that this situation was no longer tenable, that universal protection was needed for all people, and that the international community should monitor more strongly what was happening inside states. The UDHR is not a law; it is a statement about what countries should do. However many countries (e.g.: Canada) have made the UDHR part of their own laws. These rights are then defined in 30 articles which include civil, political, economic, and social and cultural rights.

Source : Making Human Rights Real ; Teaching citizenship through Human Rights; Amnesty International

Activity Step

Who Broke the Rule? (20 mins)

- ✏ Ask the students to sit in a circle. Tell them that they are going to play "Pen Game". Tell them the rules of the game will not be explained.

- ✎ Give a pen to one person and ask them to start the game by passing the pen to the next person in the circle.
- ✎ After the pen is passed, announce that the passer has broken a rule, and say what the rule was. It can be any arbitrary thing.
- ✎ Ask the second person to continue by passing the pen to the next person
- ✎ Every so often, announce another broken rule; continue the game until the pen returns to the person who started.

Note:

Sample broken rules are “passing pen with left hand, passing pen with tip forward. Passing pen with cap off, passing pen without saying "Bam!" passing pen with legs crossed, passing pen to someone wearing a ring, passing pen to someone wearing a white shoes , etc.

Ask:

What were the mistakes made?

What were the rules of the game?

Do they accept their mistakes?

Was the game fair?

Who is to blame for the errors, the participants or the facilitator?

What was wrong with the game?

How should it be changed?

How can the game be made fair and just?

Recall from the previous lesson what Human Rights are.

Explain that human rights are those rights which are essential for us to live as human beings.

Give some examples. Unlike the rules in the Pen Game, human rights are agreed upon by everyone, make sense and are fair. They are meant to protect people from unfair

rules, and ensure not only access to basic needs such as food and shelter, but also the chance to grow and develop beyond what is required for survival.

ABC of your Rights (30 mins)

Explain to the children that during the World War II, there were lots of inhumanity, torturing people for no reason, killing and bloodshed. So in order to protect people from unfair rules and ensure all have access to basic rights the international community formed the UN, a group of 50 countries. These countries got together and agreed on the Universal Declaration of Human Rights (UDHR) which lists the rights that every person has. The UDHR is not a law; it is a statement about what countries should do. But some countries have made the UDHR as a part of their law. (E.g Canada)

Make groups of 5 and provide the students with a copy UDHR alphabet and a copy of a set of sentences. It may be helpful to photocopy the sentence cards to a larger size to enable the children to write more easily. Ask the class to read through the words that represents alphabets to check for understanding.

In groups students read through their set of sentences and from the alphabet sheet find the word which seems to fit the meaning best for each sentence. They take turns writing the words on the lines. This activity is designed so that each alphabet word is used only once, however, students will be able to justify a variety of answers.

The children can compare their answers with the other groups.

Our Experience of Rights (10 mins)

Ask the students to identify real life examples of the alphabet rights from their own experiences.

These can be recorded on chart paper or poster board and displayed in the classroom.

Extension

Matching Rights!

Ask the students to make pairs. Provide each group with two sets of cutouts of words and symbols/illustrations of UDHR (two sets will enable more rights to be covered and play the activity). Ask the students to shuffle and spread the cards on the desk, face down. Keep the back of the card marked with R for rights and S for symbols. One child turns over two cards, attempting to match a rights card with its appropriate symbol. The right and symbol must be named as they are turned over. If the card and symbol match, the child keeps the pair and the turn passes to her/his partner. Once the children are familiar with the activity, they can be asked to give an example of each right before they keep the cards.

Assessment

Ask the students to write ABC. Let the children recall the rights for each alphabet/develop their own rights alphabet

Materials and Worksheets

UDHR Alphabet

Everyone has the right to:

A Assemble	J Justice	S School
B Birthright	K Kindness	T Travel
C Conscience	L Life	U Union
D Difference	M Marriage	V Vote
E Equality	N Nationality	W Work
F Fairness	O Opinion	X X-ray

UDHR Sentence set

SET ONE

1. The right to exist and freedom from threats _____
2. To be treated with compassion by all people _____
3. The right to meet with our friend _____
4. The right to promise to share life with one partner _____
5. The right not to be unfavorably treated because
you belong to a particular group _____

SET TWO

1. The right to receive reasonable and proper treatment under law _____
2. The right to employment _____
3. The right to express our feelings and thoughts _____
4. The right to have belongings _____
5. The right to help choose leaders of our countries

SET THREE

1. The right to receive an education _____
2. The right to ask and challenge those in authority _____
3. The right to follow our faith and a place of worship _____
4. The right to impartial treatment in all matters _____
5. The right to be treated comparably and fairly with and by all the others _____

SET FOUR

1. The right to our own thoughts in our mind _____
2. The right to travel in our own country and abroad if we wish _____
3. The right to have our own identities and ideas
and not to be picked on him because of them _____
4. The right to join an association at work _____
5. The right to relax _____

SET FIVE




1. The right to participate in elections for public office _____
2. We receive our rights from the beginning of our life _____
3. The right to live in our own dwelling place
free from interference _____
4. The right health care and medical examination _____
5. The right to participate in all aspect of our society and customs _____
6. We are innocent unless proven guilty _____




Answer key for ABC of Rights




Answer Key




SET ONE	SET TWO	SET THREE	SET FOUR	SET FIVE
1. Life	1. Justice	1. School	1. Conscience	1. Vote
2. Kindness	2. Work	2. Question	2. Travel	2. Birthright
3. Assemble	3. Opinion	3. Religion	3. Difference	3. Home
4. Marriage	4. Possessions	4. Fairness	4. Union	4. X-ray
5. Your culture	5. Government	5. Equality	5. Zzz, rest and leisure	5. Nationality
				6. Innocent

UDHR Rights and symbol cards



Right to movement (Travel)	
Right to rest and leisure (Zzzz, rest and leisure)	
Freedom from arbitrary arrest (justice)	

<p>Right to meet with others (Assemble)</p>	
<p>Right to employment (Work)</p>	
<p>Right to belong to a country (Nationality)</p>	

<p>Right to participation in free election (Vote)</p>	
<p>Right education (School)</p>	
<p>Right to food, clothing, and shelter (Standard of living) (School)</p>	

<p>Everyone is equal despite differences (Differences)</p>	
<p>Right to own things (Possession)</p>	
<p>Right to challenge those in authority (Questions)</p>	

<p>Right to go to school (School)</p>	
<p>Right to security and health (X ray)</p>	
<p>Right to participate in electing your leaders (Government)</p>	

<p>Right to use reason and (conscience)</p>	
<p>No one has the right to hurt you (Kindness)</p>	

Needs, Wants and Rights

Objectives

Students will be able to:

- ✎ Define what it is meant by kindness.
- ✎ Show various acts of kindness.

Agenda

- ✎ Are you a caring person (15 mins)
- ✎ Acts of kindness (25 mins)
- ✎ Role play kindness (20 mins)

Extension

- ✎ Solution project (20 mins)
- ✎ Treating others with kindness (20 mins)
- ✎ Kindness coin (throughout)

Materials

- ✎ Self Evaluation on Kindness
- ✎ Markers, A3 sheets/ Bristol boards
- ✎ Self Reflection Sheet
- ✎ "Where is the Kindness Coin" form

Overview

Through this session students will explore acts of kindness and work out on ways to be kind to others.

Background

An act of kindness is a spontaneous gesture of goodwill towards someone or something - our fellow humans and the nature. *Kindness* is an important quality to have. **When someone is kind, it means he or she is considerate and nice to others.** Some good

examples of kindness are saying “please” and “thank you”, sharing, and doing anything that helps others. When you treat other people with kindness, both people feel good!

It’s important to try and always be kind. **You don’t need to have a reason for being kind—it’s something you can do simply because it’s the right way to treat others!** If you see a kid on the playground who is having trouble tying his shoe, be kind and help out! Do it simply for the “thank you” and the smile from the other kid and then hope that he’ll pass on your kindness and help another person. Kindness doesn’t have to cost you anything except a quick moment to give a smile, share a laugh, or tell someone how much they’re appreciated.

Source: <http://www.whyzz.com/what-is-kindness>

Activity Step

Are you a caring person? (15 mins)

Provide each child with the self evaluating test on kindness. Let the students complete. After the work is done ask the following questions.

- ✎ Do you consider yourself a kind person? In what ways?
- ✎ How do you know if someone is kind to you?
- ✎ How do you feel when people show kindness to you? How do you feel when you do something kind for someone else?
- ✎ What makes people care about others?
- ✎ What do you think the world would look like if nobody is kind to anybody else?
- ✎ Agree or disagree: It’s uncool to be a kind person. Why or why not?
- ✎ Who is someone in your life you think is very kind? How does he or she demonstrate that? How are you similar or different from that person?

Teacher can explain that *kindness* is an important quality to have. **When someone is kind, it means he or she is considerate and nice to others.** Some good examples of kindness are saying “please” and “thank you”, sharing, and doing anything that helps others. When you treat other people with kindness, both people feel good!

Teacher can introduce

“Please” and “thank you” that is used in languages and countries all over the world! Ask the students, do you know how to say either one of these things in another language? Here are a few you can try. Let the students repeat after you. (The words also could be displayed so that the children can see what they are saying)

Language	Word in English		Word in English	
Spanish	Please	Por favor	Thank you	Gracias
French		S'il vous plait		Merci
German		Bitte		Danke
Italian		Per favore		Grazie
Hebrew		Bevakasha		Today
Zulu		Jabulisa		Ngiyabonga

Acts of Kindness (25 mins)

Divide the class into 4- 5 groups. Provide each group with an A3 sheet / flip charts / Bristol boards and markers. Ask the students “What does it mean to be a kind person? Have the class brainstorm and develop a list of do’s and don’ts for being Kind. Ask for specific examples on each behavior they identify. Hang the list up on the wall as a reminder.

Role-play kindness (20 mins)

In groups of 4, ask the students to brain storm ideas for role play. (Or teacher can provide each group with ideas for role-play scenario such as, some children being excluded from a game or birthday party, teasing someone because he/she is different, and laughing and walking away when someone falls on the playground.) After an unkind, scenario has been acted out, discuss with the students how it made them feel. After the

unkind behavior let the students role play the kind behavior for the same scenario. Have the group analyze each of the role-plays.

Extension

Solution project (20 mins)

Bring in (or have your students bring in) articles from newspapers and magazines describing situations that show kind and unkind actions on the part of individuals, groups or governments. Discuss these situations. In what ways do they demonstrate either kindness or unkindness? Perhaps write a group letter to the people involved, explaining the situation.

Treating others with kindness (20 min)

Students keep a record of their actions by listing the places and ways they make others feel good. (This Is How I Treated Others with Kindness). They may want to share their lists with other class members.

If students are not proficient with writing, they may draw pictures of their actions rather than describing them in words.

Kindness Coin (Throughout)

Provide each student with a kindness coin and “Where are the Kindness Coins” form. Kindness coins can be created or purchased. The coins can be worn around the neck as human rights medals in recognition of an act of kindness. Kindness coins are distributed when an act of kindness is witnessed and are meant to be passed on from person to person. When one student is passing the coin to another student, he/she has to fill “Where are the Kindness Coins” form. Students communicate their learning continuously throughout the year by using the kindness coins. Students volunteer to share stories about kindnesses they received, experienced or gave to others. Classroom time should be set aside each day to reflect on kindness and unity in the classroom and the community.

Assessment

Provide each student with a self reflection sheet. Ask the students to write a self reflection of the things done during the week in which they have shown kindness to others in some ways.

WorkSheet and Materials

Self Evaluation on Kindness

Are You a Kind Person?

(Take this self-evaluation and decide for yourself.)

True False

☐☐

I am sensitive to people's feelings.

☐☐

I treat people with kindness and generosity.

☐☐

I think about how my actions will affect others.

☐☐

I am never deliberately mean or hurtful.

☐☐

I try to help people in need.

I think I am/am not a respectful person because: _____

Always remember:

Always remember: we become kind people by doing goodwill towards someone or something

Adapted from

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Self Reflection Sheet

Where is the Kindness Coin ?

Name: _____

Write the name of the person you give a kindness coin to and why?

Who?	Why?	When and Where?

Name _____

This is how I treat others with Kindness

Complete the chart

Where?	What did I do to treat others with Kindness

Discrimination

Objectives

Students will be able to:

- ✎ State what is exclusion / discrimination.
- ✎ Accept differences in others.
- ✎ Relate the feelings of disabled students.
- ✎ Discuss ways in which they can help others

Agenda

- ✎ Look for similarities and differences! (20 mins)
- ✎ We stand against Discrimination? (20 mins)
- ✎ We all can help! (20 mins)

Extension

My group... my culture (30 mins)

Materials

- ✎ Questionnaire sheet
- ✎ Pictures (Discrimination)
- ✎ A variety of coloured candy (wrapped)
- ✎ Paper bags (one for each)

Overview

Through this session, students will be aware of exclusion and marginalization. In addition to contributing to the development of empathy, the activity aims to sensitize children to the difficulties faced by those who are regularly excluded by others (e.g.: a child in a group, homeless people, people with disabilities, etc.) and fosters attitudes and behaviours that reflect inclusive practices. The session enables children to experience how cooperation can foster inclusion and achieve positive results. The activities in the session will help the children to respect each other's differences.

Background

“Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap.”

Article 10 – The Québec Charter of Human Rights and Freedoms

Activity Step

Look for similarities and differences! (20 mins)

On a large piece of paper, write the statements that are on “Questionnaire Sheet”.

Ask the children to think about and complete the statements, and then write their answers on a piece of paper.

The children then circulate and try to find other children that have the same 5 answers to the statements.

When they find someone with the same answers, they form a team and continue to circulate looking for others with the same 5 answers. If the children can’t find anyone with the same 5 answers, they try to find someone with 4 similar answers to form a team. If they still can’t find anyone, they look for someone with 3 similar answers and then 2. Children that don’t share any similar answers with any of the other children are declared unique.

You can repeat the game by changing the statements.

(Source: Play it Right Toolkit)

Explain to the children that we all are same with differences. Each child is same and different in many ways. Excluding or treating any child differently or unfairly because of their differences, is called discrimination. No child should be excluded due to their difference in sex, colour, religion, disability, family background. Tell the children that discrimination is a serious human rights violation.

Ask the children

- ✎ Is there any incident where you have been excluded?
- ✎ How would you feel, when you are being excluded?
- ✎ What can we do in the in our daily lives to make sure no one is excluded?
- ✎ Let the children share their personnel experiences.

Conclude the activity by saying that we all may come from different families, countries or families, but as humans we all have the same feelings. So hurting another child by excluding or discrimination would hurt their feelings.

We Stand Against Discrimination? (20 mins)

Share the statement below.

“We may have different religions, different languages, different coloured skin, but we all belong to one human race. “By Kofi Annan

Tell the students that there are people who fight against discrimination by making people aware that discrimination is also a crime.

Ask the students to make 4 or 5 groups. Provide each group with a picture that describes discrimination. Ask the groups to make a slogan or a phrase to stop discrimination. Students can write something related to the picture. Share the work with the whole class. Display students work.

We all can help! (20 mins)

Ask the students to make groups of 3 or 4. Ask the students to make a line. All the children except the one at the back has to keep their eyes closed. The one who is at the back of the line is the controller. All the other children in the bus have to follow the instruction of the controller. When the controller touch the left shoulder of the one in the front of him/her the child then has to pass the same instruction by touching the one standing in front of her. Like this the message is passed to the one in front and finally everyone has to move according to the one in the front.

Directions

Touch left shoulder = turn left

Touch right shoulder = turn right

Press center of the back = move forward

No touch means- stop.

After the game, ask the following questions

- Was it difficult?
- How did you feel?
- Did you feel happy that you are helping others to be in the society as normal people?
- How could you help the people who are less able in order to be in the society as normal people?
- Suggest ways on how you can help those who are in need?

To conclude the activity teacher can say that there are a lot of children/people who are less fortunate. Some children are born with some disability, while there are children who live in poverty or have to live away from families. The lives of these children can much be better if people can help these children or people and that there is no particular way to help them. For example: explain that showing care and kindness is also a way to help them. Not teasing or not discriminating is also a way that we can help them. Make them understand that even the students, are not too small to lend a helping hand to them. Explain that all the humans, despite their differences have the right to full and equal recognition and exercise of his human rights and freedoms.

Extension

My group...my culture (30 mins)

Ask the children to think about the different groups they belong to: their group in the class, their tuition class, their soccer/netball team, and their friends at school...

Distribute paper and pencils and ask everyone to draw circles to represent each of the groups to which they belong. Under each circle, the children can write down things that the members of each group have in common. For example:

- ✎ Believe in friendship
- ✎ Like to play hide and seek
- ✎ Always go shopping on Saturday
- ✎ Meet at the Kudakudhinge Bageechaa
- ✎ Girls/boys that I hang out with at school. We like the same clothes and music.
- ✎ Have big/small family

The children can write the names of the people who are part of each of these groups or they can draw them. Have the children present their drawings to the rest of their group. Sit in a circle with the children and lead a discussion on the activity. You could use some of the following questions:

- ✎ Did you enjoy this activity? Why? Why not?
- ✎ Have you noticed that we have many common interests as well as many differing ones?
- ✎ Have you noticed that each of us belongs to many groups?

Draw the children's attention to the fact that each of these groups has its own culture and shares common interests and beliefs. Each of us can belong to many groups, although some groups have more impact on our lives than others.

(Source: Play it right toolkit)

The Candy Game

1. Prepare one paper bag for each student. Each bag should contain a variety of candy. Some bags will have no candy, some will have a few pieces, and others will have four pieces.

2. Explain that the students are going to be given one paper bag. The goal of the game is for each child to collect four pieces of candy that are the same colour
3. Tell the students that they must not speak during this game. Discuss some ways you can communicate without speaking (e.g., eye contact, gestures).
4. Allow the students to have approximately three minutes to play the game. Once students seem to be finished, the game can come to end.
5. Have students gather in a circle, and allow each child to tell how much candy she did (or did not) collect.
6. Once each student has shared, ask students about their feelings about this game.

Guiding Questions:

How did you feel when we started playing the game?

What did you think when you were told you could not speak during the game?

What was fun about the game?

What was difficult about the game?

What concerns/issues do you think were explored by playing this game?

After this discussion, collect the candy, and allow students to enjoy one piece each!

(Source::ETFO: Right of the child)

Material and worksheet

Questionnaire

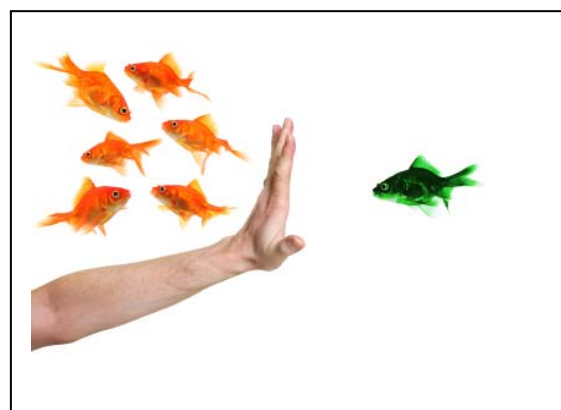
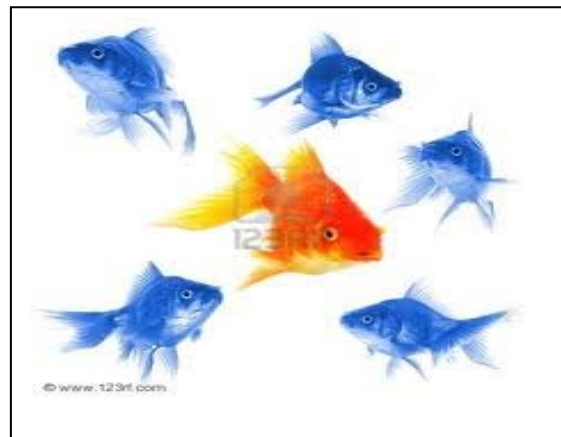
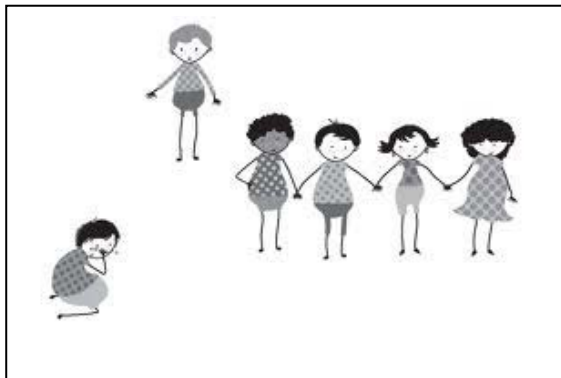
I was born in (name the country) _____

I am allergic to _____

I am afraid of _____

My favourite music is _____

My favourite game is _____



Feedback Forms

Write a sentence or few words that you learned from the activities.

Respect for Self and Others	
Do Your Best for Me	
Friendly Crossing, Safe Passage	
If I had	
Extension I can do this much	
Respect for Self and Others	
What I Value	
The Scenario	
Aliens	
Extension From Saturn to Jupiter	
Stories from around the World	
Appreciating Individual Differences	
Who Am I? (1 hour)	
Extension My Family, Friends, and Pets (1 hour)	
My Community (1 hour)	

Respect and Responsibility in My World (1hour)	
Appreciating Individual Differences	
What do they mean?	
Journey to a new planet	
My needs are my rights!	
Extension The new environment Role Plays	
Would Choose ...	
Personnel Survival Kit ...	
Understanding Human Rights	
What right is all about!	
Defining Human Rights	
Rights type	
Extension Quotes about Human Rights	
Matching Rights	
Children's Right	
How are the children in the world?	
Do you agree with the right!	

Who's Right!	
Rights I really want!	
Extension "What does it mean to me?"	
Introduction to UDHR	
Who Broke the Rule?	
ABC of your Rights	
Our Experience of Rights	
Extension Matching Rights	
The Act of Kindness	
Are you a caring person	
The acts of kindness	
Role play kindness	
Extension Solution project	
Treating others with kindness	
Kindness coin	
Discrimination	
Look for similarities and	

differences!	
We stand against Discrimination?	
We all can help!	
Extension My group... my culture	

Respect for self

Objectives

Students will be able to:

- ✦ Recognize their own strengths and appreciate the uniqueness of other children
- ✦ Recognize the importance of caring for self
- ✦ Identify weaknesses and faults and how to overcome them
- ✦ Identify positive traits that they possess and to verbally share them with the rest of the group.

Agenda

- ✦ Campaign Crazy (1 hour)

Extension

- ✦ Body Beautiful (30 mins)

Materials

Campaign crazy

- ✦ Paper
- ✦ Pens or pencils
- ✦ Colored markers
- ✦ Tape
- ✦ Scissors
- ✦ Optional: paints, glitter, ribbons, glue, etc.

Body beautiful

- ✦ A large roll of butcher paper or newsprint
- ✦ Colored markers
- ✦ Scissors

Overview

Students will identify the internal traits they acquire and learn the skill of affirmation. This will build their self esteem and gain self confidence..

Background

Students should be taught how to appreciate themselves for who they are. Helping students to recognize their talents and strengths will build their self esteem. At the same time students also must identify their weaknesses and faults and try to overcome them.

Students must realize the importance of caring for their physical and emotional well-being. They must strive to do their best, and preserve their dignity and take pride in what they do. Most importantly, they must not allow others to take advantage of them.

Respect is the foundation of strong and harmonious relationships. When relating to people around us, we respect them, whoever they may be, regardless of race, religion, age, gender or status. We must appreciate that everyone is unique, and treat them in the way we would like to be treated ourselves--- with dignity, empathy and kindness.

Activity Steps

Campaign Crazy (1 hour mins)

Ask the students whether they have seen people campaigning for themselves during elections. What do they do?

When politicians run a campaign they sell themselves by telling everyone about all their successes, strong points, values and positive traits. Creating your own campaign, takes guts, and it isn't easy to stand up in front of a bunch of people and brag about yourself; but it can be fun if you get creative, a bit outrageous, and most of all a bit bold.

Inform everyone that they each will be running for an office of their choice. Each person will need to run an extensive campaign in their attempt to become elected (it's all pretend of course). Each person must then create the following campaign items: a poster, campaign button/s, an original speech, a slogan and anything else they can think of (some people even write their own song). Encourage everyone to base their campaign on all of their positive attributes and traits.

Once everyone is finished, ask each person to present his/her campaign to the rest of the group. After each presentation there is usually a round of applause from the rest of the group. During the campaign encourage people to put their posters up on the wall and to wear their buttons (they may even wish to hand out buttons for others to wear).

Discussion Prompts

1. How did you feel when you were presenting your campaign?
2. Was it difficult or easy for you to think of positive things about yourself for the campaign?
3. Would you ever consider running for a school post or political office? Why or why not?
4. What did you learn about others in the group when doing this activity?

Body Beautiful (30 mins)

Our bodies are made up of many different parts and each part contributes to making us special. Some of us have strong legs and can run fast, while others have talented fingers to create beautiful art. Each person contributes to the world with his/her own special talents and unique abilities.

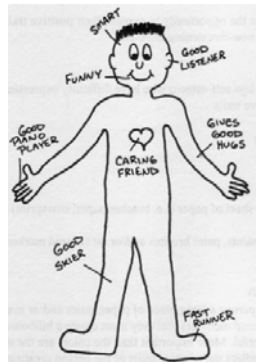
Give each person a piece of the paper that is large enough for them to lie down on so that someone else can trace their body. Once each person has been traced, ask each person to write in each of their body parts all of the positive things that they can do with that part of their body (i.e. on an arm someone might write “gives hugs”, on the mouth write “good singer”, on an ear “good listener” etc.). Allow time at the end for each person to share their creation with the group.

Discussion Prompts

1. Did you think of positive traits about yourself that you hadn’t recognized before?
2. Were you surprised by how many things you thought of (or didn’t think of)?
3. Is it hard for you to say nice things about yourself? Why?

Variation

Write positive things on each other's body outlines.



Assessment

Place an empty sheet on the wall. Ask each child to write a word that shows respect towards others.

Valuing Diversity

Objectives

Students will be able to:

- ✦ Foster awareness about diversity and equality issues.
- ✦ Stimulate discussion about bias and discrimination.
- ✦ Encourage the development of services that are inclusive of all children and their families.

Agenda

- ✦ What to do? (15 mins)
- ✦ Need and fears (25 mins)
- ✦ Watching the world go by (20 mins)

Materials

- ✦ Scenarios for each pair

Overview

Through this session students will learn that people hold different perceptions over a point of view. Activities will help the student to explore the diverse around the/ her own community. Students also learn to communicate effectively during conflicting situations.

Background

Diversity refers to:

- ✦ The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities,

religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual

Equality refers to:

- ✿ The importance of recognizing different individual needs and of ensuring equity in terms of access, participation and benefits for all children and their families. It is therefore not about treating people the 'same'.

It is not the differences that cause problems, rather, how people react. Issues surrounding diversity and equality go hand in hand with discrimination in all its forms. Everyone is affected, but for those of us who are teachers, it is especially vital to have an understanding of its impact on the lives of many parents and their children.

Very young children are influenced by societal attitudes and behaviours. Indeed research reveals that children as young as 3 years display signs of prejudice and negative attitudes towards difference. From the earliest years of their interaction with the wider world, children will need to develop the understanding, skills and outlook necessary to ensure that society becomes truly inclusive. A place where difference is valued, where diverse groups interact and where this interaction is underpinned by equality, human rights, mutual respect and understanding.

To learn how to embrace diversity effectively, we must look at the ways we view difference in our own thinking and how this influences our childcare practice.

Diversity holds the potential to be a rich source of vital learning for our children.

But before we can achieve this aim, teachers will need to explore their own attitudes and practices, to ensure that each child will have an inclusive and equitable experience.

Activity Steps

What to do? (15 mins)

Read out the following story to the class:

"A woman went to live in a new town. When she arrived at the gate, the gatekeeper asked her, 'What were the people like in the town you travelled from?' 'They were bad tempered, quarrelsome, aggressive and generally unpleasant,' she replied. The gatekeeper sent her on her way saying, 'You will find the people here just as bad.'

Shortly afterwards, a second woman arrived and the gatekeeper asked the same question. She replied, 'The people in the town have I travelled from were kind and loving. They were brave and always willing to share with me and welcome strangers.' 'Come in,' the gatekeeper replied, 'for you will find the people here just as welcoming.'"

In small groups, ask pupils to think of sentence which sums up the message of the story. Then come together as a class and lead a discussion that touches upon the following points.

- What do you think the gatekeeper felt when he met the first woman? How differently did he feel when he met the second woman? Why?
- Think about how the way in which we perceive an individual or group affects our behaviour towards them.
- Can you think of any instances in your life where your behavior has had an effect (positive or negative) on others?

Needs and Fears (25 mins)

Introduce the Needs and Fears technique to the class, drawing the table below on the board. Now give each pair a scenario. In their pairs, ask pupils to fill in a copy of the table, based on their scenario.

	Needs	Fears
Part A		
Part B		

Come back together as a class and ask pupils to describe the scenarios, listing the needs and fears that they identified. Guide a discussion on this technique for analyzing conflict, including some of the following points.

- 🍌 How useful is this tool in helping to understand and resolve conflict?
- 🍌 Why is it important to recognize the needs and fears of others? How can this lead to a more constructive dialogue?
- 🍌 Can pupils think of any occasions when their needs or fears have not been listened to? How did this make them feel?
- 🍌 Can pupils think of other conflicts to which this technique might be applied?
- 🍌 They should consider conflicts in their own lives and in the wider world.

Watching the world go by (20 mins)

Paste / Write the poem below and teacher reads out aloud.

*Sitting on my front steps
Watching the world go by
I'm sitting on my front steps
Watching the world go by
When I see all the trouble
I know life ain't no piece of pie
Looking from my front steps
I can see the world go by
I'm looking from my front steps
Seeing how the world goes by
When I see so much joy
I know I got to try*

(taken from Nathaniel Talking)

Ask the students to close their eyes. Ask them to be encouraged to calmly envision what they see going on around them in their neighborhood from their front steps, students would be asked to draw an action picture of what they saw, including as much detail as possible (buildings, people, their behavior, culture, nature, etc.). Ask the students to find as many varieties of things as possible.

Assessment

Make a circle. Ask each child to say something they feel where others have a different point of view. They can also tell how they feel regarding the conflict of thoughts.

Worksheet and Materials

Scenarios (Needs and fear)

Adam

You've been friends with David for a while now. Lately he's been hanging around after school with a new group with a bad reputation. You want to stay friends with David, and you are concerned about him. You'd like to tell him how you feel, but you're worried about his reaction. Recently he has tended to dismiss what you say about things.

David

You like Adam and you don't want to lose his friendship. You've recently met some more friends and you have a laugh with them. You'd like Adam to join in, but feel that he has become a bit of a bore.

Rita

A new person, Sarah, has just joined your class. She lives very near to your best friend, Alia, and they both share an interest in dancing. You can see that they are getting closer and you feel left out.

Alia

It's great that Sarah and you can now go dancing, as it's something that Alia has never been keen on. You want to make the most of this opportunity, but you know that Rita is taking it badly.

Samih

You have recently come to explore your faith in much more depth. As part of this, you have wanted to change some of the ways you behave. Most of all you don't want to behave in an inappropriate way. Your friend Michael doesn't seem to understand this. You want to keep your friendship and continue to respect your faith.

Meecaail

Recently you've noticed that Jared's behaviour has been changing. You'd like to go out to parties more with him, but he says it goes against his beliefs. You're worried that you're going to lose a friendship as you seem to have less and less in common. You'd like to persuade him to carry on the same as before.

Objectives

Students will be able to:

- ✦ Distinguish between needs and wants
- ✦ State some rights as those entitlements necessary for a full human existence
- ✦ Engage in the skills of negotiation, decision-making and co-operation
- ✦ Develop attitudes of openness and tolerance to the opinions of other
- ✦ Become familiar with the contents of the simplified version of the Convention on the Rights of the Child.

Agenda

- ✦ Living on a deserted island (15 mins)
- ✦ Convention On The Rights Of The Child (20 mins)
- ✦ Our Rights (25 mins)

Materials

Living on a desert

- ✦ A copy of Worksheet 2: Living on a Desert Island, for each group (6 in a group)

Convention on the rights of the child

- ✦ An atlas for each group

Our Rights (25 mins)

- ✦ Summary of the Convention on the Rights of the Child, for each child.

Overview

The session will allow the students to explore the meaning of the rights entitled in the CRC. Students will be drawing images, illustrations to show what they interpret from the articles in the CRC.

Background

“The UN General Assembly adopted the Convention on the Rights of the Child in 1989 after nearly a decade of compromise and negotiation among member states and wide consultations with NGOs. Since then more countries have ratified the so called Children’s Convention than any other human rights treaty and with fewer reservations, which are formal exceptions taken to parts with which a state may not agree.

The Convention on the Rights of the Child (also called the Children’s Convention) defines a child as anyone below the age of eighteen and affirms the child as fully possessed of human rights. It contains 54 articles of children’s rights that can be divided into three general categories, sometimes known as the ‘three Ps’:

Protection: guaranteeing the safety of children and covering specific issues such as abuse, neglect and exploitation.

Provision: covering the special needs of children such as education and health care.

Participation: recognising the child’s evolving capacity to make decisions and participate in society as he or she approaches maturity.

Activity steps

Living on a deserted island (15 mins)

- ✂ Draw an outline of a suitcase on the board.
- ✂ Ask the children to suggest what items they would bring with them if they were to live on a deserted island. Write their suggestions on the suitcase.
- ✂ Briefly discuss with the children the importance of the items they have chosen:
- ✂ Are all the items absolutely necessary for them to live in the island?
- ✂ Which items did you want but do not absolutely need for the island?
- ✂ Which items are needed every day?
- ✂ Explain that when we agree that everybody should have certain things to enable them to live, we call these things rights. For example, everybody has the right to food and clean water. Ask the children to suggest some other rights, for example,
- ✂ Everybody has the right to shelter.

- ✂ Everybody has the right to education.
- ✂ Everybody has the right to

Convention On The Rights Of The Child (20 mins)

- ✂ Recall with the children some of the rights they felt every human being should have in order to live a long, healthy and happy life. Check that they can name some of these rights. Explain that these and many other rights that children are entitled to have are written down in a document called the CONVENTION ON THE RIGHTS OF THE CHILD. Explore with the children the meaning of the word Convention, i.e., a list of rights that countries have agreed that children should have. Explain that participating countries have made laws to ensure that the rights of every child are protected.
- ✂ To help the children understand that a convention is an international document, divide the class into groups and give each group an atlas. Write the word CONVENTION on the board and encourage them to find countries that start with each of the letters C-O-N-V-E-N-T-I-O-N. Get them started by telling them that the only country in the world starting with the letter 'O' is Oman and that they can write this in twice.
- ✂ To highlight the universal nature of agreement on children's rights conclude this activity by telling children that every country they have listed has endorsed the convention. (The only two countries who have not yet ratified the Convention on the Rights of the Child are Somalia and the United States of America).

Our Rights (25 mins)

- ✂ Provide each child with a copy of Worksheet 6 which is a summary of the UN Convention on the Rights of the Child.
- ✂ Invite the children in pairs or in groups of three to think about how they might represent one of the statements and on a large sheet of paper to draw a picture to illustrate the statement.

Invite each group to present their picture to the class without a caption. First invite the class to suggest which right is being depicted. The group then explains why they chose

the particular images. In the Corner of the classroom, mount a display of the Convention using the children's illustrations. In conclusion, ask one child to write the keyword onto picture. The children can also add the new word to their picture and decorate this new section. To conclude children compare the convention with their class or school vision (if any?) – what have they in common - what would they like to add to their class vision?

Worksheet Two

Living on a Desert Island

Choose five things from the list that you feel you would most need in order to live on the island.

A television and video

Somewhere to play

Food

Books

Roller Blades

Clothes

Matches

Pots and pans

Fresh water

Swimming togs

Toothbrush
and
toothpaste



Right! Who's Responsibility?

Objectives

Students will be able to:

- ✎ Develop the concept of what it means to have certain rights
- ✎ Recognize and acknowledge how others help and support children's rights
- ✎ Recognize that it is important that rights are protected everywhere in the world, including the Maldives
- ✎ Demonstrate awareness of the Constitution (2) and name one or more rights contained within it
- ✎ Explain how the Human Rights system works
- ✎ Explore human rights that are involved in case studies

Agenda

- ✎ Where in the world! (20 mins)
- ✎ Are Rights protected (20 mins)
- ✎ Who helps me to get it right! (20 mins)

Extension

- ✎ How do we get our Human Rights (30 mins)
- ✎ Human Rights Case Study (30 mins)

Materials

- ✎ Bristol boards (one for each group)
- ✎ Different coloured markers / colours
- ✎ UDHR List of rights
- ✎ Case Study (from news/ magazine/ stories)

Overview

In this lesson children will look at the system around them to see who is responsible to protect the rights of everyone. While rights are entitled to everyone, it is important that

we know what to do and where to get help if anyone's human rights are violated. In this session students will also be introduced to the chapter 2 of the Maldivian Constitution.

Background

Human rights have to be protected by everyone. However, it is also obliged to the state in ensuring human right to its people. There are several agencies, working towards protecting human rights. Child rights have to be ensured to the children by teachers, parents as well as the state. The Maldives constitution also outlines all the rights that the state is obliged to and it is written in Chapter 2 of the Maldives' new constitution (2008).

Implementation Option

The Extension in this session are compulsory. The sessions, may be extended according to the time needed for the activities.

Activity Step

Where in the world! (20 mins)

Put up world map on board. Students should read out the newspaper headlines the teacher provides (could ask the student to read news, magazines and bring articles related to human rights issues) and then stick them on the map (have a selection of stories from around the world including the Maldives to supplement these). Students could note down what the story is about and which country the story is from on the "Where in the World?" worksheet. Ask students if this correlates to their previous thoughts about why human rights are important?

Are Rights Protected? (20 mins)

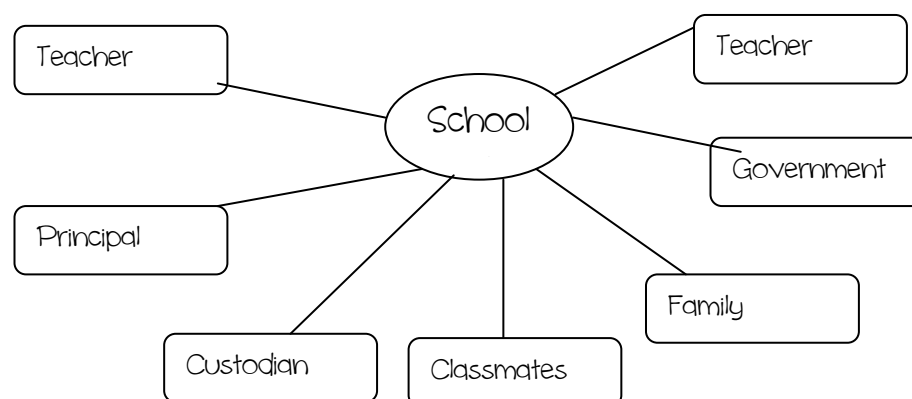
Tell students that it is important to protect human rights everywhere, including the Maldives. There are international laws to protect human rights, and many countries around the world also have their own ways of protecting human rights. We are now

going to look at system in the Maldives that promote and protect human rights in this country.

Explain that the Maldives government felt that human rights were so important that they included Human Rights in the law. (Can show a sample of the constitution, second chapter) Explain that there is a Human Rights Commission that is established in 2003 and Maldives signed many of the conventions in the UN, e.g.: Convention on the Rights of the Child (CRC), Convention on the Elimination of Discrimination against Women (CEDAW)

Who helps me to get it right! (20 mins)

Divide the class into groups of 4 or 5. Provide each group with one right from the UDHR or let the children select a right from the UDHR rights list. Ask the students to write the main word in the centre of a paper and jot down all the individuals or groups that involves in helping. E.g.: everyone has the right to go to school (Article 26) – the group writes the right (School) in a box in the middle of the paper using one coloured pen.



Once the children have written down all the individuals and groups who ensure the right are met, they circle the name with another colour according to the code below. Teachers will want to ensure this does not unintentionally lead to hierarchy of importance. Each group/person is independent with others in ensuring the children's rights.

Colour one: Someone I see often
Colour two: Someone I see rarely
Colour three: Someone I never see
Someone can mean groups or organizations

Once the activity is completed, the posters can be displayed and the students from each group can explain their choices to others. How many people did they discover to ensure their rights?

Explain to the students that apart from these individuals and groups, the Maldivian law also protects the Human Rights of the citizens.

Extension

How do we get our Human Rights (30 mins)

Ask the class to read through the Human Rights fact sheet and work in pairs to prepare a short two-minute news bulletin explaining what the Human Rights is and how it works. Pairs should then join up and present their bulletins, filling in the peer assessment sheets.

Human Rights Case Study (30 mins)

To consolidate learning read a short case study of how people have claimed their Human Rights. From news/ magazines/ stories) Ask young people what human rights were involved. Do they agree with the outcome of the case?

Assessment

Ask the students to work in groups to list down as many rights that they could from the constitution.

Worksheet and Materials

Where in the world?

As your teacher reads out a story, write a short sentence explaining what the story is about, and then note down where in the world the story is from.

What is the story about?	Which country is the story from?
Story ONE	
Story TWO	
Story THREE	
Story FOUR	
Story FIVE	



Copy of UDHR

Fact Sheet

Human Rights in the Maldives Constitution

The new (Law) came to existence in 2008. There is one whole chapter for human rights in the constitution. The constitution protects a number of important human rights such as the right not to be treated as a slave, the right to freedom of expression and the right to education.

It is the duty of the State to follow the provisions of this Constitution, and to protect and promote the rights and freedoms provided in the chapter 2.

The Constitution guarantees right to all persons, in a manner that is not contrary to any tenet of Islam, the rights and freedoms contained within the Chapter 2.

Non Discrimination

Everyone is entitled to the rights and freedoms included in this Chapter without discrimination of any kind, including race, national origin, colour, sex, age, mental or physical disability, political or other opinion, property, birth or other status, or native island.

Special assistance or protection to disadvantaged individuals or groups, or to groups requiring special social assistance, as provided in law shall not be deemed to be discrimination.

Duty of State

It is the duty of the State to follow the provisions of this Constitution, and to protect and promote the rights and freedoms provided in this Chapter.

Right to life

Protection of the environment

Economic and social rights

Privacy

No slavery or forced labour

Right to vote and run for public offices

Freedom of expression

Freedom of the media

Freedom of acquiring and imparting knowledge

Freedom to form political parties, associations and societies

Right to strike

Freedom of assembly

Right to protect reputation and name

Right to marry and establishment of the family

Special protection to children, young, elderly and. disadvantaged people

Right to education

Right to work

Right of pension

Right to participate in cultural life

Right to acquire and hold property

Freedom of movement and establishment

Fair and transparent hearings

Fair administrative action

Personal liability

No unlawful arrest or detention

Power of arrest and detention

Search and seizure

Rights on arrest and detention

Release of accused

Prompt investigation and prosecution

Rights of the accused

Confessions and illegal evidence

Assistance of legal counsel

No degrading treatment or torture

No imprisonment for non-fulfilment of contractual obligation

Right to appeal
Humane treatment of arrested or detained persons
Compensation
Retrospective legislation
Prohibition of double jeopardy
Publication of acts and regulations
Retention of other rights
Voidance of laws inconsistent with fundamental rights
Non-compliance with unlawful orders
Application to court to obtain a remedy
Voidance of laws inconsistent with rights and freedoms
Responsibilities and duties
Interpretation
Non-destructive interpretation of Constitution

Claiming Human Rights

Human rights ensured in the constitution implies to everyone in the Maldives.
People who think that their human rights have been violated can take the case to court.
You don't always have to go to court to claim your rights though- you can raise human rights issues directly with the public authority involved.






Example of public authorities

Commission, government departments (e.g.: Human Rights, schools, Department of Gender and Family)
Local councils
Hospitals
Courts
Police

Peer Assessment Sheet (Human Rights in the Maldives Constitution)

Work in pairs to prepare a short two minute news bulletin explaining what the Human Rights is and how it works. The news bulletin is for a news programme for children and young people.

Join up with another pair and present your news bulletin. While the other pair is presenting, you should fill in this Peer Assessment sheet.

Names of assessors:					
<input type="text"/>					
Names of people being assessed:					
<input type="text"/>					
Read each of the statements below and tick the box that best describes how you feel about the presentation					
	Totally agree	Agree	Unsure	Disagree	Totally disagree
	The news bulletin was suitable for children and young people				
	The news bulletin was interesting and would capture the audience's attention				
	The bulletin explained what the Human Rights Act is				
The bulletin explained how the Human Rights Act works					

Something especially good about this news bulletin was:

This news bulletin could be improved by:

Exploring UDHR in depth

Objectives

Students will be able to:

- ✂ Recall the events leading up to the writing of the UDHR
- ✂ Give examples of the types of human rights protected by the UDHR, key themes and values behind it
- ✂ Understand the UDHR as a result of compromise, between the international communities
- ✂ Define what a declaration means
- ✂ Gain awareness of the tangible human rights that exist around them and in society

Agenda

- ✂ Discussion of the World war (15 mins)
- ✂ The UDHR mind map (30 mins)
- ✂ Group Discussion (15 mins)
- ✂ Extension
- ✂ Spectacles of UDHR (30 mins)
- ✂ Human Rights Collage (30mins)

Materials

- ✂ A3 paper or flipchart paper and different coloured markers
- ✂ Images from World War II (one per group)
- ✂ The United Nations and the UDHR (two per group)
- ✂ Resource sheet 3a or b-
- ✂ Preamble of the UDHR, original or simplified version (one per group, depending on ability of class)
- ✂ Resource sheet 4-
- ✂ Articles of the UDHR (two per group)
- ✂ Resource sheet 5-
- ✂ Spectacles (cut into cards, one set per group, in envelopes)
- ✂ Resource sheet 6-
- ✂ Answers to worksheet 1
- ✂ Worksheet 1 -
- ✂ The origins and content of the UDHR
- ✂ Pictures from (one per student) newspapers, magazines, scissors, paper, tape and a copy of the UDHR to each group.

Overview

Students discover how the international community first came together to protect the rights of all human beings, everywhere. Students look at the values underpinning the Universal Declaration and Human Rights (UDHR) and explore its origins, key themes and significance.

Background

Drafting the UDHR

The development of the Universal Declaration of Human Rights (UDHR) was carried out between 1947 and 1948 by the United Nations Human Rights Commission. The commission was made up of delegates from Australia, Belgium, Belarus, Chile, China, Egypt, France, India, Iran, Lebanon, Panama, Philippines, Ukraine, USSR, United Kingdom, United States, Uruguay and Yugoslavia. The 'spectacles' from the activity in this topic belong to the following six members of the first Human Rights Commission and drafters of the UDHR:

1. Mr René Cassin, Jewish law professor (France)
2. Dr Peng-chun Chang, philosopher, vice chairman of the Commission (China)
3. Mrs Eleanor Roosevelt, First Lady of the US (1933 to 1945), author and activist, chairperson of the Commission (United States)
4. Professor Vladimir Koretsky, professor of international law (Russia, then part of the Soviet Union)
5. Mr Charles Malik, philosopher (Lebanon)
6. Dr (Mrs) Hansa Mehta, educationalist and social worker (India)

Making Reservation

A reservation is a statement made by a State by which it purports to exclude or alter the legal effect of certain provisions of a treaty in their application to that State. States can make reservations to a treaty when they sign, ratify, accept, approve or accede to it. When a State makes a reservation upon signing, it must confirm the reservation upon

ratification, acceptance or approval. Since a reservation purports to modify the legal obligations of a State, it must be signed by the Head of State, Head of Government or Minister for Foreign Affairs. Reservations cannot be contrary to the object and purpose of the treaty. Some treaties prohibit reservations or only permit specified reservations.

Reservation is made by Maldives to Article 18 in UDHR which states “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.

It is stated in the Maldives Constitution; article 10 that the religion of the State of the Maldives is Islam. Islam shall be the one of the basis of all the laws of the Maldives

Activity Steps

Discussion of world war (15 mins)

Teacher shows some of the pictures from World War II and provides some information (Resource sheet 1). Let the students discuss about some of the hardships that people might have gone through during this time.

The UDHR mind map (30 mins)

Place students into groups of six. Tell them that this is their home group for this lesson. Distribute copies of resource sheets 1 to 4 and worksheet 1 to each group. They will also need A3 paper or flipchart paper and different coloured markers

Ask students to use the information on the resource sheets to discuss and answer the questions on the origins and content of the UDHR (worksheet 1). Encourage students to divide the resources and tasks between them. Students should record their answers as a mind-map. Encourage students to use different colours, large text for key words and to draw images as appropriate on their mind maps. Explain the principles of UDHR.

Human rights are...

...universal

All people everywhere in the world are entitled to them

...inalienable

They cannot be given up or taken away

...indivisible

All human rights have equal standing. Denial of one right always gets in the way of enjoyment of other rights.

© Satoshi Kitamura, taken from We Are All Born Free: the UDHR in Pictures (Frances Lincoln and Amnesty International, 2008)

Group Discussion (15 mins)

Discuss the mind map answers with whole class when all the groups complete.

Note to teachers:

- ✏ See resource sheet 6 for answers to the questions on worksheet 1.
- ✏ Select the most appropriate version of the Preamble according to the ability of your students. Questions 2 to 8 on worksheet 1 should be accessible for most students. Questions 1, 9 and 10 are deliberately set at a higher level for more able students. Support students as necessary with these questions using the guidance given in resource sheet 6. Some of the 'spectacles' for the group work are more straightforward than others. Again, select those most appropriate for your class.

Source: Making Human Rights Real; teaching Citizenship through human rights

Assessment

Recall and write at least three rights from UDHR.

Extension

Spectacles of UDHR (30 mins)

Explain students will now 'look' at the UDHR from a different perspective or 'through different spectacles'. Give an envelope to each group and ask each student to select a pair of 'spectacles'.



Students should now form new groups with the people who have the same spectacles as themselves. This is their expert group for this activity.

Ask each expert group to look at the Articles of the UDHR (resource sheet 5) through their spectacles (i.e. from the perspective they have been given). They should discuss the following questions and record their answers:

Which aspects of the UDHR are you most enthusiastic about? Which articles would you rank as your top three?

Is there anything you would like to change about the UDHR? Would you add or remove any human rights?

Poster Designing

Design a poster or pamphlet based on their mind map for the UDHR, with the aim of raising awareness of the declaration in your school and local community.

Acrostic Poem

Produce an acrostic poem to summarise this topic using the letters U, D, H, R to start each of four lines, or use the word 'universal' or 'declaration'.

Human Rights Collage

Have the students get into groups of 3-5. Provide newspapers, magazines, scissors, paper, tape and a copy of the UDHR to each group. Have each group read through the UDHR.

Each group should cut out pictures and articles that represent where they believe people's rights are being upheld and where they are being violated. They should make a collage out of what they find.

After they have had enough time to create the collage have each group share their collage with the large group. They should share at least 4 examples of where human rights were upheld or violated, and which article of the UDHR they referenced to select the picture or article. If there is enough wall space you can hang the collages around the



room. The sharing segment of this activity can act as part of a discussion. Following are some additional questions you can ask the group:

- a. What are some of the similarities between the collages?
- b. What, if any, of these rights do we recognize in our community?
- c. Of the rights that are being violated, what can be done to uphold them?

(Source : Service Learning lesson plans and projects)

RESOURCE SHEET 1

Images from World War II



Jewish civilians: copy of a German photograph taken during the destruction of the Warsaw Ghetto, Poland, 1943.



German troops parade through Warsaw, Poland, September 1939.



Slave laborers in the Buchenwald concentration camp near Jena; many had died from malnutrition when US troops of the 80th Division entered the camp. Germany, 16 April 1945.



Children of an eastern suburb of London, made homeless by the random bombs of the Nazi night raiders, waiting outside the wreckage of what was their home. September 1940.

© The National Archives and Records Administration

RESOURCE SHEET 2

The United Nations and the UDHR



Eleanor Roosevelt and the Universal Declaration of Human Rights



In April 1945, after the horrors of World War II, delegates from 48 states (countries) gathered to establish the United Nations (UN) through a charter. The UN was established to stop wars between countries and to provide a platform for dialogue.

Some of the so-called ‘Great Powers’ in the post-war period were not interested in discussing human rights. They did not think other countries (or ‘the international community’) should interfere in how a state treated its own citizens. They thought these issues should remain as their own business. However some smaller countries, with the help of the United States, succeeded after some struggle in inserting the term ‘human rights’ into the UN Charter’s general statement of purpose. According to its Charter, the main objectives of the UN are ‘to save succeeding generations from the scourge of war’ and ‘to reaffirm faith in fundamental human rights’. But the document did not say what those human rights were, and whether they could be acceptable to all nations.

The Human Rights Commission was established to develop a document outlining the human rights that everyone should have anywhere in the world: human rights that people could unanimously (or universally) agree on. The Commission was led by Eleanor Roosevelt (pictured above) and included a group of respected lawyers, philosophers and officials from across the world. Their vision was influenced not only by events in Europe; other world events such as the assassination of Mohandas K

Gandhi in India and the beginning of apartheid in South Africa were also at the forefront of their minds. After lengthy discussion and debate, the Commission drafted the Universal Declaration of Human Rights (UDHR), the first internationally agreed human rights framework in the world. The UDHR summarises human rights in 30 articles. The articles contained in the UDHR fall into two broad categories:

- Civil and political rights: rights and freedoms that protect individuals from the abuse of state power and promote individual freedom. For example, Article 10 Everyone has the right to a fair and public trial.
- Economic, social and cultural rights: rights that provide economic, social and cultural security. For example, Article 25 Everyone has the right to an adequate standard of living and medical help if they are ill.

A declaration is not the same as a law: it is a document that sets out standards that states should aim to achieve, but states are not bound by law to achieve those standards. The UN General Assembly adopted the UDHR in 1948 and in the years following has developed international human rights laws based on its principles. There are currently 192 member states of the United Nations, including nearly every recognised independent state in the world.

RESOURCE SHEET 3a

Preamble to the UDHR original version

A 'preamble' is an introduction to a document outlining the purpose of the document and the thinking behind it. Below is the original version of the preamble to the Universal Declaration of Human Rights.

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.

RESOURCE SHEET 3b

Preamble to the UDHR simplified version

A ‘preamble’ is an introduction to a document outlining the purpose of the document and the thinking behind it. Below is a summary of the preamble to the Universal Declaration of Human Rights.

If everyone can recognise the essential dignity and worth of all human beings and if everyone can recognise that all human beings have some basic, equal rights, then this will lead to freedom, justice and peace in the world.

Disrespect for human rights has led to horrific acts that have outraged people across the world. We all want a world where people can enjoy freedom of speech and belief and freedom from fear and want. If these rights are made law, then people will be protected from tyranny and oppression.

It is important that people understand these rights and freedoms, as this will lead to a better, fairer standard of life for everyone. We have dedicated ourselves to promote universal respect for these rights.

We see the Universal Declaration of Human Rights as a common goal for all people and all nations. We hope that every individual and every organ of society will try to teach others to respect these rights and freedoms. We hope that both individuals and governments will try their best to make sure that these rights are fully respected both in their own country and across the world.

RESOURCE SHEET 4

Articles of the UDHR

1 Everyone is free and we should all be treated in the same way.

2 Everyone is equal despite differences in skin colour, gender, religion, language, for example.

3 Everyone has the right to life and to live in freedom and safety.

4 No one has the right to treat you as a slave, nor should you make anyone your slave.

5 No one has the right to torture you or subject you to cruel and degrading treatment.

6 Everyone has the right to be treated equally by the law.

7 The law is the same for everyone; it should be applied in the same way to all.

8 Everyone has the right to ask for legal help when their rights are not respected.

9 No one has the right to imprison you unjustly or expel you from your own country.

10 Everyone has the right to a fair and public trial.

11 Everyone should be considered innocent until guilt is proved.

12 No one can enter your home, open your letters, or bother you or your family without a good reason.

13 Everyone has the right to travel where they wish.

14 Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.

15 Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.

16 Everyone has the right to marry and have a family.

17 Everyone has the right to own property and possessions.

18 Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.

19 Everyone has the right to say what they think and to give and receive information.

20 Everyone has the right to take part in meetings and to join associations in a peaceful way.

21 Everyone has the right to help choose and take part in the government of their country.

22 Everyone has the right to social security and to opportunities to develop their skills.

23 Everyone has the right to work for a fair wage in a safe environment and to join a trade union.

24 Everyone has the right to rest and leisure.

25 Everyone has the right to an adequate standard of living and medical help if they are ill.

26 Everyone has the right to an education.

27 Everyone has the right to participate in their community's cultural life.

28 Everyone is entitled to a social and international 'order' that is necessary for all these rights to be made real.

29 Everyone must respect the rights of others, the community and public property.

30 No one has the right to take away any of the rights in this declaration.

This is a simplified version of the Universal Declaration of Human Rights from Amnesty International UK. For the full version of the declaration see www.un.org/en/documents/udhr/index.shtml

RESOURCE SHEET 6

Answers to worksheet 1

Question	Where to find the answer	Answer
1	Resource sheets 1 and 4	Numerous rights were denied, including those found in the following articles of the UDHR: 1, 2, 3, 4, 5, 6, 9, 13, 16, 18, 19, 22, 23, 25, 26, 27.
2	Resource sheets 2	The UN was established in April 1945. Its aims are to prevent war and uphold human rights.
3	Resource sheets 2	Some states did not think other countries (or 'the international community') should interfere in how a state treats its own citizens.
4	Resource sheets 2	The Commission's role was to draft a document outlining the human rights that everyone in the world should have. They wrote the Universal Declaration of Human Rights.
5	Resource sheets 2	Universal means for all people, at all times in all places. Rights that everyone can agree on.
6	Resource sheets 2	A declaration is a document that sets standards that states should aim to achieve. But this is not a law so states are not bound to achieve those standards.
7	Resource sheets 3	According to the UDHR preamble, protecting human rights will lead to freedom, justice and peace in the world; protect people from tyranny and oppression; lead to a better, fairer standard of life for everyone.
8	Resource sheets 3	Values underpinning the UDHR include: dignity, equality, freedom, justice and respect.
9	Resource sheets 2 and 4	Civil and political rights protect individuals from the abuse of state power and promote individual liberty. They include the following articles from the UDHR: 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 14, 15, 18, 19, 20, 21.
10	Resource sheets 2 and 4	Economic, social and cultural rights provide economic, social and cultural security. They include the following articles from the UDHR: 22, 23, 24, 25, 26, 27.

RESOURCE SHEET 5

Spectacles



1



You believe that the UDHR should be based on the basic principles of freedom, dignity and equality, because these had been so badly abused during World War II. You want to see special care for mothers and children. You know that the Nazis used indoctrination tactics in schools to support their case and feel strongly that education should be seen as an important way of safeguarding human rights.

2



You believe the UDHR should recognise our common humanity and should provide for people's basic needs. You want to see support for the elderly, employment provided for those who can work and education for the young. You also see the importance of civil and political rights that allow people to have a say in how their country is run.

3



You have a great concern for humanity and believe that you can represent the views of ordinary people. You believe that all people, of all backgrounds, should be able to live a life of self-respect and should be free from harm. You believe strongly in personal freedoms: the person's right to live out their life without interference from the state. You do not believe that there is a right to work for a fair wage as you don't think the state should interfere with wages. You do not think that people have a right to be protected from unemployment.

4



You are most enthusiastic about social and economic rights (rights connected to standards of living). You think these should be given priority. You believe that the state should play the main role in setting wages and overseeing working conditions. You would like to see the UDHR abolish capital punishment. You believe it is more important to put the needs of the country above the needs of the individual, therefore you do not think everyone has the right to take part in politics or to express their opinion, say through protest.

5



You want human rights to apply in a non-discriminatory way, regardless of race, sex, language or religion. You are not comfortable with the equal rights of women and men, however, when it comes to the right to marry. You believe in the right to life but think it should include the unborn life. You want to make sure refugees are protected.

6

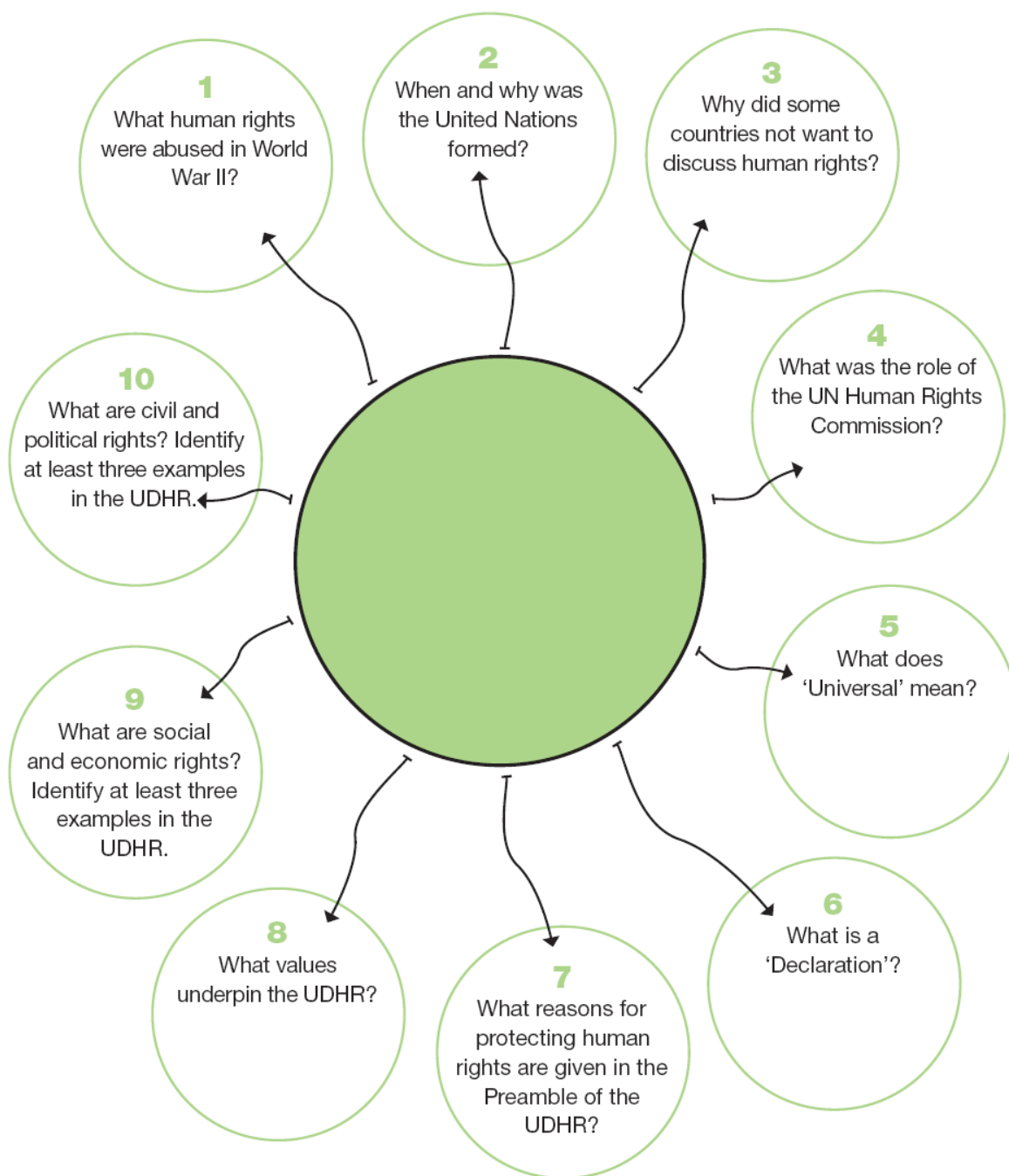


You believe that it is not possible for every country to guarantee social and economic rights (rights to do with standards of living), since many countries do not have the money or resources to provide these things for everyone. You are enthusiastic about the equal rights of women and men. You feel strongly that education should be seen as an important way of safeguarding human rights. You are opposed to detention without trial, censorship and confiscation of property.

WORKSHEET 1

The origins and content of the UDHR

Answer the following questions as fully as possible in the form of a 'mind map' for the UDHR.



UDHR (Right to Education)

Objectives

Students will be able to:

- ✦ Recognize the right of children to an education
- ✦ Explain why it is important to have education

Agenda

- ✦ A Life like Mine (15 mins)
- ✦ The Fruit of Belief (30 mins)
- ✦ Personal Development Plan (15 mins)

Extension

- ✦ What I Think (20 mins)

Materials

- ✦ Worksheet “ why should I go to school”
- ✦ Worksheet “ Personnel development plan”

Overview

Students will be introduced to the Right to Education. They will also identify the roles and responsibilities that they have in order to practice the rights appropriately.

Background

Education is an important tool for the growth of an individual. It is an essential for human development as well as is a tool to attain and enjoy other rights. It is now recognized as a basic right of all. All countries that have signed and ratified the Convention on the Rights of the Child are obliged to make primary education free and compulsory to every child. Education should be directed to the full development of the child’s personality, talents, mental and physical abilities.

The school system should take measures to encourage regular attendance and reduce dropout rate. Measures taken by schools to maintain discipline should be consistent with the child's human dignity.

Education is a fundamental human right in itself. Article 26 of the Universal Declaration of Human Rights (UDHR) establishes that everyone is entitled to education and that education should be provided free at least at the basic level, which should be obligatory. Secondary schools, professional training and university studies should be as widely available as possible. However, free access to basic education alone is no longer considered sufficient to guarantee the right to education. Three other requirements should be met: which is equal opportunities, quality education and education for full development of human personality

Equal opportunity: The state should guarantee not only equal access, but also equal opportunities for success. This means that some children may need extra help and special conditions. Deaf children, for example, have a right to reasonable arrangements to help them learn, such as sign language, hearing aids and interpreters whenever needed. Similar adjustments should be made for all children with special needs so that they can be included in the same schools with other children and have an equal opportunity to succeed. For example, some children, such as children of travelers' groups in some European countries, may be deprived of their right to education if special schooling is not provided to accommodate their parents' nomadic way of life.

Equality in opportunities for success in education also requires attention to other aspects such as the use of a child's mother tongue, homework conditions, access to books, or any learning difficulty. Learning in one's mother tongue not only favours school success, but also constitutes a cultural right. School failure is no solution for learning difficulties. These must be met by well-trained teachers.

Quality education: The state should guarantee equal access to quality education. Too often

two-tier system exists, with one kind of schooling for the elite with well-trained staff and high quality infrastructure, and another for the poor without the necessary technical and

human resources. A basic education that is common to all up to a certain age and that promotes the knowledge and skills needed for the future should be guaranteed. But quality education cannot be limited to increasing material inputs into the school system or enhancing school effectiveness.

As defined by UNESCO, quality education must be based on a human rights approach and address new areas including cultural diversity, multilingualism in education, peace and non-violence, sustainable development and life skill.

Education for full development of the human personality: The education to which all human beings are entitled is not just the fundamentals of literacy and numeracy. The UDHR explicitly states that education should aim at “the full development of human personality, the respect of human rights and understanding and peace among the nations of the world”. The Convention on the Rights of the Child (CRC) elaborates further on the kind of education to which every child is entitled.

Implementation Option

The starting activity could be optional. Teacher can choose either one of the activities as a starter, depending on the ability and interest of the students.

Activity Step

A Life like mine (15 mins)

What are all the things a child needs in order to go to school? Present this information in one the following ways:

Draw the child at the centre of the page, with bubbles or boxes around them, each describing or illustrating one aspect of life that is essential for success at school. Ask the students to write a short outline, of a paragraph or so, describing a morning in the life of your young student, incorporating all the needs that you have described.

This could be compared to a morning in the life of each student in your class.

Carry out a discussion.



Or

The teacher distributes copies of the Worksheet “Why Should I Go to School?” to the students and asks them to tick (✓) the reasons for going to school. The teacher summarizes the major responses of the students written on the worksheets.

The Fruit of Belief (30 mins)

Provide the students with the Story of Vinh, a boy from Vietnam.

When the students finish reading teacher asks the students the following questions:

- a) What does Vinh think about studying/going to school?
- b) What benefit(s) did his thinking bring to Vinh years later?
- c) Do you want to be like Vinh? Why?
- d) If Vinh did not continue his study, what could have happened to him?
- e) How is education important to meeting everyday needs?
- f) How might education improve human rights?
- g) How does education help prevent exploitative child labour?

The teacher summarizes the answers by saying that Vinh believed so much in the value of education and claimed his right to it regardless of the hardship.

The teacher divides the class into 5 groups and asks the students to discuss in their groups the following question:

As a child, you are also given the opportunity to go to school, what can you do to be successful in your study?

The teacher asks the groups to present the answers. The teacher writes answers on the board.

From the answers written on the board, the teacher makes a synthesis:

Given the opportunity to study, a student has the responsibility to study hard for a better life. Access to education is a right as well as a responsibility of everyone.

The teacher introduces the concept of the right to education under Article 28 of the Convention on the Rights of the Child. The teacher stresses that children have the right



to go to school and thus the government should as much as possible provide them the opportunity to have primary education.

The Convention on the Rights of the Child even obliges governments to make primary education compulsory and free. Finally, the teacher emphasizes that the right to education becomes meaningful if education is directed toward the “development of the child’s personality, talents and mental and physical abilities to their fullest potential.”

Personal Development Plan (15 mins)

The teacher asks the students to make their Personal Development Plan. The teacher either provides the students sheets of paper with Personal Development Plan table or writes the table on the board for the students to copy and fill up.

Extension (20 mins)

What I think (20 mins)

Divide the class into 3 groups, Give each group a quote and ask the students to discuss and make a display of their ideas based on the quote. Students can use pictures and illustrations and their own quotes to make the display attractive.

“Denial of education is the biggest single cause of global poverty and inequality.”

by Oxfam UK

“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.”

by Kofi Annan, Secretary General of the United Nations.

To provide every child in the world with primary education will cost an extra \$8 billion, the same as four days of global military spending.

Assessment

Ask the students to state one right they have learned from the lesson and list five reasons why it is important.

Right to _____

This right is important because

1. _____
2. _____
3. _____
4. _____
5. _____

Worksheet and Resources

WORKSHEET "WHY SHOULD I GO TO SCHOOL?"		
<i>I should go to school because:</i>		
1	My parents want me to be in school	
2	I want to be with my friends	
3	I want to learn about many things in this world	
4	I like to prepare for serious work later in my life	
5	I need education to help my family	
6	I want to become an engineer, doctor, teacher, etc. some day	

The Fruit of belief

Story of Vinh

Vinh wants to go to school and learn as much as possible about his country and the world. But he lives in a remote village. The nearest school is six kilometers away. He has to walk early in the morning everyday to reach the school before classes begin.

His parents took pity on his hardship and tried to convince him to stop going to school and wait till a new school is opened nearer to their place. But Vinh said that he does not mind working hard.

He loves to go to school.

Vinh worked hard and finished not just primary and secondary education but university education as well. He took up an agricultural course in the university. He came back to his village and started using his knowledge to improve its agricultural practices.

He was successful. The agricultural production in the whole village improved so much due to his work. Now the people in his village demanded from the government the establishment of a school near his village. The government agreed to the petition. Vinh was so happy to see children in his village go to school without the hardship he experienced. He is now reaping the fruits of his belief in the value of education. He believes too that he has a right to it.

WORKSHEET “PERSONAL DEVELOPMENT PLAN”

In order not to waste my opportunity to study I will

STOP

START

CONTINUE

Humans, individuals in a society

Objectives

Students will be able to:

- ✂ Develop respect for oneself and appreciate individuality and their own background
- ✂ Develop respect for others, appreciate differences.
- ✂ Understand concepts of inclusion, cooperation and respect

Agenda

- ✂ V-R-A-N-T-S-I-S and Me (1 hour)

Extension

- ✂ Inclusion...exclusion (Game 30 mins)

Materials

- ✂ Different coloured stickers (3 – 6 colours)
- ✂ Poems (V-R-A-N-T-S-I-S and Me)
- ✂ Coloured stickers

Overview

Every child has to be aware of their individuality and learn to respect themselves. Every child has the right to have an identity, a name, nationality and culture. They have to learn about themselves and their cultural background. Through respect for oneself, they will learn to respect others, and their individuality. This session aims to create an understanding of society and the individuals and their traits that make up a community. The session will teach children about cooperation and inclusion of others.

Background Information

Respect: respect is an attitude and a sentiment that leads to acknowledging the rights of all persons by virtue of their humanity and to treating them with fairness. Within the context of human rights, respect is inalienable and due to all persons, by virtue of being

human. Respect is different from admiration and deference extended or received because of a person's position, accomplishments, value, or age.

Inclusion: Inclusion means that every person is recognized as having rights and as an equal member of society, community and group, regardless of their age, sex, ethnic or national origin, disabilities, religion, sexual orientation or social condition. As such, a person is actively engaged in society's development.

Cooperation: Cooperation or collaboration is an action, activity or task done together by two or more persons with the goal of reaching a common objective. In fact, it is a holistic value that encompasses all the other values promoted in this toolkit. It reminds us that no one can do everything alone. Cooperation requires recognition, appreciation and respect for the qualities of others. It also implies the responsibility of those involved in action to work toward the common goal. In fact cooperation is, in practice, the choice of inclusion and acceptance.

Activity steps

V-R-A-N-T-S-I-S and Me (1 hour)

How to play

1. Sit in a circle with the children and lead a discussion using the following questions:

- ✂ Do you like your name?
- ✂ Is there a story behind your name? Does your name have a special meaning?
- ✂ Do you have a nickname?
- ✂ How do you feel when someone gets your name wrong?
- ✂ Have you ever used a different name or a different version of your name?
- ✂ If so, how did you feel when you used the different name?
- ✂ If not, how do you think you would feel if you had to use a different name?

2. Read the two poems (V-R-A-N-T-S-I-S and Me, below) to the group. Ask the group what they think of the poems.

3. Divide the group into teams of 3 or 4 children. Give each team a copy of the poems and ask them to discuss them with their team.
4. Ask each team to compose a rap song, a poem, a story or a skit in which the characters must tell their name and their address to someone else (when signing up for a holiday camp, for example). The character taking down the information will not understand the name or will not try to understand. He will spell the name wrong, mispronounce it and make nasty comments about the other character's name.
5. Ask the children to imagine how they would feel and react in a similar situation.
6. When the teams are ready, the children perform the song, poem or skit (short drama) that they have prepared for the whole group.

Reflection

Many people find it difficult when other people don't understand or mispronounce their name. To avoid this kind of situation, in some countries some people even change their name to one that is similar to their old name but sounds more similar to local names. Some people don't mind changing their names, but some find it upsetting. Locally, sometimes children are called by nicknames that they might not necessary like either.

Conclude the activity by asking the children to discuss the problems raised by the skits, songs, stories, and poems.

POEM

V-R-A-N-T-S-I-S

by Ana Vrantzis

"Vrantzis," I said.

Frances, she wrote.

Me

by Temuçin Mustafa

What's your name?

Temucin.

How do you spell that?



<p>"No, V-r-a-n-t-s-i-s," I repeated more slowly,</p> <p>Francis, she wrote, writing the "i" over the "e".</p> <p>No it's "V" for Victoria," I insisted.</p> <p>Vrancis, she wrote, changing the "F" to a "V".</p> <p>"It has a "t" not a "c"," I continued</p> <p>"Vrantis?" she ventured.</p> <p>"No, it has an "s-i-s" after the "t"," I implored.</p> <p>She reached for the White-out</p> <p>But the White-out was dry.</p> <p>With irritation plain</p> <p>On her furrowed brow</p> <p>She reached for a clean sheet</p> <p>And began again.</p> <p>V-R-A-N-T-S-I-S she wrote</p> <p>With triumphant relief.</p> <p>"Oh, and there"s only one "n" in "Ana"."</p>	<p>T-E-M</p> <p>T-E-N?</p> <p>No, T-E-M...</p> <p>M for Mary.</p> <p>T-E-M-U-C-I-N... N for Nelly.</p> <p>What's it short for?</p> <p>Temucin.</p> <p>No English equivalent?</p> <p>No, should there be?</p> <p>It just takes a little getting used to.</p> <p>So?</p> <p>Get used to it.</p> <p>It's MY name.</p> <p>It's me.</p>
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Extension

Inclusion..exclusion (Game)

to the purpose of the game is to concretely experience inclusion and exclusion in different ways. In addition to contributing to the development of empathy, this activity aims to sensitize children to the difficulties faced by people who are regularly excluded or marginalized (e.g. some kids in a group, homeless people, and people with disabilities) and to foster attitudes and behaviours that reflect inclusive practices.

Stage 1: Inclusion

1. Prepare colored stickers. The total number of stickers should equal the number of players, but there should be 2-6 different colours
2. Ask the children to form a circle with everyone facing the outside of the circle.
3. Ask the children to close their eyes and tell them that you will be placing a colored sticker on their foreheads. Every child will know the colour of the other children's stickers, but not of their own sticker.
4. Ask the children to walk around the play area. At your signal, tell the children to group themselves with children with the same colour sticker. They must do this without speaking. If, for example, you have used 3 different coloured stickers, the children must form 3 groups as quickly as possible. Make sure every child is included in a group.
5. Once the groups are formed, start the game over by putting a new sticker on every one's forehead. This time ask the children to form groups where everyone has a different colour sticker. Again, make sure every child is part of a group.
6. You can go further with the experience by repeating the game a third time. This time, distribute stickers so as to form groups of different sizes. For example, if you have 15

players, distribute 9 blue stickers and 6 green ones. Once again, make sure that every child is included in a group.

Stage 2: Exclusion

1. Repeat the game a fourth time, placing new stickers on the children's foreheads. This time, distribute the stickers in order to form 2 groups of around the same size. However, make sure that one child is excluded by giving them a colour that is different from the others. For example, if you have 15 players, distribute 7 blue stickers, 7 green stickers and 1 white one.

2. Observe the different reactions.

Reflection

Start a discussion on exclusion and the children's experience when they were the victims of exclusion or were responsible for it.

- ✎ How did you feel when you found a group of people you could join?
- ✎ How did you feel when you couldn't find a group to join right away? Were you afraid that there was no group for you?
- ✎ (To the child who was excluded in Stage 2 of the game) How did you feel when every group rejected you?
- ✎ Have you ever had similar experiences at school, at camp or with your friends?
- ✎ Have you ever excluded friends, telling them that they could not play with you?
- ✎ Have a discussion about individuality and differences of every child in the club. And about co-existing together in a society and accepting differences and appreciating diversity.

Conflict resolution and problem

Objectives

Students will be able to:

- ✦ Discuss the need for communication in conflict situations
- ✦ Reflect on strategies for conflict resolution

Agenda

- ✦ The Battle for the Orange (25 mins)
- ✦ The story of two donkeys (20 mins)
- ✦ What is a conflict (15 mins)

Extension

- ✦ What Color is Conflict? (20 mins)
- ✦ What Would You Do ...? (20 mins)

Materials

- ✦ An orange
- ✦ A copy of the Two Donkeys cartoon (see page 26) for each pair of students; the six sections of the cartoon should be cut out before starting the activity.)
- ✦ A large sheet of paper and a glue stick (or small stapler) for each pair of students

Overview

The session activities will help the students solve conflicts without making the issue worse. They will understand some of the reasons for conflicts and how to resolve by communicating and negotiating.

Background

What is a conflict?

- ✦ It is a disagreement through which the parties involved perceive a threat to their needs, interests or concerns.
- ✦ It is a natural disagreement resulting from individuals or groups that differ in attitudes, beliefs, values or needs. It can also originate from past rivalries and personality differences.
- ✦ Needs - Needs are things that are essential to our well-being. Conflicts arise when we ignore others' needs, our own needs or the group's needs.

- ✂ Perceptions - People interpret reality differently. Misperceptions or differing perceptions may come from: self-perceptions, others' perceptions, differing perceptions of situations and perceptions of threat.
- ✂ Power - Conflicts can arise when people try to make others change their actions or to gain an unfair advantage.
- ✂ Values - Values are beliefs or principles we consider to be very important. Serious conflicts arise when people hold incompatible values or when values are not clear.
- ✂ Feelings and emotions - Many people let their feelings and emotions become a major influence over how they deal with conflict. Conflicts can also occur because people ignore their own or others' feelings and emotions. Other conflicts occur when feelings and emotions differ over a particular issue.

Activity Steps

The Battle` for the Orange (25 mins)

- ✂ Explain that the group is going to play 'the Orange Game'. Divide the children into two groups. Ask Group A to go outside and wait for you. Tell Group B that in this activity their goal is to get the orange because they need its juice to make orange juice.
- ✂ Go outside and tell Group A that their goal in this activity is to get the orange because they need the peel of the orange to make an orange cake.
- ✂ Bring both groups together inside and ask each group to sit in a line facing each other.
- ✂ Tell the groups that they have three minutes to get what they need. Emphasize that they should not use violence to get what they want. Then place one orange between the two groups and say, "Go".

Usually someone will take the orange and one group will have it and how the groups deal with the situation will be a surprise. Sometimes groups will try to negotiate to divide the orange in half. At other times they will not negotiate at all. Sometimes the groups will communicate further and realize that they both need different parts of the orange;



someone from one of the groups will peel the orange, taking the part they need. Do not interfere.

Ask the questions

- ✂ Did your group get what it wanted before the three minutes were up?
- ✂ What was your group's goal?
- ✂ What was the outcome of the conflict over the orange?
- ✂ What did you do to achieve this outcome?
- ✂ Why is it important for people to communicate in order to resolve conflicts?
- ✂ Do people always communicate with each other when they are in a conflict? Why or why not?
- ✂ Do people always want the same thing in a conflict?
- ✂ Have you ever experienced similar situations? What was the outcome?
- ✂ Relate the activity to human rights by asking a question such as this:
- ✂ What are some of the human rights that are violated in a conflict?

What is a conflict (15 mins)

Start the activity by asking the students, the following question:

What is a conflict? Why do people have conflicts?

Let the students come up with their ideas.

Explain what conflicts are and its causes.

When faced with a conflict, what are some of the specific ways we behave? Let the students come up with what they think. After that teacher explains:

- ✂ Some deal with the problem. Others avoid it.
- ✂ Some enhance relationships. Others harm relationships.
- ✂ Some try to solve the conflict. Others increase it.

How people react in conflict situations

I win / you lose

Behaviours shown are:

- ✂ Screaming
- ✂ Physical violence
- ✂ Refusing to listen
- ✂ Manipulating
- ✂ Sulking

Intentions:

- ✂ To blame and punish
- ✂ To threaten

Main messages:

- ✂ "It's your fault, not mine"
- ✂ "I'm right and you're wrong"

You Win/I Lose

Behaviors shown are:

- ✂ Crying
- ✂ Avoiding
- ✂ Pretending it hasn't happened
- ✂ Giving in

Intentions:

- ✂ To avoid conflict
- ✂ To maintain peace
- ✂ To let the other person win

Main messages:

- ✂ "I'm wrong and you're right"
- ✂ "It's my fault, not yours"

The story of two donkeys 20 mins

In pairs, students are given the six sections of the Two Donkeys cartoon. They are to place the pieces in order so that they tell a complete story. When this is done, they glue (or staple) them down on a sheet of paper. Each pair then joins with another pair and tells the story of the two donkeys as they see it.

Bring the class back together for a class discussion. The following questions are a suggested guideline:

- ✂ What was the donkeys' problem at the beginning of the story?
- ✂ What did they try to do about their problem at first? Did this work? Why or why not?
- ✂ What did they do to solve their problem?

Win/Win Approach

Needs First, Solutions Later

Strategies of a Win/Win Approach

- ✂ Going back to underlying needs
- ✂ Recognition of individual differences
- ✂ Openness to adapting one's position in the light of shared information and attitudes
- ✂ Attacking the problem, not the people.

Extension

What Color is Conflict? (20 mins)

Cut up a large quantity of 4x4 paper squares in a wide variety of colors. Be sure to have plenty of red, black, brown and gray. Ask each student to choose a color or a group of colors that she thinks represents conflict. Either in the large group or in smaller groups of five or six, have participants share the colors they chose and why they chose them. (If you split up into smaller groups, come back together at the end and have volunteers share with the whole group which colors they chose and why.)



- ✎ How did you choose the colour of conflict?
- ✎ What made you choose a particular colour?
- ✎ How is the color related to conflict?
- ✎ Is the colour related to a certain situation or event? Explain?

Note for teachers

At the end of the session teacher can discuss that no particular colour is for conflict. It is all how we perceive and experience things in life. But it's always good to relate and share your experience with others.

What Would You Do ...? (20 mins)

Go around the group asking each student to respond to this question: "If you saw a fight starting in the classroom between two people you didn't know at all, what would you do?"

Note for Teachers

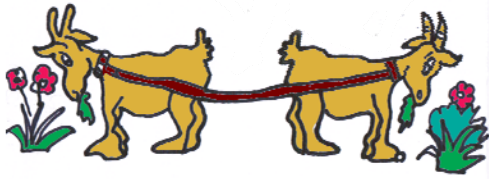
After students present how they will deal the situation teacher can explain to students that it's not appropriate to handle such cases for themselves. But rather they have to always get assistance of an adult.

Assessment

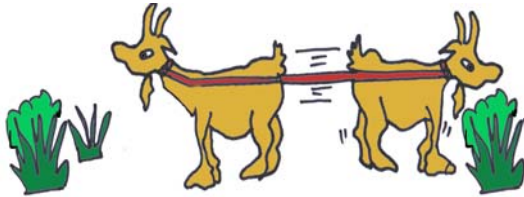
"When I'm in a Conflict..."

Go around the group, asking each student to complete the sentence, "When I get into a conflict, I usually ..."

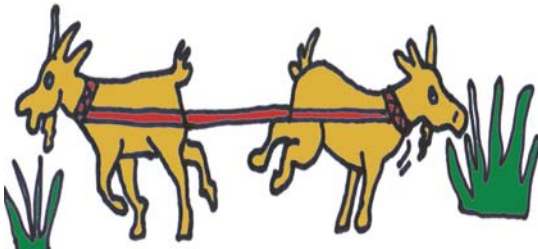
Worksheet and Materials



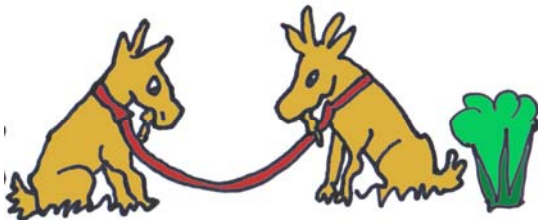
1- Once upon a time there were two donkeys who had never met but they were tied together. They both wanted to eat off the bushes but the rope wasn't too long enough.



2- They both really wanted to eat but they just couldn't reach so they just pulled.



3- And pulled hoping that the rope would stretch but it wouldn't. The donkeys just gave up and fell in a big heap



4- because they couldn't reach, the donkeys just sat and introduced each other properly and tried to think of a way to eat.



5- Then one suddenly clicked and said "now that we are friends why don't we just stand next to each other and take turns. So they did like that.



6- They decided they'd eat all they could from the other bush so they moved to the next and carried on all day.

Discrimination / Bullying

Objectives

Students will be able to:

- ✂ Deepen understanding of different kinds of bullying
- ✂ Analyze different responses to bullying
- ✂ Identify strategies, people and organizations that can support children who are being bullied

Agenda

- ✂ What's Bullying? (20 mins)
- ✂ Hands of Support (15 mins)
- ✂ What if? (35 mins)

Extensions

- ✂ Human Rights Case Study (30 mins)
- ✂ We are against Bullying (20 min)

Materials

- ✂ Coloured paper
- ✂ Bullying Scenes
- ✂ Bullying poem

Overview

In this session students learn and discuss about bullying and then position themselves to show how they would respond to different bullying scenarios and explore positive ways in which they can get support from others to get out from the situation.

Background

What is bullying?

Bullying is when someone keeps doing or saying things to have power over another person. Some of the ways people bully other people are by: calling them names, saying or writing nasty things about them, leaving them out of activities, not talking to them,

threatening them, making them feel uncomfortable or scared, taking or damaging their things, hitting or kicking them, or making them do things they don't want to do.

Bullying is an unacceptable behaviour. It makes the person being bullied feel afraid or uncomfortable.

Why do some people bully?

- ✎ There are a lot of reasons why some people bully.
- ✎ They may see it as a way of being popular, or making themselves look tough and in charge.
- ✎ Some bullies do it to get attention or things, or to make other people afraid of them. Others might be jealous of the person they are bullying. They may be being bullied themselves.
- ✎ Some bullies may not even understand how wrong their behaviour is and how it makes the person being bullied feel.

Why are some young people bullied?

Some young people are bullied for no particular reason, but sometimes it's because they are different in some way - perhaps it's the colour of their skin, the way they talk, their size or their name.

Sometimes young people are bullied because they look like they won't stand up for themselves.

Why is bullying harmful?

Some people think bullying is just part of growing up and a way for young people to learn to stick up for themselves. But bullying can make young people feel lonely, unhappy and frightened. It makes them feel unsafe and think there must be something wrong with them. They lose confidence and may not want to go to school any more. It may make them sick.

Activity Steps

What's Bullying? (20 mins)

Show the following phrases and introduce the word bullying to children. (Can be pasted in big letters on the board) Explain the short version below and ask student to define what bullying is in their own words?

B is for bashing, weaker people.

U is for unfair, to all pick on one.

L is for lying, to get out of trouble

L is for lout, don't you act like one.

Y is for yuck, that's how they make people feel.

I is for illegal, everyone has rights.

N is for naughty, to upset someone.

G is for gangs who go looking for fights.

Once the students complete their own definition, get few students to share what they wrote. Now ask the following question

What are the different ways people bully?

Why do you think people bully?

How does bullying affect people? People who bully? The whole community?

Explain to the students that:

Bullying is hurting someone, hurting their feelings, or doing something without thinking of what might happen.

A bully is a person who purposely tries to hurt others by:

- ✂ Making them feel uncomfortable
- ✂ Hurting them by kicking, hitting, pushing, tripping etc.
- ✂ Name-calling.
- ✂ Spreading nasty rumors
- ✂ Bullies generally go for:

- ✂ Anyone who just happens to be in the wrong place at the wrong time.
- ✂ People who are different in any way.
- ✂ Anyone who seems like an easy target [easy to scare].
- ✂ People who are smaller or younger than the bully.
- ✂ People who are sensitive, who may cry or get upset.

Explain to the students what they can do if they are being bullied?

- ✂ Coping with bullying can be difficult, but remember, you are not the problem, and the bully is. You have a right to feel safe and secure.
- ✂ And if you're different in some way, be proud of it! Stand strong. Being different doesn't make it okay to be picked on.
- ✂ Spend time with your friends - bullies hardly ever pick on people if they're with others in a group. If someone is bullying you, you should always tell an adult you can trust.

Source: adapted from <http://www.nobully.org.nz/advicek.htm>

Source

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=286&id=1695>

Rights that might be violated due to bullying

1. We Are All Born Free & Equal. *We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.*

When the students are bullied they are been treated unequally by excluding them.

2. Don't Discriminate. *These rights belong to everybody, whatever our differences.*

Everyone has right to be who they are. Students who are bullied are sometimes discriminated or rejected due to differences they have. We all are different, but as humans we all are same.

3. The Right to Life. *We all have the right to life, and to live in freedom and safety.*

When students are bullied, their right to freedom is violated. Students who are bullied are afraid to go to certain place or talk to certain people because they know they will be picked on.

4. No Slavery. *Nobody has any right to make us a slave We cannot make anyone our slave.*

Some bullies threaten and make others do things that they don't want to do. For example; forcing you to buy food from canteen.

5. Right not to be Tortured. *Nobody has any right to hurt us or to torture us.* Most bullies hurt other either physically or psychologically.

6. You Have Rights No Matter Where You Go. *I am a person just like you!*

No one have the right to take your rights and freedom

7. We're All Equal Before the Law. *The law is the same for everyone. It must treat us all fairly.* So none is inferior or superior under law.

11. We're Always Innocent Till Proven Guilty. Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.

Some bullies spread nasty rumours of things that you even are not aware of.

12. The Right to Privacy. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.

13. Freedom to Move. We all have the right to go where we want in our own country and to travel as we wish.

17. The Right to Your Own Things. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.

19. Freedom of Expression. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

26. Right to have an education: When students are bullied they are scared and may be reluctant to attend school.

Some organization that can support you

There are organizations that support you by giving counseling and helping you to deal the situations that you are experiencing. Apart from the people around you these organizations will also provide support to you. So if you feel low and helpless you can call and get their support as well.

Some important organizations or institutes

- ✂ Human Rights Commission: 1424
- ✂ Ministry of Gender, Family and Human Rights: Child help line: 3008625
- ✂ Maldives Police Services: 3000600

Activity Steps

Hands of Support (15 mins)

Ask each child to trace their hand on a coloured piece of paper and cut it out. They should think of one person for each finger whom they can turn for support if they are being bullied (e.g. friend, parent, teacher, school administrator, police, counselor, and sibling). Ask children to explain the supporters they have named.

If the students are subjected to bullying, they should confide the problem with any of the trusted individuals mentioned above. They will help to resolve the situation in a conflict free manner. There are many things they can do when they are angry, sad, stressed or frustrated, but they may need help of others to work out what could be best for you.

What if? (35 mins)

Steps:

1. The facilitator will read a description of bullying. For each situation three possible responses are given. A fourth response is always open if you think of a different response.

2. Each corner of the room is numbered. After you hear the situation and the responses, go to the corner that represents what you think you would do in this situation.

3. Read out the bullying situation and give the children time to choose their response and go to the corresponding corner of the room. Once the children have taken a position, ask a few in each position why they chose that response and some of its advantages and disadvantages. Allow those children who chose the open corner to explain how they would respond.

After responding to five or six bullying scenes, ask questions such as these:

- ✎ How did you feel about the activity?
- ✎ Were some of the scenes difficult to respond to? Which ones and why?
- ✎ Can you relate to any of the bullying scenes?
- ✎ Do people who are bullied need help and support? Why?
- ✎ Where can people who are bullied find help and support?
- ✎ What are some of the reasons that people bully others? Are they fair?
- ✎ What should you do if you're being bullied and the person you turn to for help and support doesn't do anything about it?
- ✎ Is some bullying forms more often accepted by children and adults? Why or why not?
- ✎ Who is responsible to help and support children when they are bullied?
- ✎ Can adults experience bullying too? Give some examples.
- ✎ Who is responsible to help adults when they are bullied?
- ✎ What can be done to help people who bully change their behaviour?
- ✎ What happens if no one stops people who bully? To the bully? To the community?
- ✎ Relate the activity to human rights by asking questions such as these:
 - ✎ Does anyone have the right to bully anyone else? Why or why not?
 - ✎ Which human rights can be violated when someone is being bullied? How do you help to create a human rights friendly environment by eliminating bullying?

Ask the children to look back at their 'hands of support' and add any other person or organisation they can think of whom they could turn for support when being bullied.

Display the 'hands of support' somewhere in the room so that the children can refer to them in the future.

(Source : Compasito)

Extension

The extended activities in the session can be done as a project in which the whole school benefits from the outcome.

Human Rights Case Study (30 mins)

Discuss ways in which the group can create a 'No Bullying' campaign (Making awareness posters to be displayed in the school notice board/compound) and ask members of the community to join in the initiative. For example, you might like to organize an exhibition, invite a professional from a child support organisation to talk to the children, and or identify an adult in the school to be the key person whom children can turn for help. (E.g.: counselor/ supervisor)

Or

Create a theatre performance that shows how children can respond when they're bullied and perform it for other groups of children.

Find out if there is a local children's hotline/helpline that children who are being bullied can call. Find out which services children can turn to for support in the local community. Give this information to children during the activity, and if possible invite someone from that agency to speak to the group. (Example: Ministry of Gender, family and human rights)

(Source: Compasito)

We are against Bullying (20 mins)

Share the following poem and ask the students to make slogans or poems in groups

Bullying

Can you imagine how awful it feels
To wake up afraid every day?

Can you imagine how lonely it feels
To feel too sad to play?
Can you imagine how you might feel
If this should happen to you?
What if others were standing by
While someone was bullying you?
Maybe it's time for us **all** to say
Bullying people is **not okay**.

Source

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=286&id=1695>

Assessment

Write a short reflection of what they have learned during the session. (students have to write for 2 minutes continuously without taking pencil/pen from the paper.)

Material and worksheets

(Bullying Scenes)

Your friends start calling you names, sending you nasty text messages and forcing you to give them things. You don't feel good when these things happen. What should you do?

1. Nothing. You must have done something wrong to make your friends act like that.
2. Start calling them names in return and threaten them.
3. Speak to your parents or teacher and tell them what is happening.
4. Something else (Open corner)

Your older sister or brother keeps hitting and kicking you when nobody is looking and tells you that if you tell anyone she / he will just hurt you more. What should you do?

1. Tell your parents or teachers about what is happening.
2. Ask your friends at school to help you in fighting her / him.
3. Tell her / him that it hurts and to stop doing it.
4. Something else (Open corner).

A group of kids in your class are spreading hurtful rumours about you by sending messages around. Many kids now won't play with you or even speak to you. Even your friends are starting to think they may be true. What should you do?

1. Nothing. No-one will believe you if everyone thinks the rumours are true.
2. Start spreading bad rumours about the other kids.
3. Tell everyone the rumours are untrue.
4. Something else (Open corner).

Your teacher keeps calling you 'stupid' every time you get an answer wrong in class and says that there's no point in even trying to teach you because you can't learn. Other children have started calling you names too. What should you do?

1. Go straight to the principal and tell them what is happening.
2. Start missing class because you don't like going to school.
3. Ask your parents if you can change class or change school.
4. Something else (Open corner).

You notice one of your friends is teasing and making fun of the younger children in school. Your friend has started taking things from them as well. What should you do?

1. Tell the class teacher what is happening without letting your friend know.
2. Help your friend in taking things from the younger children in case he/she starts to take things from you.
3. Tell your friend that you think that what he/she's doing is wrong and that they should leave the younger children alone.
4. Something else (Open corner).

A new boy in your class is from another island. Your friends always say hurtful things to him, make fun of his English and tell him to go back to his island. What should you do?

1. Join in, he's not your friend so you don't have to worry about him.
2. Tell your teacher that your friends are saying hurtful things to him.
3. Offer to give him English lessons when you're not playing if your friends to help him fit in.
4. Something else (Open corner)

You've been teasing one of your friends because he or she is really bad at reading and writing and you noticed that recently he/she has started to sit alone. Once you noticed tears in the child's eyes. What should you do?

1. Nothing, he / she was probably just having a bad day and it has nothing to do with you.
2. Stop teasing your friend and ask him / her about why he / she was crying.
3. Tell your friend that you won't tease him / her in front of anyone anymore but that he / she really is stupid and he / she should get some extra lessons.
4. Something else (Open corner).

You have an older step-brother who's very fond of you. He often wants to kiss you, and hug you, but although you like him, it makes you feel uncomfortable. What should you do?

1. Tell one of your parents, or another brother / sister.
2. Fight against it, and hit him whenever he does it.
3. Avoid him, and try to keep your distance.
4. Something else (Open corner).

Discrimination (disability)

Objectives

Students will be able to:

- ✂ Reflect on the diversity of people in the world and the value this brings.
- ✂ Understand the terms direct and indirect discrimination.
- ✂ Reflect on their own experiences of discrimination and develop empathy skills.
- ✂ Sensitize children to the difficulties faced by people with disabilities

Agenda

- ✂ Blind Trust
- ✂ A Train in a Tunnel
- ✂ Don't Eat the Candy

Materials

- ✂ Coloured paper

Overview

From the activities the students would understand the term discrimination and how it would affect negatively to individual and groups. Students will also learn the importance of

Background

What is discrimination?

All people have the right to be treated equally. Discrimination occurs when an individual, group or organisation excludes, isolates, treats differently or deprive someone of rights, based on a “personal characteristic”.

Discrimination is, above all else, an action. It is the act of excluding someone, denying them, for example, work, access to public space, a service, or the freedom to exercise a

right. It is based on prejudice and stereotypes, which are beliefs, ideas and preconceived notions about individuals or groups.

What are some bases of discrimination?

Disability: An actual or perceived disability related to a deficiency, loss, malformation or abnormality of an organ or of a mental, psychological, physiological function or to the means to palliate a handicap, for example, wheelchair, or prosthetics. Absence of wheelchair access ramps is an example of discrimination.

Have you ever felt left out? Children and adults who find it difficult to see, learn, walk or hear often feel excluded. There are many barriers that can prevent them from participating in the same way as others, and most of these barriers are imposed by society. A child in a wheelchair, for example, wants to go to school, too. But he or she may not be able to do so because the school has no ramp and the principal or teachers are not supportive. For everyone to be included, we need to change existing rules, attitudes and even building structures.

There are different types of disabilities; visible or hidden, temporary, permanent, unpredictable, cognitive, developmental and many others.

People with different disabilities from many different countries worked together with their governments to develop this convention-Convention on the Rights of Persons with Disabilities (CRPD). They got ideas by looking at good actions and laws that were helping people with disabilities go to school, get a job, have fun and live happily in their communities.

It is important to remember that the rights in this Convention are not new rights. They are the same human rights recognized in the Universal Declaration of Human **Rights**, the Convention on the Rights of the Child and other international human rights treaties. The Convention on the Rights of Persons with Disabilities guarantees that these rights of people with disabilities are respected.

The principles (main beliefs) of this Convention are:

- (a) Respect for everyone's inherent dignity, freedom to make their own choices and independence.
- (b) Non-discrimination (treating everyone fairly).
- (c) Full participation and inclusion in society (being included in your community).
- (d) Respect for differences and accepting people with disabilities as part of human diversity.
- (e) Equal opportunity.
- (f) Accessibility (having access to transportation, places and information, and not being refused access because you have a disability).
- (g) Equality between men and women (having the same opportunities whether you are a girl or a boy).
- (h) Respect for the evolving capacity of children with disabilities and their right to preserve their identity (being respected for your abilities and proud of who you are).

The Maldives has ratified the international convention addressing the specific needs of persons with disabilities, the Convention on the Rights of Persons with Disabilities (CRPD) on 02 October 2007.

The Constitution of the Maldives also protects the rights of persons with disabilities. According to Article 17 of the Constitution of the Maldives, everyone including those with mental or physical disability is entitled to the rights and freedoms included in the Constitution without discrimination of any kind. The Article also specifies that special assistance or protection to disadvantaged individuals or groups, or to groups requiring special social assistance, as provided in law shall not be deemed to be discrimination. Article 35 (b) of the Constitution states that elderly and disadvantaged persons are entitled to protection and special assistance from the family, the community and the State.

The United Nations Convention on the Rights of the Persons with Disabilities recognises that "disability is an evolving concept and that disability results from the interaction

between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others”.

People with disabilities are entitled to equal access to education and employment, equal rights to parenthood, property ownership, political rights, and legal representation.

Activity Steps

Blind Trust

Purpose of the game

To experience being momentarily deprived of one of our senses and being responsible for the safety and well-being of another person. In addition to contributing to the development of empathy, this activity aims to sensitize children to the difficulties faced by people with disabilities and fosters attitudes and behaviours that reflect inclusive practices.

How to play

- ✂ Group the children in pairs.
- ✂ One child plays the role of an airplane lost in the fog and the other is the pilot. The children who are the airplanes must close their eyes or be blindfolded and hold their arms out to their sides to form the wings of the airplane.
- ✂ The pilots stand behind the airplanes in silence and without touching. The pilots guide the airplanes by snapping their fingers on the side of the direction that they want the airplane to move.
- ✂ After a few minutes, ask the children to change roles.
- ✂ After a while, you can place obstacles in the play area around which the pilots and airplanes have to maneuver.

OR

A train in a tunnel

- ✚ Place the children in groups of three and have them stand one behind the other.
- ✚ Have the children hold each other by the waist or the shoulders. The child in the front is the locomotive of the train and the other two are the train cars.
- ✚ The train is in a tunnel. The children that are the locomotives close his eyes or are blindfolded and the train cars act as guides.
- ✚ After a few minutes, change the roles. The first train car (the child in the middle) closes his eyes or is blindfolded and is guided by the locomotive and the last train car.
- ✚ After another few minutes, the last train car becomes the one unable to see and is guided by the first two children.

The children can continue changing roles or playing the game, this time increasing the number of train cars in the train.

Reflection

Ask the children to think about what they felt when they were blindfolded and how they felt when they were the guides.

You can ask the following questions:

- ✚ When you couldn't see, did you feel safe? Why or why not?
- ✚ Was it easy to be a guide?

Don't Eat That Candy

- ✚ For this exercise, the children are split into two groups at random.
- ✚ A plate with sweets is set on a table. Group No. 1 is instructed (without the group 2 knowing about it) that the sweets are spoiled and they must get the kids in Group No. 2 to understand that they should not eat the sweets, without using words.



- 🍌 Group No. 2 are instructed that they must eat the sweets no matter what Group No. 1 does (Group 1 does not know about this message).
- 🍌 Afterward, the children discuss what it's like when you and another person cannot understand each other. The goal is to open up a discussion about how it would feel to move to a foreign country and which obstacles you'd have to overcome.
- 🍌 Teachers can also lead discussions about the role language plays in everyday life, influencing our behavior and choices. It also assists children to understand the importance of bridging the gap of miscommunication through proper understanding, patience, acceptance and respect.



Extension

Activity

The Boy with Two Eyes (1 hrs)

Aim: This short story gives children a positive picture of "difference".

Learning points:

- Disabled people have the right to be treated in the same way as everyone else.

What you need: The Simplified Version of the Convention of the Rights of the Child (see Part Five).

How to do it:

Tell the children the story below. Then ask the questions which follow.

"Way, way out in space there is a planet just like Earth. The people who live on the planet are just like us except for one thing, they only have one eye. But it is a very special eye. With their one eye they can see in the dark. They can see far, far away, and they can see straight through walls.

One day a strange child was born. He had two eyes! His mother and father were very upset.

The boy was a happy child. His parents loved him and enjoyed looking after him. But they were worried because he was so unusual. They took him to lots of doctors. The doctors shook their heads and said, "Nothing can be done."

As the child grew up, he had more and more problems. Because he couldn't see in the dark, he had to carry a light. When he went to school, he could not read as well as other children. His teachers had to give him extra help. He couldn't see long distances, so he had to have a special telescope. Then he could see the other planets, like everyone else.

Sometimes when he walked home from school he felt very lonely. "Other children see things I can't see," he thought. "I must be able to see things they don't see."

And one exciting day, he discovered he could see something that nobody else could see. He did not see in black and white as everybody else did. He told his parents how he saw things. He took his parents outside and told them about his thrilling discovery. They were amazed! His friends were amazed as well. He told them wonderful stories. He used words they had never heard before... like red, yellow and orange. He talked about green trees and purple flowers. Everybody wanted to know how he saw things. He told wonderful stories about deep blue seas and waves with foaming white tops. Children loved to hear his stories about amazing dragons. They gasped as he described their skin, their eyes and their fiery breath.

Once he grew up, he met a beautiful girl and they got married. She didn't mind that he had two eyes. And then he found that he didn't mind either. He had become very

famous. People came from all over the planet to hear him talk. Eventually they had a son. The child was just like the other children on the planet. He had only one eye."

Questions:

- ✂ What do you think it was like to have two eyes on a one-eyed planet?
- ✂ What difficulties do you think the boy with two eyes had? Why?
- ✂ What other sort of differences in their abilities do people have?
- ✂ Would you be "different" if you lived somewhere else on Earth? Why? How would you like to be treated if you were "different"?

Choices:

Look at article 23 of the Simplified of the Convention on the Rights of the Child. What sort of "special care" might disabled children need? If there was a disabled child in your class what would you do to help?

- ✂ Ask the class to imagine that they are going to a country where everyone has one eye. Ask them to write a letter to their new friends telling them how two-eyed people like to be treated.
- ✂ Ask the class to re-create the story in another form. For example, as a play or a picture.

As a project children could study one particular disability, example, learning disabilities, autism, Down's syndrome, etc. find out more about how people who have that disability live, what they can and can't do, what special equipment or help (if any) they need. This is an excellent opportunity for children to meet disabled people and challenge prejudices they might have about disability.

Feedback Forms

Write a few sentences about what you learned from the activities.

Respect for Self and Others	
Campaign Crazy (1 hour)	
Body Beautiful (30 mins)	
Valuing Diversity	
What to do?	
Need and fears	
Watching the world go by	

Child Rights	
Living on a desert	
Convention On The Rights Of The Child	
Our Rights	
Rights! Who's Responsibility?	
Where in the world!	
Are Rights protected	
Who helps me to get it right!	

Extension How do we get our Human Rights	
Exploring UDHR	
The UDHR mind map	
Group Discussion	
Extension Spectacles of UDHR	
Human Rights Collage	
UDHR (Right to Education)	
A Life like Mine	
The Fruit of Belief	
Personal Development Plan	

Extension What I Think (20 mins)	
Human, Individual in a society	
V-R-A-N-T-S-I-S and Me	
Extension Inclusion...exclusion Game	
Conflict Resolution and Problem Solving	
The Battle for the Orange	
The story of two donkeys	
What is a conflict	
Extension What Color is Conflict?	
What Would You Do ...?	

Discrimination / Bullying

What's Bullying?

Hands of Support

What if?

Human Rights Case Study

We are against Bullying

Respect for self

Objectives

Students will be able to:

- ✎ Recognize that everyone has different talents and gifts, and that each person is unique and special.
- ✎ Build a positive self-esteem.
- ✎ Express their positive qualities and to give compliments to others.

Agenda

- ✎ Enhancing Self- esteem (20 mins)
- ✎ Writing (40 mins)

Materials

- ✎ Advertisement for teenagers

Overview

Students will explore ways to develop their confidence and discover activities that appeals them.

Background

When we respect ourselves, we appreciate ourselves for who we are. We believe in our talents and strengths. We are also aware of our weaknesses and faults.

We learn more about ourselves by reflecting on our actions and decisions. In the process of reflecting, we ask ourselves questions that help us become more aware of our values and beliefs. In this way, we develop the commitment to make decisions that are morally sound. We build self-respect when our behavior is aligned with a sound value system.

When we interact positively with others, we build respect for other people regardless of race, religion, gender, age or status. In this way, we open doors to positive and

meaningful relationships. We also have a deeper understanding of one another and build better communities.

When we reflect on our actions towards others, we become aware of the prejudices and stereotypes that prevent us from truly being respectful of others. We also want to sincerely help others understand our values and beliefs.

We extend our sense of respect beyond human relationships and also develop a keen appreciation for nature. Animals are very much a part of our lives and we harness their strengths for our needs. Animals feel pain too and we show respect for them when we treat them in a humane manner.

If we gain our self-esteem from being the best we can be, then a high self-esteem would be easy to come by. Unfortunately in today's world we compare ourselves to others; and if we don't measure up, we become failures in our own mind.

How to enhance your self-esteem

The way we feel about ourselves has a huge effect on the way we treat ourselves and others, and on the kinds of choices we make. Here are some things you can do to protect, raise, or reinforce your self-esteem.

- Spend time with people who like you and care about you.
- Ignore (and stay away from) people who put you down or treat you badly.
- Do things that you enjoy or that make you feel good.
- Do things you are good at.
- Reward yourself for your successes.
- Develop your talents.
- Be your own best friend - treat yourself well and do things that are good for you.
- Make good choices for yourself, and don't let others make your choices for you.
- Take responsibility for yourself, your choices, and your actions.
- Always do what you believe is right.
- Be true to yourself and your values.
- Respect other people and treat them right.
- Set goals and work to achieve them

Activity Steps

Enhance Self- Esteem (20 mins)

Self-esteem has been compared to a bucket of water. It starts out full when we're born, but whenever we develop negative beliefs about ourselves, it's like poking little holes in that bucket and our self-esteem drips out.

Have the group brainstorm a list of things we do or say to ourselves or to others that pokes holes in the self-esteem bucket. Put this list on the wall to serve as a constant reminder.

Provide the students with a list of things (Refer to background information) we can do to protect, raise, or reinforce our self-esteem. Go through this list with the group and discuss each point. How might each of these things contribute to a higher self-esteem? Can they think of any additional suggestions of their own?

Eleanor Roosevelt said "Nobody can make you feel inferior without your permission." Have a group discussion about this quote. What does it mean? How true is it? Can you think of cases where it might not be true? In what kinds of situations would this quote be most useful to remember?

Have everybody in the class bring in one or two advertisements aimed at teenagers. These can be cut out of magazines or taped off of TV. Have a class discussion to evaluate the ads by asking the following questions: How is this ad attempting to appeal to me? What assumptions does this ad make about me? How is this ad intended to make me feel about myself? Is there anything about this ad that's intended to make me feel better about myself, or bad about myself? In what way is this ad attempting to appeal to me? Would I be most vulnerable to this ad if I had high self esteem, or low self-esteem?

Writing (40 mins)

Imagine that someday you will have a child. Write a letter for that child to open when he or she reaches the age you are right now. Tell the child how you felt about yourself at this age and how those feelings changed from elementary school through middle school.

Tell this child about the kinds of things you experienced that made you feel bad about yourself and about the things that made you feel good about yourself. Finally, offer some advice that will help your child have good self esteem at this age and throughout life.

Extension

Watch a television program and write about one of the characters. Did this character exhibit high or low self-esteem? How can you tell? Give some examples of how this character's self esteem showed up in his/her personal choices and behavior.

Discussion Points

Having high self-esteem means that you value yourself. What are the things you value most about yourself? What are some of the things you do that show that you value yourself? Are there things you do that indicate you don't value yourself?

Is there something about yourself (or perhaps something you have done) that you feel very good about? Why do you feel good about it? How has it (or how does it) affected your self esteem? What does it tell you about yourself?

What we believe about ourselves is usually reflected in our self-esteem. Positive beliefs make us feel good about ourselves and raise our self-esteem. Negative beliefs make us feel bad about ourselves and lower our self-esteem. Make a list of positive beliefs you have about yourself and a list of negative beliefs you have about yourself. Would your friends agree with your lists? Where do your negative beliefs come from? How accurate are they? How important are they?

What can you do to get rid of them?

Source: Adapted from <http://www.goodcharacter.com/BCBC/SelfEsteem.html>

Respect (Emotions and feelings)

Objectives

Students will be able to:

- ✚ Express and discuss difficult subjects.
- ✚ Verbalize their various feelings and make connection between their thoughts and behaviours
- ✚ Do things for others both individually and as a group.
- ✚ Reinforce the feeling of self-efficacy and self control.
- ✚ Build social cohesion.

Agenda

- ✚ Personal History Exercise (15 mins)
- ✚ Wheel of Feelings (20 mins)
- ✚ The Silver Lining (35 mins)

Extension

- ✚ Love Thy Neighbour as thyself

Materials

- ✚ Wheel of Feeling

Overview

Students learn about their self and gain confidence in them through the activities.

Back Ground

Having a positive outlook involves being confident and optimistic about the future, persevering, being determined, keeping a sense of humour, and willingness to change. Individuals and groups with a positive outlook tend to view adversity or hardship as a challenge to be overcome rather than an insurmountable problem.

Individuals and communities differ significantly in response to adversity, and their responses vary across time and situations. Resilient individuals and communities are able to find positives within their adversities.

Activity Steps

Personal History Exercise (15 mins)

Ask each person to share personal responses to some of the following questions: This will help the students to build empathy and understanding among team members

Where did you grow up?

How many kids were in your family?

Tell something about yourself that may surprise others.

How you feel about yourself?

People whom you would like to spend time with

Wheel of Feelings (20 mins)

Prepare wheel with eight sections – choosing eight feelings, for example: happy, sad, angry, excited, afraid, peaceful, love, hate (you may of course choose others)

Ask one of the pupils to take the Wheel of Feelings and spin the dial. When it stops ask him to describe a situation or incident related to the chosen feeling. The other students are then asked to write their thoughts about what that feeling evokes in them on their notebook.

Teacher reads out the following poem

How do I look when...

I wake up in the middle of the night

I am at my birthday party

I fall and hurt myself

I see someone whom I don't like very much.

I watch a scary show

I eat sweets or have ice cream that I really like

I play with a friend

a kid threatens/bullies me in the school yard

my older sister calls me names, etc. ...

Explain to the students that certain situations influence how we feel, think and how our thoughts and feelings influence our behaviour.

Choose a few children to act out the various scenes.

Quietly describe to each one in turn a situation or feeling he will need to present before the others. The child will then act out the feeling you described.

After each presentation the rest of the children will guess:

- What was the situation the child presented?
- What did the child feel/ think?

- Why did he behave as he did?
- Are there any more ways he could have behaved? Positive ones? Negative ones?
- How would you feel in that situation?

Discussion:

Some of the following may come up in the classroom discussion:

Even difficult incidents can sometimes arouse positive thoughts, feelings, and behaviors which display positive coping in face of a difficult situation. For example

When I run into a black cat (Any animal which the students may be scared of) I get scared and think of turning back but I decide to continue on my way and not let the cat bother me. I feel brave.

In similar situations different children will feel differently.

Whenever we feel or think about something, there are usually several different ways we may choose to act.

For example:

when I see a cat and am scared, I can run away, I can hold my sister's hand and go and pet the cat, I can take a deep breath and walk slowly away.

The Silver Lining (35 mins)

In every situation, even if it is difficult there are some moments which give us strength and hope and we feel we are learning something important about ourselves, about the people around us. We can call these moments: "The Silver Lining of the Cloud".

Examples of such moments:

- ✍ When I was sick and had to stay at home a classmate would call me everyday and tell me about all the funny things that went on in class that day.

- ✚ When my friend's cat was run over by a car I helped my friend pick up the cat and bring it home. Afterwards my friend thanked me.
- ✚ Now you try and think of an unpleasant incident or situation you went through, in which
- ✚ you felt some part of it was positive or good.
- ✚ In the classroom discussion ask for volunteers who wish to share their Silver Lining. Discuss:
- ✚ What happened?
- ✚ What was special about this situation?
- ✚ How did you feel during the event?
- ✚ What did you learn from this experience or special moment?
- ✚ If you were to meet a child from another country or another part of Israel who is going through a tough time, would you like to tell him what you have learned about coping with difficult situations?

Now have the children who wish to, draw those "silver lining moments"

Extension

Love Thy Neighbour as thyself

Say to the students: Even while we're going through a tough time our abilities and talents remain intact. We can pool all our strengths together to help others who are having a hard time. We can help them feel better and see just how much we are capable of doing!

- ✚ Ask each child to think of an activity which he could do by himself to help someone out.
- ✚ Share with the group.
- ✚ Ask now for an activity the class can do as a group, for others.
- ✚ Discuss which of these suggestions can be used as individual and group activities.
- ✚ Work on a plan for a group activity. Delegate responsibilities to small groups of students.

Parents can also be involved in this activity.

Examples of volunteer activities (individual):

- ✎ Visiting someone who is sick.
- ✎ Helping a mom or dad with a younger brother or sister.

Examples of class activities:

- ✎ Sending drawings and letters to the wounded and their families.
- ✎ Putting on a performance for the elderly or disabled.
- ✎ Sprucing up the grounds of a public institution or park in your community.

Worksheet and Materials

Wheel of Feeling



History of Human Rights

Objectives

Students will be able to:

- ✚ Understand where the concept of human rights has come from
- ✚ Understand why and when the international community first came together to develop international mechanisms to protect human rights
- ✚ Gain an insight into how the UDHR came about and to enable them to identify the values underpinning human rights
- ✚ Enable the children to develop attitudes such as empathy, and skills such as investigation, reflection, shared decision-making, collaborative working, active listening and imagination.
- ✚ Look at the development of human rights ideas throughout history

Agenda

- ✚ Understanding Human Rights(45 mins)
- ✚ UDHR (20-40 mins)
- ✚ Fred (15 mins)

Extension

- ✚ History of Human Rights

Materials

Activity A

- ✚ Images of world wars
- ✚ What are Human Rights resource sheet

Activity B & C

- ✚ HR (History Resource) sheet.
- ✚ Poster of the Universal Declaration of Human Rights, Time line worksheet
- ✚ Preamble sheets

For Activity A

Overview

In this lesson student will gain an understanding of the concept and evolution of human rights; and that human rights are inherent and it cannot be taken away by anyone. Student will also be introduced to the first legal document of Human Rights and gain an understanding that the concept of human rights is not a recent invention and that human rights have existed for as long as human beings have existed. Student will be further developing on this by making human rights timeline which will enable them to understand that human rights in -depth.

Background

What are human rights?

Human rights belong to everyone. They are the basic rights we all have simply because we are human, regardless of who we are, where we live or what we do. Human rights allow us to flourish, reach our potential and participate fully in society. Human rights cover many aspects of everyday life ranging from the rights to food, shelter, education and health to freedoms of thought, religion and expression.

Where do human rights come from?

The ideas behind human rights have been present throughout history in many different societies and civilizations. However, the modern concept of human rights emerged in the twentieth century as a response to the events of the Second World War. States came together in 1948 at the United Nations to agree on the ‘Universal Declaration of Human Rights’.

(UDHR) – the most famous, most translated, and probably most important, human rights document

Can human rights ever be taken away or limited?

No one can have their human rights completely ‘taken away’ – even if they have not met their responsibilities or have compromised the rights of others. Some human rights

are absolute, which means they can never be limited or restricted, in any circumstances – for example the right not to be tortured or treated in an inhuman or degrading way. However, the majorities of human rights are not absolute and can be limited or restricted in certain circumstances. For example, freedom of movement can be restricted in state emergencies or disaster situations. Social services may decide to remove a child from their home and place them in care if they have evidence that they are being abused by their parents, thus restricting the right to a family life. The conditions under which human rights can be restricted or limited are set out in the relevant human rights laws.

If human rights cannot be taken away, then how come there are so many human rights abuses happening in the world?

The fact that we all have human rights does not mean that they are always respected. It is evident that human rights abuses and violations continue to occur in different parts of the world. In order to make human rights a reality in all people's lives, it is essential that people know what their rights are and know how to claim them. It is equally vital that those responsible for protecting and respecting people's rights are aware of their obligations and are held to account for human rights abuses. Therefore, states and people within them must know what their rights are, what responsibilities they hold, and how these can be maintained, protected and fulfilled.

Understanding Rights! (65 mins)

Step 1 (15 mins)

Give the students some images of the world wars. In pairs or in small groups, ask the students to list the things that have been taken away from the people shown in the pictures, for example, food, clothing, shelter, life, dignity, privacy. Explain that the things being denied to people in the wars were fundamental to their existence. Things that are fundamental to our existence are known as human rights

Steps 2: (30 mins)

- ✚ Write the words “HUMAN” and “RIGHTS” at the top of chart paper.
- ✚ Below the word “HUMAN” draw a circle.
- ✚ Ask students to brainstorm what personal qualities make us human and write the words inside the outline (e.g.: intelligence, sympathy, etc.).
- ✚ Next, ask students what they think is needed in order to protect, enhance and develop these qualities. List answers outside the circle, and ask participants to explain them (e.g.: education, friendship, a loving family, etc.).
- ✚ Encourage a class discussion using the following suggested questions:
 - ✚ Based on this list, what do people need to lead a good life?
 - ✚ Can any of the qualities listed inside the circle be taken from us? (e.g.: our freedom of speech.)
 - ✚ What would happen if you had to give up any of the necessities listed outside of the circle?
- ✚ Explain to students that the qualities listed inside the circle are those that define a human and relate to human dignity. Everything written on the outside of the circle represents what is necessary to ensure that people have that dignity. Human rights are based on these necessities.
- ✚ Activate students’ prior knowledge and ask them to list the rights they have as humans. List answers under the title “RIGHTS”.
- ✚ Encourage a class discussion using the following suggested questions:
 - ✚ How do individuals honour these rights?
 - ✚ How do world leaders honour these rights?
- ✚ Explain to students that although all human beings have these basic rights that does not always mean they are always being granted. In many cases rights are not upheld because of issues like poverty, discrimination, lack of education, etc.
- ✚ Tell students that they can play a role in ensuring that people around the world are granted their rights, ask them to explain how. Write suggestions on the board.

- ✚ Before concluding this activity, make sure students have a preliminary understanding of human rights.

UDHR (20-40 mins)

Explain that after the 2nd world war (pictures), the world's leaders came together in the United Nations to try to work out how to avoid future atrocities. The Universal Declaration of Human Rights (UDHR) was written. The declaration outlines the fundamental human rights that everyone has, such as the right to life, the right not to be tortured. You may wish to briefly explain what the UN is but try not to go into too much detail. Refer to the history resource sheet and simple version of UDHR

- ✚ Explain to students that they are going to explore the introduction to this first international human rights document, the UDHR, to find out the key themes and values behind it.
- ✚ Give out the Preamble sheets. Choose which version to use depending on the abilities of your class. One option for differentiation would be to give each pair only one paragraph.
- ✚ Ask students, in pairs, to read the Preamble and highlight what they think are the most important words – the words that hold the most meaning. They should then choose the three words or phrases that they think are the most important, to share as a class.
- ✚ Facilitate group feedback, grouping the words and phrases into themes.
- ✚ The themes you would expect students to uncover from analysing the UDHR preamble are as follows: Human rights are:
 - ✚ universal – for all people, of all backgrounds
 - ✚ based on the idea that all human beings have worth
 - ✚ about treating people equally and fairly
 - ✚ about treating people with dignity and respect
 - ✚ about protecting people from abuse
 - ✚ about creating a peaceful world.

Core Values of Human Rights (15 minutes)

Ask the students to explain to list down the core values that underpin human rights.
(dignity, respect, kindness, love)

Extension

History of Human Rights

- ✚ To further supplement the children's understanding of the history of human rights, you may wish to take some time to discuss and explore the following elements of the history of human rights.
- ✚ Ask the children when they think the idea of human rights came into existence and to give reasons for their answers.
- ✚ Display the poster in a place where all the children can see. Using “the mists of time” as a starting point,
- ✚ Explain that the idea of human rights has been around for thousands of years.
- ✚ It may, however, have had other names at different points in history.
- ✚ Distribute Worksheet, “Human Rights Timeline” to the children.
- ✚ Divide the children into pairs and ask them to work together to:
- ✚ Underline the word ‘rights’ where it appears on the timeline; circle words or phrases on the timeline that they think have a similar meaning to what we now call ‘human rights’.
- ✚ Explain to the children that not only the language, but also the meaning of human rights has evolved overtime. These changes in meaning are linked to things that have happened in particular places, at specific times.
- ✚ Suggest that the kinds of changes in meaning that have taken place over the centuries address questions like:
 - ✚ Who has rights?
 - ✚ Are rights for everyone?
 - ✚ Should everyone have the same rights?
 - ✚ Should everyone have equal rights?
 - ✚ Are some rights more important than others?

- ✏ Use the table below to offer the children some examples of shifts in emphasis suggested on the timeline. Give the children the opportunity to first make suggestions on their own about some of the examples

Worksheets

History Resource Sheet

Table (time Line)

1200s

Magna Carta - rights of a specific group: feudal barons who hold privileges and power

1700s

American and French- a key human rights principle: equality

Constitutions - a specific group of rights: civil and political rights

1800s

Karl Marx- the rights of a specific group: workers

The Abolition of Slavery- African Americans

New Zealand - a specific right for a specific group: womens' right to vote

1900s

UDHR, CRC

Amnesty International- International developments for human rights

India, South Africa, Iran- Campaigning for human rights through non-violence

Worksheet 2.1a

UDHR Preamble – Simple Version version

If everyone can recognize the essential dignity and worth of all human beings and if everyone can recognize that all human beings have some basic, equal rights, then this will lead to freedom, justice and peace in the world.

Disrespect for human rights has led to horrific acts that have outraged people across the world. We all want a world where people can enjoy freedom of speech and belief and freedom from fear and want.

If these rights are made law, then people will be protected from tyranny and oppression.

It is important that people understand these rights and freedoms as this will lead to a better, fairer standard of life for everyone. We have dedicated ourselves to promote universal respect for these rights.

We see the Universal Declaration of Human Rights as a common goal for all people and all nations. We hope that every individual and every organ of society will try by teaching and education to promote respect for these rights and freedoms. We hope that both individuals and governments will try their best to make sure that these rights are fully respected both in their own country and across the world

Worksheet 2.1b

Original UDHR 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 realisation 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.

Rights to adequate standard of living

Objectives

Students will be able to:

- ✚ Discuss the relationship between a country's standard of living and its access to resources
- ✚ Enumerate ways of keeping their environment clean
- ✚ List the importance of staying in a clean environment
- ✚
- ✚ State the right to a clean and healthy environment

Agenda

- ✚ Mind mapping (15 mins)
- ✚ Continuum of living standard (25 mins)
- ✚ Construction of a village (20 mins)

Materials

- ✚ Collection of pictures from magazines and newspapers that represent a variety of standards of living around the world (can ask the students to bring)
- ✚ Picture 1: Uncovered garbage bins swarmed with flies
- ✚ Picture 2: Covered garbage bins in a clean area
- ✚ Picture 3: River with floating garbage

Overview

The session would help the students to understand what “adequate standard of living” means. Students would be involved in constructing a place that has an adequate standard of living.

Background

Everyone has the right to an adequate standard of living for the health and well-being of himself/herself and of his/her 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.

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. (UDHR Article 25)

The essential point is that everyone shall be able, without shame and without unreasonable obstacles, to be a full participant in ordinary, everyday interaction with other people. Thus, people should be able to enjoy their basic needs in conditions of dignity. No one should have to live in conditions whereby the only way to satisfy their needs is by degrading themselves or depriving themselves of their basic freedoms, such as through begging, prostitution or forced labour.

Standards

According to Article 25(1) UDHR, ‘everyone has the right to a standard of living adequate for the health and well-being of himself and his family’. This provision sets out some of the elements of this right: a) food; b) clothing; c) housing; d) medical care; and e) necessary social services.

Under Article 11 ICESCR, everyone has the right to ‘an adequate standard of living for himself and his family’. The Committee on Economic, Social and Cultural Rights has issued several General Comments explaining the components of this right including the right to adequate housing (General Comments 4 and 7), the right to food (General Comment 12), the right to water (General Comment 15) as well as the right to social security (General Comment 19). Through these General Comments, the Committee elaborates on which criteria are to be met to fulfil the rights to housing, food and water and provides the single most comprehensive interpretation of these rights under international law (a more detailed discussion of each of these rights follows below).

The right to an adequate standard of living is included in several other human rights treaties. Under Article 27 CRC, ‘States Parties recognise the right of every child to a standard of living adequate for the child’s physical, mental, spiritual, moral and social development’. Under Article 14 CEDAW, ‘States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas [...] to ensure [...] the right [...] to enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications [...]’. The CERD recognises the right of everyone, without distinction as to race, colour, or national or ethnic origin, to enjoy, inter alia, the right to housing, and the right to social security and social services. Article 28 CRPD sets out the right to an adequate standard of living and social protection.

In addition, some instruments aimed at the protection of people under specific circumstances also contain provisions relating to an adequate standard of living. This is the case, for example, of the Convention Relating to the Status of Refugees and the Geneva Conventions.

1. ELEMENTS OF THE RIGHT TO ADEQUATE FOOD

The right of everyone to an adequate standard of living includes the right to adequate food. The right to food is accomplished when every man, woman and child, alone or in a community with others, has physical and economic access at all times to adequate food

or the means for its procurement. The right to food has to be realised progressively. However, the state has a core obligation to take the necessary action

to mitigate and alleviate hunger as provided for in Article 11(2) ICESCR, even in times of natural or other disasters. The right to food and the inherent dignity of the human person are inseparable and without food it is not possible to fulfil other rights.

According to General Comment 12, the core content of the right to adequate food includes the following elements:

a) *Availability of food*: In a quantity and quality sufficient to satisfy the dietary needs of individuals. Dietary needs implies that the diet as a whole contains a mix of nutrients for physical and mental growth, development and maintenance, and physical activity that are in compliance with human physiological needs at all stages throughout the life cycle and according to gender and occupation. Measures may therefore need to be taken to maintain, adapt or strengthen dietary diversity and appropriate consumption and feeding patterns, including breast-feeding, while ensuring that changes in availability and access to food supply at the very least do not negatively affect dietary composition and intake.

b) *Food safety*: Food should be free from adverse substances. States should establish a range of protective measures by both public and private means to prevent contamination of foodstuffs through adulteration and/or through bad environmental hygiene or inappropriate handling at different stages throughout the food chain; care must also be taken to identify and avoid or destroy naturally occurring toxins.

c) *Acceptability*: Food should be acceptable within a given culture. Cultural or consumer acceptability implies the need also to take into account, as far as possible, perceived non nutrient-based values attached to food and food consumption and informed consumer concerns regarding the nature of accessible food supplies.

d) *Availability*: This refers to the possibilities either for feeding oneself directly from productive land or other natural resources, or for well functioning distribution, processing and market systems that can move food from the site of production to where it is needed.

e) **Accessibility:** This encompasses both economic and physical accessibility.

Economic accessibility: implies that personal or household financial costs associated with the acquisition of food for an adequate diet should be at a level such that the attainment and satisfaction of other basic needs are not threatened or compromised. Economic accessibility applies to any acquisition pattern or entitlement through which people procure their food and is a measure of the extent to which it is satisfactory for the enjoyment of the right to adequate food. Socially vulnerable groups, such as landless persons and other particularly impoverished segments of the population may need attention through special programmes.

Physical accessibility: implies that adequate food must be accessible to everyone, including physically vulnerable individuals, such as infants and young children, elderly people, the physically disabled, the terminally ill and persons with persistent medical problems, including the mentally ill. Victims of natural disasters, people living in disaster-prone areas and other specially disadvantaged groups may need special attention and sometimes priority consideration with respect to accessibility of food. A particular vulnerability is that of many indigenous population groups whose access

2. ELEMENTS OF THE RIGHT TO ADEQUATE HOUSING

The right to housing means more than just a roof over one's head. It should be seen as the right to live somewhere in security, peace, and dignity. The requirements for adequate housing have been defined in General Comments 4 and 7 of the Committee on Economic, Social and Cultural Rights. According to the Committee the core content of the right to adequate housing includes the following elements:

a) **Security of tenure:** Security of tenure is the cornerstone of the right to adequate housing. Secure tenure protects people against arbitrary eviction, harassment and other threats. Most informal settlements and communities lack legal security of tenure, and millions of people currently live in homes without adequate secure tenure protection. Security of tenure is a key issue for all dwellers, particularly women. Women who are

particularly vulnerable include those experiencing domestic violence and have to flee their homes and women who do not have title to their homes or lands and can therefore be easily removed, especially upon marriage dissolution or death of a spouse.

b) *Affordability*: The principle of affordability stipulates simply that the amount a person or family pays for their housing must not be so high that it threatens or compromises the attainment and satisfaction of other basic needs. Affordability is an acute problem throughout the world and a major reason why so many people do not have formal housing, and are forced as a result to live in informal settlements. In affluent countries, individuals and families living in poverty find it increasingly difficult to find affordable adequate housing. In many developed countries, when rental housing is unaffordable, tenants' security of tenure is threatened as they can often be legally evicted for non-payment of rent.

c) *Habitability*: For housing to be considered adequate, it must be habitable. Inhabitants must be ensured adequate space and protection against the cold, damp, heat, rain, wind or other threats to health, or structural hazards.

d) *Accessibility*: Housing must be accessible to everyone. Disadvantaged groups such as the elderly, the physically and mentally disabled, HIV-positive individuals, victims of natural disasters, children and other groups should be ensured some degree of priority in housing.

e) *Location*: For housing to be adequate it must be situated so as to allow access to employment, health care services, schools, childcare centres and other social facilities. It must not be located in polluted areas. When communities are evicted from their homes they are often relocated to remote areas lacking facilities, or to polluted areas, near garbage dumps or other sources of pollution.

f) *Cultural adequacy*: The right to adequate housing includes the right to reside in housing that is considered culturally adequate. This means that housing programmes and policies must take fully into account the cultural attributes of housing, which allow

for the expression of cultural identity and recognise the cultural diversity of the world's population.

3. ELEMENTS OF THE RIGHT TO ADEQUATE CLOTHING

The right to adequate clothing is more than a physical necessity. It has cultural and religious elements as clothing is often a visible expression of a person's culture, customs, religion, belief or political opinion (see III§2). Because of the variations in cultural clothing needs and wants, the right to adequate clothing is probably the least elaborated of all the components of an adequate standard of living. The Committee on Economic, Social and Cultural Rights has addressed the right to adequate clothing in several General Comments and in its Concluding Observations on state reports. The Committee has articulated the issue of adequate and appropriate clothing for elderly persons (General Comment 6), the importance of adequate clothing for disabled persons with special clothing needs to enable them to function fully and effectively in society (General Comment 5), and in relation to the right to the highest attainable standard of health, the Committee has recommended that states ensure adequate protective clothing to minimise the risk of occupational accidents (General Comment 14). In its Concluding Recommendations to states the Committee has, inter alia, addressed issues such as the access to sufficient clothing and adequate clothing as part of adequate means of subsistence. The Committee on the Rights of the Child has also made recommendations to several states regarding inadequate clothing of street children and children belonging to other marginalised groups, such as indigenous peoples.

THE RIGHT TO WATER AND SANITATION

The content of the right and the obligations of states were extensively defined by the Committee. This included the right of everyone to sufficient, safe, accessible and affordable water for personal and domestic uses and the corresponding duties of states, within their maximum available resources, to respect, protect and progressively fulfil that right without discrimination for residents in their own jurisdiction and, through international assistance and co-operation, for people everywhere. As far as possible,

according to the Committee, remedies are to be provided for violations and an examination of case-law shows that Courts and other bodies can make the right justiciable. (See Malcolm Langford, Ashfaq Khalfan, Carolina Fairstein and Hayley Jones, Legal Resources for the Right to Water: International and National Standards, Centre on Housing Rights & Eviction, 2004).





Activity Steps

Mind mapping (15 mins)

Ask the students to make a mind map for the phrase, “adequate standard of living”. The students brain storm and write all the words that are related to the phrase. Teacher can jot down on the mind map as the students read aloud their ideas.

Discuss the words. Explain that adequate standard of living means to have a standard of living adequate for the health and well-being of himself and 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.

Divide the class into groups and ask students to list or draw images of what people might need for the following

-  medical care and necessary social service
-  security in the event of unemployment, sickness, disability,
-  Adequate food and clothing
-  Clean environment

The Continuum of Living Standard (25 mins)

Using the pictures that students have brought in, create a horizontal continuum of photos from "richest" to "poorest." Ask students to explain the criteria used for their placement of each picture.

Have students divide the photos into those that depict "adequate" conditions and those that depict "inadequate" conditions. This will help the students to differentiate between adequate and inadequate.

Carry out discussion

- ✎ What is the difference between the facilities and resources in the village and cities?
- ✎ What else does the village need in order to cater their needs?
- ✎ What might be the problems/issues for the villages to reach the standards?
- ✎ What is the state and individual's responsibility in providing the necessary facilities ?

Construction of a village (20 mins)

Give students a photograph of a city or a village and ask the students to add illustrations to the village to show adequate standards.

Ask students to determine the general standard of living represented by explaining the economic indicators evidenced in the image and by listing the available resources apparent in the image. Compare the country's standard of living and its access to resources.

Assessment

Ask the students to sit in a circle. One child writes a word which is related to the right to an adequate living standard and then folds the paper and pass to the one sitting beside, likewise the paper is passed around until everyone writes something. At the end teacher reads out all the words.

Extension

A clean environment for a good health (20 mins)

The teacher presents Pictures 1 and 2. The teacher asks the students which is the correct way to dispose garbage and give reasons for their choice.

The teacher presents Picture 3 and asks the students to describe what they see and explain why this happens.

The teacher asks the following questions:

- a) Who makes the environment dirty?
- b) What happens when people throw garbage into the sea?
- c) What happens when people throw garbage anywhere they want?
- d) What happens to their health if the environment is dirty?
- e) What can they do to keep the environment clean?
- f) How can we clean a dirty environment (such as a polluted sea or a playground littered with papers or garbage)? Give suggestions.

The teacher writes the answers on the board.

Expected answers:

- a) People dirty the environment by throwing garbage everywhere.
- b) People are likely to get sick if the environment is not clean.
- c) People want to maintain good health and so they will agree to clean their environment.
- d) People should work together to manage the garbage and to clean up dirty places.

The teacher, using the responses of the students, explains the right to a clean environment based on Article 25 of the Universal Declaration of Human Rights. The teacher stresses that the right to clean environment protects the welfare of everyone.

The teacher then gives the following summary:

We need to have a clean environment for our own good health. We have the right to a clean environment. We expect everyone to respect this right by not making the environment dirty.

Worksheets and Materials

A clean environment for a good health

Picture 1 Uncovered bin



Picture 2 Covered bin



Picture 3 River with floating garbage



Construction of a village



Principles and types of Human Rights

Objectives

Students will be able to:

- ✚ Identify the different types of human rights
- ✚ Name some rights identified in the UDHR
- ✚ State what human right is and it's characteristics?

Agenda

- ✚ Rights! (1 hour)
- ✚ Extension
- ✚ The Human right Web

Materials

- ✚ Worksheet A, Our rights
- ✚ Resource Sheet A
- ✚ Ball of string

Overview

Students gain more knowledge about human rights and the types of human rights from this session.

Background

Human rights have two key principles at their core: non- discrimination and equality. Above all, human rights are the standards that enable people to live with dignity. Furthermore, they are grounded in the fact that all human beings are equal.

Characteristics of Human Rights

Universality

Human rights are universal. This means that some moral and ethical values are shared equally by all people, across all continents and governments. Communities should acknowledge these values and ensure they are respected. The universality of rights does not mean, however, that rights cannot change or that they are experienced in the same manner by all people.

Indivisibility

The rights that are stipulated in the Universal Declaration of Human Rights cannot be separated from one another. Human rights should be addressed as an indivisible body, including civil, political, economic, social, and cultural rights.

Interdependency

Human rights are interconnected. The promotion of one human right supports the promotion of all human rights. Similarly, the violation of one right detracts from other rights.

Inalienability

A person's human rights cannot be taken away, surrendered, or transferred.

Rights! (1 hour)

Ask students to write the definition of human rights as they understand it. Have the following human rights definition on the board after they have all written down their own definitions.

Human rights are the basic rights and freedoms to which all humans are entitled. They ensure people can live freely and that they are able to flourish, reach their potential and participate in society. They ensure that people are treated fairly and with dignity and respect. You have human rights simply because you are human and they cannot be taken away.

Give *Worksheet A 'Our rights'*. On their own, students should think about and then write down what rights they think we all have. Students should then get into small groups and discuss the rights they come up with, justifying why they think these are rights each human being should have.

Each group then receives an envelope containing cards listing our human rights (explain that these rights are found in the UDHR). Groups should compare these rights with the rights they came up with: which ones are the same, which are different? Explain to students that the human rights we have are defined in a number of different documents, some are international, some regional and some national.

To prepare for the next two activities, clear a space in the room or move to an open space.

In this activity they will be asked to work out which human rights they feel are the most important. Stick up a sheet at one end of the room saying 'LOW PRIORITY' and a sheet at the other end saying 'HIGH PRIORITY'. Hand out one of the human rights cards (*Resource sheet A*) to each student. Give them time to read and ask to clarify any doubts.

Explain that you want the students to form a line between the 'LOW PRIORITY' and the 'HIGH PRIORITY' signs - where they stand in the line depends on where they think their right fits in order of priority. They should discuss with other students in the room to decide whose rights are more or less important. Set a time limit of five minutes.

At the end of the given time, ask students at each end of the room, and in the middle, to read out their right and explain why they are standing in that position. Encourage some debate: do they all agree on the order of priority that they have come up with? Would they change their position if they lived in a different country/in a different time period?

Explain that human rights cannot be prioritised as they are all important and they are indivisible (they are linked together, one depends on another). Some students may have formed a circle rather than a line if they understood this from the outset!

Extension

Human Right Web (30 mins)

Explain to the class that they are now going to explore further this idea of human rights being ‘indivisible’ by considering the connections between different human rights and making a ‘human rights web’. Each student should keep hold of the human rights card that they had in the previous activity. Ask the students to stand in a circle. To start off, find the student with the ‘right to an education’ card and give him/her the ball of string. Ask the following questions to the whole class: ‘What other rights do you think might be connected to this right?’ Or, ‘If this right was taken away, what other rights might be affected?’ There are a number of possible answers that students might come up with. For example, students might identify that the right to an education connects to the right to work, because without an education it might be difficult to get a job. Students might also identify that the right to an education connects with the right to have an opinion and express it, because education develops skill required to express their opinions. Encourage students to explain the reasoning behind their suggestions. When students have come up with appropriate answers, they can start making the ‘human rights web’ using the ball of string. The student with the ‘right to an education’ card should keep hold of the end of the string, and pass the ball to a student with an appropriate human rights card. Ask the newly connected rights holder to hold the string then pass the ball of string back to the original student so that they can make another connection. Continue going back and forth to the ‘right to an education’ card holder until connections for that right are exhausted and then start to make connections from the last rights holder you visited. Continue this process until you end up with a web of interconnected, inter-dependent rights!

Assessment

Ask the children about what they learned from the activities. Explain and discuss the concepts of indivisibility, interdependency, inalienability and universality of rights.

Worksheets and Materials

Our rights

Human rights are the basic rights and freedoms to which all humans are entitled. They ensure people can live freely and that they are able to flourish, reach their potential and participate in society. They ensure that people are treated fairly and with dignity and respect. You have human rights simply because you are human and they cannot be taken away.

Task

On your own, think about this definition of human rights. What human rights do you think we all have? Write your ideas in the box below:

In groups: Discuss the list of human rights that you each came up with. Explain why you think these are human rights that all human beings should have.

Are there any examples that you disagree on?

Compare the rights you came up with to the rights on the cards. Which are the same and which are different?

Resource Sheet A

The right to an education	The law is the same for everyone. It must treat us all fairly	The right to work
The right to belong to a country	The right to health care	The right to rest and leisure including paid holiday
The right to freedom of movement	The right to nutritious food	The right to asylum, to become a refugee
The right to a fair trial	The right for adults to vote and to take part in the government of their country	The right to have an opinion and express it
The right to freedom of thought and religious belief	The right to meet our friends and to work together in peace to defend our rights. Nobody can make us	The right not to be treated like a slave

	join a group if we don't want to	
--	----------------------------------	--

The right to life and to live safely	The right to take part in the cultural life of the community	The right not to be tortured or treated in a way that is inhuman or degrading
The right to marry and have a family	The right to own property and possessions	The right not to be put in prison, kept there or sent away from your country without good reason
The right to be free and to be treated equally	The right not to be discriminated against, e.g. because of your race, religion, gender.	The right to legal help when you need it (e.g. the right to a lawyer to represent you if you are accused of a crime)
The right not to be forced into marriage	The right to clean water	The right not to have your private life interfered with

The right not to have your honour and reputation attacked	The right to adequate shelter/housing	The right to equal and fair pay

Exploring Human Right Issues

Objectives

Students will be able to:

- ✚ Stand up for what they believe in, reflect on their own beliefs and discover those of others
- ✚ Explore situations of injustice, conflict and disrespect through real-life stories
- ✚ Recognizes that everyone has a responsibility to respect the right to human dignity, which is universal and inalienable

Agenda

- ✚ What I stand for (10 mins)
- ✚ Learning from real life stories (30 mins)
- ✚ Star Fish (20 mins)

Extension

- ✚ Unjust situations (30 mins)

Materials

- ✚ Gather a selection of material on current human-rights violations from newspapers, magazines or from one of the case studies Flip charts and markers
- ✚ Chalk or adhesive tape
- ✚ Images of a wide variety of unjust situations around the world (disrespectful practices, people suffering, images of poverty, images of conflicts), taken from magazines, newspapers, posters, etc
- ✚ Two large signs marked 'I agree' and 'I disagree'

Overview

This session allows students to explore some of the human rights issues around the world. Students would reflect on such situations and think of possible ways to mitigate human rights violations

Background

Human Rights Principles

Human rights are universal and inalienable, indivisible, interdependent and interrelated. They are universal because everyone is born with and possesses the same rights, regardless of where they live, their gender or race, or their religious, cultural or ethnic background; inalienable because people's rights can never be taken away. Indivisible and interdependent because all rights – political, civil, social, cultural and economic – are equal in importance and none can be fully enjoyed without the others. They apply to all equally, and all have the right to participate in decisions that affect their lives. They are upheld by the rule of law and strengthened through legitimate claims for duty-bearers to be accountable to international standards.

Universality and Inalienability: Human rights are universal and inalienable. All people everywhere in the world are entitled to them. The universality of human rights is encompassed in the words of Article 1 of the Universal Declaration of Human Rights: “All human beings are born free and equal in dignity and rights.”

Indivisibility: Human rights are indivisible. Whether they relate to civil, cultural, economic, political or social issues, human rights are inherent to the dignity of every human person. Consequently, all human rights have equal status, and cannot be positioned in a hierarchical order. Denial of one right invariably impedes enjoyment of other rights. Thus, the right of everyone to an adequate standard of living cannot be compromised at the expense of other rights, such as the right to health or the right to education.

Interdependence and Interrelatedness: Human rights are interdependent and interrelated. Each one contributes to the realization of a person's human dignity through the satisfaction of his or her developmental, physical, psychological and spiritual needs. The fulfillment of one right often depends, wholly or in part, upon the fulfillment of others. For instance, fulfillment of the right to health may depend, in certain circumstances, on fulfillment of the right to development, to education or to information.

Equality and Non-discrimination: All individuals are equal as human beings and by virtue of the inherent dignity of each human person. No one, therefore, should suffer discrimination on the basis of race, colour, ethnicity, gender, age, language, sexual orientation, religion, political or other opinion, national, social or geographical origin, disability, property, birth or other status as established by human rights standards.

Participation and Inclusion: All people have the right to participate in and access information relating to the decision-making processes that affect their lives and well-being. Rights-based approaches require a high degree of participation by communities, civil society, minorities, women, young people, indigenous peoples and other identified groups.

Accountability and Rule of Law: States and other duty-bearers are answerable for the observance of human rights. In this regard, they have to comply with the legal norms and standards enshrined in international human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law. Individuals, the media, civil society and the international community play important roles in holding governments accountable for their obligation to uphold human rights.

<http://www.unfpa.org/rights/principles.htm>

Activity steps

What I stand for (10 mins)

Draw a line down the centre of the room and put the two signs on either side. (Agree/ believe Disagree/disbelieve) Ask the students to line up along the centerline facing you. Instruct them to respond to a series of statements by moving towards the appropriate sign.

Read out a few statements – here are some examples:

- ✂ All children should be able to go to school.
- ✂ Only the cleverest have the right to education after 14 years.
- ✂ Killing someone for any reason is wrong.
- ✂ People have the right to fight for what they believe in.
- ✂ Everyone has the right to live in peace.
- ✂ No one should have to live under occupation by another country.
- ✂ Everyone has a right to respect.
- ✂ I only give respect to those who respect me.
- ✂ Pollution is the responsibility of governments.
- ✂ It is pointless always to throw litter in the bin when others do not.
- ✂ Everyone has a right to practice their religion.
- ✂ Religions are a major cause of conflict in the world.

These questions are phrased so that students may find themselves with contradictory positions, which should encourage reflection. When you have worked through your statements, get the students to sit in a circle and ask some of them to talk about their answers. Discuss some of the issues that they found themselves confronting and how this made them feel.

If students experienced difficulties in responding to the questions, ask them why they think this was so. A major point to come out of the discussion is that the world is not simple and that it is not always easy to decide what to believe and when to take a stand.

Ask the students about how they felt when others were standing on the other side of the line. How did they feel about them and their beliefs?

Conclude the exercise by emphasizing how people's beliefs and opinions differ and how those beliefs and opinions should be respected, even though we may not share them.

Learning from real life stories (30 mins)

Divide the students into small groups of three to five students and give each group

1. A copy of a story.
2. Tell each group to read their story, discuss what is the cause of the situation shown in the story, what ethical principles or human rights are violated, and what the consequences are.
3. If you have time, ask the groups to prepare a role play to represent the situation they have read about. The role play should not necessarily be a straight re-enactment of their story but an interpretation thereof. If you decide to skip this step, go directly to point 5, the discussion.
4. Once the groups have finished discussing and preparing their role plays, gather all the groups together to perform and then discuss the presentations.
5. Use the questions below for a discussion about the story. While going through the questions, summarize the students' answers and reflections on a flip chart so that the students can visualize their own learning. You can also use card techniques or mind maps to present the conclusions of the groups so that they may also learn from each other.

- ✎ Who are the main protagonists, (characters) and what was their relationship?
- ✎ What was the main event or situation in the story? What caused it?

- ✚ Whose rights are being abused? Whose rights are met? Are people respecting each other? Are people taking responsibility for themselves and for others? Are they protecting other people's rights?
- ✚ How could the current situation be solved ethically?
- ✚ What did the story teach and how does it relate to our own lives?

Encourage students to volunteer personal experiences to add to the discussion.

Conclude the activity by reflecting how our actions and attitudes can affect other people, either positively or negatively.

Star Fish (20 mins)

Read the story Star Fish

Extension

Unjust situations (30 mins)

Put a selection of images on the walls or on the floor and ask the students to go around the room looking at the images. Then come back and sit in a circle so that the pictures can still be seen.

Ask students to discuss what they felt looking at the images.

Ask which image caught their attention the most and why.

Ask some of them to talk about what they think are happening in an image of their choice:

- ✚ What might have happened?
- ✚ Who did it?
- ✚ Why did it happen?
- ✚ Why does the person have this expression on their face?
- ✚ What might they be thinking and feeling?
- ✚ What might happen to them now?

Students may have a lot questions and queries about some of the situations shown in the pictures and it is important that they do not leave the session feeling helpless and powerless, even depressed.

Draw the session to its close by asking students questions which can help them to understand others:

- ✎ Why do people hurt each other?
- ✎ Why do people not respect the life, beliefs and ideas of others?
- ✎ What brings hatred, injustice and violence to the world?
- ✎ What role do religions and secular organizations play in violent or unjust scenarios?
- ✎ How do religions contribute to peace?
- ✎ What can the students do to help others and to make the school/home/ island/world better?

There may be a wide range of suggestions to this last question, from helping refugees or those who are ‘outside’ the main body of the population, to praying for the world, to raising awareness, or writing a letter to their parliament/president, etc. It is important to encourage them to think in terms of actions they can take.

Assessment

Ask participants to write about the activity in their Learning Log.

Worksheets and Materials

Learning from real life stories (Case Studies)

Story 1 Ali’s Bad Morning

It was Monday morning and Ali didn’t want to get up and go to school. The bed was warm and comfortable and it was cold outside. Also, he knew he hadn’t finished all his

homework and it had to be handed in that day. He opened his eyes slowly and noticed his cat, lying on the floor chewing his brand new sneaker.

“Get out of here!” he yelled angrily, leaping out of bed. The cat ran off and hid in a corner.





Since he was now up he slowly dressed, brushed his teeth, and went downstairs. He was doubly angry because one of his new sneakers was ruined, plus he had to go to school today. “Why couldn’t it still be the weekend?” he thought.

Ali ate breakfast, got his book bag, and went to the bus stop. The kids were playing kickball. As he bent over to put his bag down, the ball flew over and popped him in the head. “Ouch!” he yelled, “Who did that?” It was Shawin who guiltily shouted out, “I didn’t mean it, really,” as the other kids laughed. Ali exploded.

“Oh yes you did, you dummy. See if you like the way it feels!” And with that, he lifted the ball and threw it back at Shawin, hitting him in the stomach.

Shawin yelled out, “Hey, that’s not fair. The ball hit you by accident, but you did that on purpose. You’re mean.”

This time Shawin threw the ball hard at Ali’s leg. Ali ran over to Shawin and gave him a shove. If other friends hadn’t intervened, it could have turned into a full-on fight with one of them getting hurt.

-  What do you think explains Ali’s reaction to being hit with the ball?
-  Could Ali have reacted in a different way?
-  How could the situation have been avoided?
-  What should Ali do later that day when he has calmed down?

Story 2 Loner or outcast

George is an 8th grade student at your school. You like him as he is always friendly and says ‘hi’. This friendliness makes him very popular with almost everyone and he is considered to have good leadership skills.

However, you have realized that George seems to have problems with one of his class mates, Siffan. Siffan is from Jordan and his father has brought his family to your city while he fulfils a temporary job.

Siffan is always alone and he doesn't seem to like studying with the other class mates.









George seems to think Siffan doesn't want to make school friends and that he considers himself better than others in his class.

It is true Siffan has been very mean to George several times, which has also led him to make negative comments about Siffan, often relating to his skin colour and cultural behaviour.

There are not many kids from Arab countries in your school and some kids make fun of all of them. Of course, this has also happened to Siffan many times.

Last week, Siffan's father had to go to Amman, Jordan, for a business meeting. While there, he was killed by a bomb in one of the hotels. This situation is now known throughout the school and teachers have given their condolences to Siffan and his family.

Siffan has returned to school but none of his classmates have spoken to him. Since he seems to have no friends at school, he is alone with his grief.

-  How do you think Siffan feels?
-  How do you feel about Siffan's situation?
-  What do you think George should do?
-  What would you do if you were George?
-  What is George's role as a classmate of Siffan's and as a leader in the school?
-  Do you think Siffan needs to talk to someone?
-  What do you think Siffan would have done if he was in George's shoes?
-  What do you think the teachers and school should do to help Siffan?

Story 3 Maria's Story

Maria, now aged 16 years has a violent stepfather. Before he hit Maria she had heard him hitting her mother. When she was eight years old, he asked her what time it was and she made the error of getting it wrong.

Maria said: "He hit me so hard that I fell down and hit my head on the sofa. He then began to kick me. I was so scared that I wet myself."

The violence continued, but Maria did not feel she could tell anyone. "I did not want to talk to anyone at school or tell my mother, because she had so many other problems to worry about. I was so scared of telling anyone what was happening to me, just in case it got back to my stepfather and he took it out on me and my mother."

The violence affected all aspects of Maria's life and her schooling began to suffer.

"I missed out on three years of education because I was worried about leaving my mum alone with him. It also affected my self-esteem and I allowed the other kids at school to bully me and walk all over me. I did not want to talk to anyone at school or tell my mother, because she had so many other problems to worry about."

Eventually the school became concerned and when Maria reached grade 9, aged 13, they arranged for a counsellor. At first Maria felt she could not really talk to her counsellor, but eventually opened up to her.

"I did not trust her at first, but after a year, I told her everything that was happening to me.

"She became more like a best friend and felt I could tell her everything and no-one else found out the things I was telling her."

But although she was still seeing her counsellor, Maria took an overdose of drugs and was

hospitalised for a week. She said: "I had given up on life and felt there was no reason to go on."

Maria was referred to another counsellor, and also received treatment from a psychiatrist and doctor to aid her recovery.

Maria said: “The counselling and support from the psychiatrist and doctor really helped me.

Also, reading books and magazines I realised that I was not the only one going through this problem. The thought that I was not alone in dealing with this was a great source of comfort.”

- ✳ What would you have done in Maria’s situation?
- ✳ How do you think her life will be affected by what has happened to her?
- ✳ How can children be protected from violence in the home?
- ✳ What is the legal situation in your country for children living in violent environments, including their home?
- ✳ How and by whom should children be protected from violence in the home?
- ✳ Do you have friends in your class who suffer from violence and abuse at home?
- ✳ What can you do to help them and how can you provide peer support?
- ✳ Do you think girls are more exposed than boys to violence? Why?
- ✳ Do you have cases of bullying at school? How can you stop this?

Source (Learning to live together; an intercultural and inter faith program for ethics education)

Star Fish (Story)

Once upon a time, there was a wise man who used to go near the ocean to do his writing. He had a habit of walking on the beach before he began his work. One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dancer. He smiled to himself at the thought of someone who would dance to the day, and so, he walked faster to catch up.

As he got closer, he saw that it was a young man and the young man wasn’t dancing, but instead he was reaching down to the shore, picking up something and very gently throwing it into the ocean.

As he got closer, he called out, “Good morning! What are you doing?”

The young man paused, looked up and replied, “Throwing starfish into the ocean.”

“I guess I should have asked, why are you throwing starfish into the ocean?”

“The sun is up and the tide is going out. And if I don’t throw them in they’ll die.”

“But young man, don’t you realize that there are miles and miles of beach and starfish all along it. You can’t possibly make a difference!”

The young man listened politely. Then bent down, picked up another starfish and threw it into the sea, past the breaking waves.

“It made a difference for that one!”

His response surprised the man. He was upset. He didn’t know how to reply. So instead, he turned away and walked back to the house to begin his writings.

All day long as he wrote, the image of the young man haunted him. He tried to ignore it, but the vision persisted. Finally, late in the afternoon he realized that he the scientist, he the poet, had missed out on the essential nature of the young man’s actions. Because he realized that what the young man was doing was choosing not to be an observer in the universe and make a difference. He was embarrassed. That night he went to bed troubled. When the morning came he awoke knowing that he had to do something. So he got up, put on his clothes, went to the beach and found the young man. And with him he spent the rest of the morning throwing starfish into the ocean.

(Adapted from The Star Thrower by Loren Eiseley 1907–1977)

Source (Learning to live together; an intercultural and inter faith program for ethics education)

Images of unjust situations



Protecting Child Rights

Objectives

Students will be able to:

- ✚ Understand the concept of child rights
- ✚ Able to give some examples of child rights and different categories of it
- ✚ Understand how child rights gained recognition over the past decades
- ✚ Develop a persuasive argument aimed at protecting children's rights

Agenda

- ✚ Child Rights Bingo (30 mins)
- ✚ Big people- little people (30 mins)

Materials

- ✚ Copy of "Child Rights Bingo" sheet for each student
- ✚ Summary of the Convention on the Rights of the Child from

Overview

In this session students will share their knowledge and experiences on child rights. The session also would help children to relate human rights to their own environment and understand that recognition of human rights has been gradual.

Background

The convention on the rights of child (CRC) has brought a lot of changes in the field of the protection of the rights of children.

It is the most widely ratified human rights instrument in the world.

The convention promotes the "3p's". Firstly, it **promotes** the participation - according to their age condition and maturity - of children in matters that affect their destiny, such as

judicial processes or processes of adoption, with regard to their families and to society as a whole. It also states rights for their **protection** against all forms of abuses, violence and practices that can violate their rights. Finally, similar to any other convention, it **provides** for rights which are meant as safeguards against potential violations.

It considers the children as subject of law instead of object of law. A vast majority of adults had been educated to perceive children as objects that have to obey adults unconditionally - teachers, religious scholars, parents, doctors, etc. Instead, the convention promotes the idea of children as people with rights that have to be respected by adults, society and all the institutions that deal with children's affairs. Children are entitled to be respected and treated with dignity simply because they are human, whatever their age.

The best interests of the child should guide all decisions taken - judicial, administrative, etc. - involving a child. It is a hard concept to define and there is a lot of controversy about its exact meaning. In practice, it implies that if, for example, a judge has to decide who will have the custody of a child, they have to examine several aspects of the child's life and the adults concerned. In all cases, the best interests of the child are more important than the best interests of the adults concerned.

The content of the CRC refers to a wide range of fields - administrative, judicial, educational, legal, etc., where the rights of children have to be respected. For example, a child that has not been properly registered at birth does not exist in the eyes of the law. Thus they do not exist for the school authorities that refuse to accept them as a student and, as a result, they cannot attend school. This is a common problem affecting thousands of children in many countries. The refusal of the school authorities to accept the child as a student because they "do not exist administratively and legally" clearly violates the child's right to education

Activity Steps

Child Rights Bingo (30 mins)

- ✚ Distribute the “Bingo sheets”.
- ✚ Explain to the students that they can use any person inside the classroom as sources of information, and the key words of the answer should be noted down in the relevant box. Each answer should come from a different person, who must initial that square.
- ✚ The aim of the game is not only to get an answer in each box but also to get a different person to answer each question.
- ✚ The student who gets an answer in every box first shouts out “Bingo!”. They win.
- ✚ Move on to the discussion. Take the question in the first box and ask people in turn to share the answers they received. List the key words on the blackboard.
- ✚ Allow short comments at this stage.
- ✚ When the chart is complete, go back and discuss the answers in each box more fully.
- ✚ Introduce the summarized version of the Convention on the Rights of the Child to the students. Ask the students what they feel about it.

(Source: Manual on Human Rights Education with Young People – Council of Europe)

Big people- little people (30 mins)

- ✚ Explain to the class that human rights documents such as the Convention on the Rights of the Child are recent developments and that in the past, many of the human rights in the Convention were not available to all children. Explain that in some modern countries, this is still so.
- ✚ With the children, make a short list of local people who might be able to answer the question: "have the lives of children in our country improved in the last 40 years?". For example, their grandparents. A list of about four people is ideal.

- ✚ Ask the class to request to these people to invite them to the school to be interviewed. (It is easiest at first if the interviewees come to the class.)
- ✚ Remember to ask the interviewees for short accounts of their knowledge about the subject on which they will be questioned. These can be discussed by the children before the day of the interview, so that questions can be prepared in advance. When preparing questions, the class should think about "what do we want to learn?". For example, if an interviewee has indicated that they worked as a child instead of going to school, the children could plan to ask about their memories, a particular event, how they felt about it, when it happened, how and why, who was there, and so on.
- ✚ When the interviewees come in, seat them where the whole class can see.
- ✚ The children can take it in turns to ask their questions. Let the interview develop naturally - try not to interrupt unnecessarily.
- ✚ Record the answers, in writing or on cassette.
- ✚ If more than one interviewee is present, ask them to discuss questions, instead of answering individually. This can be very lively!
- ✚ After the interviews, ask the class to compare the interviews with the summary of the Convention on the Rights of the Child. Ask the following questions:
- ✚ Questions:
- ✚ Do you think children's rights were respected in the past?
- ✚ Which rights were ignored? Why?
- ✚ Would you have liked to live at that time?
- ✚ Have things got better for children? Or worse? Why?

Extension

- ✚ As a project ask the class to make a play, poems, stories or artwork comparing children's lives in the past and the present.
- ✚ National literature may be a good source for stories about what children's lives were like in the past.
- ✚ As an action, children could write a play about the achievement of children's rights and perform.

Child Rights Bingo!!!



A right that all children in the world should have	Child helpline number	An organization that fights for children's rights
A document that declares children's rights	One human rights violation that occurs at your school	Under what age are you legally considered as a child
A right that adults have but children do not	A song/video/book on children's rights	A country that has not ratified the Convention on the Rights of Child

International Human Rights Conventions

Objectives

Students will be able to:

- ✎ Explain terms like conventions, treaty bodies, ratification
- ✎ Identify the Human Rights Conventions signed by Maldives
- ✎ Make a plan to raise awareness among the students about the rights in some conventions
- ✎ Make a flow chart on how the treaty bodies work in monitoring the implementations of convention

Agenda

- ✎ Whip (15 mins)
- ✎ Convention Project (30 mins)
- ✎ Convention Presentation (15 mins)

Extension

- ✎ Convention Monitoring Structure (30 mins)

Materials

- ✎ Hand out 1, 2,3,4,5,
- ✎ Resource sheet 1 (for teachers)

Overview

The session will provide students with information on international conventions. Through activities the students will learn some conventions in-depth and how the international treaty bodies work in providing and protecting human rights in countries around the world.

Background

International Human Rights Conventions

(More information provided in Annex)

Matters of international concerns are addressed and regulated among member parties through what are called, treaties and convention or covenant.

A treaty, convention or a covenant is an international legal instrument.

Convention is the most commonly used term for international laws.

Conventions are binding laws signed and ratified by countries committing to act to prevent impending problems concerning the given issue.

Ratification of a convention is a serious, legally binding process undertaken by a government on behalf of a state. Every convention contains articles that establish procedures for monitoring and reporting how ratifying governments are complying with the convention. When a government ratifies a convention, it accepts the procedures it defines, which may include these commitments:

- ✳ To uphold the convention, respecting, promoting, and providing for the rights it establishes. , and not to take any action the treaty prohibits.
- ✳ To change any law in the country that contradicts or does not meet the standards set by the convention.
- ✳ To be monitored by a designated authority to see that it is, in fact, keeping its commitments.
- ✳ To report at regular intervals on its progress in making these human rights real in the lives of its citizens.

Once a country ratifies a convention, its citizens have a powerful advocacy tool. They can hold their government accountable if it fails to respect the human rights to which it has committed itself. For this reason citizens need to know which human rights conventions their country has promised to uphold. For example, the Convention on the Rights of the Child (CRC) establishes very specific standards for the humane treatment of children

who are detained by police. If cases of mistreatment arise, such as children being imprisoned together with adults, child advocates can demand that the government meet the standards to which it is legally committed.

When additional parts are added to an initial convention it is called an optional protocol. They are to be signed and ratified like initial convention to make them binding.

Source: Adapted from Compasito

Activity steps

Whip (15 mins)

Teacher introduces the word “Conventions”. (Can write on the board) Ask the students to stand in a circle. Tell the students that each one has to say one word that comes to their mind that is related to the word “convention”. One student can start saying a word and the students standing next to that person has to continue. One child or teacher can note down all the words that the students say. Once the activity is done, teacher can call out all the words and see how each of the word is connected to convention.

Teacher explains what a convention is and introduces the conventions signed by Maldives using background information and resource sheet 1.

Convention Project (30 mins)

Divide the class into four groups. Provide each group with a handout that provides information on a particular convention. Mark four corners of the room with one of the conventions (CEDAW, CRC, CERD or CAT). Ask the students to identify the following features and prepare a presentation for the class.

- ✎ What rights are prescribed in the convention?
- ✎ Of the rights, how much do you think is protected and known in the Maldives
- ✎ List in a priority order the most important five rights and explain the reason why you choose those rights

- ✍ Write up a plan to raise awareness among the students about the rights in the convention

Convention Presentation (15 mins)

Present the group work to the whole class.

Assessment

Fishbowl: Ask the students to get into two circles, one inside the other with the students facing each other. You can give them a topic or a question relating to the lesson to discuss for two minutes with the person they are facing. For example: What did you learn? Or how did you feel during the activity? After two minutes the inside circle rotates moving one person over so each person is facing someone new. For another two minutes they can discuss another topic or the same one. The inside circle continues rotating until they are back in front of their original partner.

Extension

Convention Monitoring Structure (30 mins)

Divide the class into groups of 5 and provide each group with handout 5. Ask the students to make a flow chart on how the treaty bodies work in monitoring the implementations of convention in the countries. Students can display the chart in the school where all the children will be able to see.

Worksheets and Materials

Resource sheet 1 (For Teacher)

Among the nine core conventions, Maldives has signed 8 conventions.

No	Committee	Name	Convention Date	Signed/ ratified
1	CERD	International Convention on the Elimination of all forms of Racial Discrimination	7 March 1966	24 th April 1984 a
2	CESCR	International Covenant on Economic, Social and Cultural Rights	16 Dec 1966	19 Sep 2006 a
3	HRC	International Covenant on Civil and Political Rights	16 Dec 1966	19 Sep 2006 a
4	CEDAW	Convention on Elimination of All forms of Discrimination against Women	18 Dec 1966	1 July 1993 a
5	CAT	Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	10 Dec 1984	20 April 2004 a
6	CRC	Convention on the Rights of the Child	20 Nov 1989	11 Feb 1991
7	CMW	International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families	18 Dec 1990	NOT YET
8	CRPD	Convention on the Rights of Persons with Disabilities	13 Dec 2006	5 April 2010 (r)
9	CED	International Convention for the	20 Dec 2006	6 Feb 2007

		Protection of All Persons from Enforced Disappearance		(Signed)
Optional Protocols				
No	Committee	Name	Convention Date	Signed/ ratified
1	ICCPR-OP	Optional Protocol to the International Covenant on Civil and Political Rights	16 Dec 1966	19 Sep 2006 a
2	ICCPR-OP2	Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of death penalty	15 Dec 1989	NOT YET
3	CEDAW – OP	Optional Protocol to the International Covenant on the Elimination of All Forms of Discrimination against Women	6 Oct 1999	13 March 2006 a
4	CRC- OPAC	Optional Protocol to the Convention on the Rights of the Child on the insolvent in armed conflict	25 May 2000	29 th Dec 2004 (r)
5	CRC- OPSC	Optional Protocol on the Convention of the Child on the sale of children, child prostitution and child pornography	25 May 2000	10 th May 2002 (r)
6	OPCAT	Optional Protocol to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	18 Dec 2002	15 Feb 2006 (r)
7	CRPD- OP	Optional Protocol to the convention on the Rights of	13 Dec 2006	NOT YET

		Persons with Disabilities		
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Hand Out 1 CEDAW

Excerpt from the Vienna Declaration and Programme of Action, part I, para. 18:

"The human rights of women and of the girl-child are an inalienable, integral and indivisible part of universal human rights. The full and equal participation of women in political, civil, economic, social and cultural life, at the national, regional and international levels, and the eradication of all forms of discrimination on grounds of sex are priority objectives of the international community."

Excerpts from Discrimination Against Women: The Convention and the Committee, Fact Sheet #22, UN Centre for Human Rights:

"Equality is the cornerstone of every democratic society which aspires to social justice and human rights. In virtually all societies and spheres of activity women are subject to inequalities in law and in fact. This situation is both caused and exacerbated by the existence of discrimination in the family, in the community and in the workplace. While causes and consequences may vary from country to country, discrimination against women is widespread. It is perpetuated by the survival of stereotypes and of traditional cultural and religious practices and beliefs detrimental to women..."

"The concept of equality means much more than treating all persons in the same way. True equality can only emerge from efforts directed towards addressing and correcting situational imbalances. It is this broader view of equality which has become the underlying principle and the final goal in the struggle for recognition and acceptance of the human rights of women..."

"The Convention on the Elimination of All Forms of Discrimination against Women sets out, in legally binding form, internationally accepted principles on the rights of women which are applicable to all women.... The basic legal norm of the Convention is the prohibition of all forms of discrimination against women. This norm cannot be satisfied

merely by the enactment of gender-neutral laws. In addition to demanding that women be accorded equal rights with men, the Convention goes further by prescribing the measures to be taken to ensure that women everywhere are able to enjoy the rights to which they are entitled. The Convention was adopted by the General Assembly in 1979 to reinforce the provisions of existing international instruments designed to combat the continuing discrimination against women. It identifies many specific areas where there has been notorious discrimination against women, for example in regard to political rights, marriage and the family, and employment. In these and other areas the Convention spells out specific goals and measures that are to be taken to facilitate the creation of a global society in which women enjoy full equality with men and thus full realization of their guaranteed human rights."

CEDAW

Unofficial Summary

Article 1

Definition of discrimination against women: any distinction, exclusion, or restriction, made on the basis of sex, with the purpose or effect of impairing the enjoyment by women of political, economic, social, cultural, or civil human rights on equal footing with men.

Article 2

States Parties condemn discrimination against women and undertake to pursue a policy of eliminating it in all its forms. States Parties undertake to: include the principles of equality of men and women in national constitutions; adopt legislation prohibiting all discrimination against women; ensure legal protection and effective remedy against discrimination; refrain from any act of discrimination against women and ensure that no public authorities or institutions engage in discrimination; take measures to eliminate discrimination against women by any person, organization or enterprise; take measures

to modify or abolish existing laws, customs and practices which constitute discrimination against women.

Article 3

States Parties shall take all appropriate measures, especially in the political, social, economic and cultural fields, to ensure the full development and advancement of women, for the purpose of guaranteeing them enjoyment of human rights on equal footing with men.

Article 4

Affirmative action measures shall not be considered discrimination. Special measures protecting pregnancy shall not be considered discriminatory.

Article 5

States Parties shall take all appropriate measures: to modify social and cultural patterns of conduct of men and women which are based on ideas of inferiority or superiority or on stereotyped roles for men and women; to ensure that family education includes the recognition of the common responsibility of men and women in raising children.

Article 6

States Parties shall take all appropriate measures to suppress traffic in women and exploitation of prostitution.

Article 7

States Parties shall take all appropriate measures to eliminate discrimination against women in political and public life and shall ensure equal rights to vote and be eligible for election; to participate in forming government policy and to hold public office; to participate in NGOs.

Article 8

States Parties shall take all appropriate measures to ensure a woman's equal right to represent her government at the international level and participate in the work of international organizations.

Article 9

States Parties shall grant women equal rights to a nationality. Neither marriage nor change of nationality by the husband during marriage shall automatically change the nationality of the wife. Women shall have equal rights with men with respect to their children's nationality.

Article 10

States Parties shall ensure to women equal rights in the field of education. States Parties shall ensure the same conditions for career guidance, access to studies, the same teaching staff and equipment. Stereotyped roles of men and women are to be eliminated in all forms of education. States Parties shall ensure that women have the same opportunities to benefit from scholarships and the same access to continuing education. States Parties shall ensure the reduction of female drop-out rates and shall ensure that women have access to educational information to help ensure health and well-being of families, including information on family planning.

Article 11

States Parties shall take all appropriate measures to eliminate discrimination against women in employment and shall ensure, on the basis of equality of men and women, the same rights to work, to the same employment opportunities, to free choice of employment, to promotion, benefits, vocational training, equal remuneration, equal treatment in respect of work of equal value, the right to social security, unemployment, protection of health. States Parties shall prohibit dismissal on the grounds of pregnancy and discrimination in dismissals on the basis of marital status. States Parties shall take measures to introduce maternity leave with pay or social benefits.

Article 12

States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care and shall ensure women equal access to health care services and appropriate services in connection with pregnancy.

Article 13

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life and shall ensure the same rights to family benefits, to bank loans, mortgages and other forms of credit.

Article 14

States Parties shall take into account the special problems of rural women and the significant roles they play in the economic survival of their families and shall ensure to them all rights in this convention. States Parties shall ensure equal rights of men and women to participate in and benefit from rural development, and shall ensure to rural women the rights to: participate in development planning; have access to adequate health care facilities and family planning; benefit from social security programs; receive training and education; have access to agricultural credit and loans, marketing, and appropriate technology; receive equal treatment in land reform; and have adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

Article 15

Women shall have equality with men before the law. Women and men shall have the same rights regarding movement of persons and freedom to choose residence.

Article 16

States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and shall ensure equal rights to enter marriage, to choose a spouse, to enter marriage only with full consent,

the same rights and responsibilities within marriage and in divorce, the same rights and responsibilities as parents, the same rights to decide on the number and spacing of children, the same rights with regard to ownership of property. A minimum age shall be set for marriage.

Handout 2 CERD

Excerpts from The Committee on the Elimination of Racial Discrimination, Fact Sheet #12, UN Centre for Human Rights:

“The International Convention on the Elimination of All Forms of Racial Discrimination (CERD) is a legal instrument building upon the 1963 Declaration on the Elimination of All Forms of Racial Discrimination.

The Declaration makes four principal points:

- ✿ Any doctrine of racial differentiation or superiority is scientifically false, morally condemnable, socially unjust and dangerous and has no justification in theory or practice;
- ✿ Racial discrimination -- and more so, government policies based on racial superiority or hatred -- violate fundamental human rights, endanger friendly relations among peoples, co-operation among nations, and international peace and security;
- ✿ Racial discrimination harms not only those who are its objects but also those who practice it;
- ✿ A world society free of racial segregation and discrimination, factors which create hatred and division, is a fundamental aim of the United Nations.
- ✿ Under the Convention, States parties are pledged:
- ✿ To engage in no act or practice of racial discrimination against individuals, groups of persons or institutions, and to ensure that public authorities and institutions do likewise;
- ✿ Not to sponsor, defend or support racial discrimination by persons or organizations;

- ✳ To review government, national and local policies and to amend or repeal laws and regulations which create or perpetuate racial discrimination;
- ✳ To prohibit and put a stop to racial discrimination by persons, groups and organizations; and
- ✳ To encourage integrationist or multiracial organizations and movements and other means of eliminating barriers between races, as well as to discourage anything which tends to strengthen racial division."

CERD

Unofficial Summary

Article 1

Definition of racial discrimination: any distinction, exclusion, restriction, or preference based on race, colour, descent or national or ethnic origin with the purpose or effect of impairing the enjoyment on equal footing of human rights. Affirmative action policies or measures are not to be deemed racial discrimination.

Article 2

States Parties condemn racial discrimination and undertake to pursue a policy of eliminating it in all its forms. States Parties shall engage in no act of racial discrimination and shall act to ensure that no public authorities and institutions engage in discrimination. States Parties pledge not to sponsor, defend or support racial discrimination by any persons or organizations. States Parties shall review government, national and local policies and amend or repeal laws and regulations which create or perpetuate racial discrimination. States Parties shall prohibit and bring to an end racial discrimination by any persons, group or organization. States Parties shall take affirmative action measures as needed to ensure the development and protection of individuals belonging to certain racial groups for the purpose of guaranteeing them the full and equal enjoyment of human rights.

Article 3

States Parties condemn apartheid and undertake to prevent, prohibit and eradicate all such practices in their territories.

Article 4

States Parties condemn all propaganda and all organizations based on ideas of racial superiority. States Parties undertake to act to eradicate all incitement to discrimination and shall prohibit dissemination of ideas based on racial superiority and acts of violence or incitement to violence against any race.

Article 5

States Parties undertake to prohibit and to eliminate racial discrimination and to guarantee to everyone without distinction equality before the law, especially in the enjoyment of the rights to justice; security of person; political rights, including the right to vote and to stand for election, to take part in government and public affairs, and to have equal access to public service; the right to freedom of movement and residence; the right to leave any country, including one's own, and to return to one's country; the right to nationality; the right to marriage and choice of spouse; the right to own property; the right to inherit; the right to freedom of thought, conscience and religion; the right to freedom of opinion and expression; the right to peaceful assembly and association; economic, social and cultural rights, in particular: the rights to work, to free choice of employment, to equal pay for equal work, to just and favourable remuneration; the right to form and join trade unions; the right to housing; the right to public health, medical care, social security and social services; the right to education and training; the right to equal participation in cultural activities; the right of access to any place or service intended for use by the general public.

Article 6

States Parties shall assure to everyone within their jurisdiction effective protection and remedies against acts of racial discrimination.

Article 7

States Parties undertake to adopt measures in education, teaching, etc. to combat prejudices which lead to racial discrimination.

Handout 3 CRC

Excerpts from The Rights of the Child, Fact Sheet #10, UN Centre for Human Rights:

"The Convention on the Rights of the Child is the most complete statement of children's rights ever made and is the first to give these rights the force of international law.

"The Convention has the same meaning for peoples in all parts of the world. This was made possible in long negotiations, where representatives of countries with different social and economic systems and various cultural, ethical and religious approaches to life worked with non-governmental organizations and United Nations agencies to fashion a set of common values and aims, valid everywhere.

"Encompassing the whole range of human rights -- civil, political, economic, social and cultural -- the Convention recognizes that the enjoyment of one right cannot be separated from the enjoyment of others. It demonstrates that the freedom a child needs to develop his or her intellectual, moral and spiritual capacities calls for a healthy and safe environment, access to medical care, and minimum standards of food, clothing and shelter.

"Each new generation offers humanity another chance. If we *provide* for the survival and development of children everywhere, *protect* them from harm and exploitation and enable them to *participate* in decisions directly affecting their lives, we will surely build the foundation of the just society we all want and that children deserve."

Unofficial Summary by UNICEF

Article 1

Definition of a child

A child is recognized as a person under 18, unless national laws recognize the age of majority earlier.

Article 2

Non-discrimination

All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

Article 3

Best interests of the child

All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.

Article 4

Implementation of rights

The State must do all it can to implement the rights contained in the Convention.

Article 5

Parental guidance and the child's evolving capacities

The State must respect the rights and responsibilities of parents and the extended family to provide guidance for the child which is appropriate to her or his evolving capacities.

Article 6

Survival and development

Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.

Article 7

Name and nationality

The child has the right to a name at birth. The child also has the right to acquire a nationality and, as far as possible, to know his or her parents and be cared for by them.

Article 8

Preservation of identity

The State has an obligation to protect, and if necessary, re-establish basic aspects of the child's identity. This includes name, nationality and family ties.

Article 9

Separation from parents

The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.

Article 10

Family reunification

Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child-parent relationship.

Article 11

Illicit transfer and non-return

The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.

Article 12

The child's opinion

The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

Article 13

Freedom of expression

The child has the right to express his or her views, obtain information, make ideas or information known, regardless of frontiers.

Article 14

Freedom of thought, conscience and religion

The State shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Article 15

Freedom of association

Children have a right to meet with others, and to join or form associations.

Article 16

Protection of privacy

Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.

Article 17

Access to appropriate information

The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.

Article 18

Parental responsibilities

Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising.

Article 19

Protection from abuse and neglect

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programmes for the prevention of abuse and the treatment of victims.

Article 20

Protection of a child without family

The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.

Article 21

Adoption

In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, and then only with the authorization of competent authorities, and safeguards for the child.

Article 22

Refugee children

Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to co-operate with competent organizations which provide such protection and assistance.

Article 23

Disabled children

A disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.

Article 24

Health and health services

The child has a right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventive health care, public health education and the reduction of infant mortality. They shall encourage international cooperation in this regard and strive to see that no child is deprived of access to effective health services.

Article 25

Periodic review of placement

A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.

Article 26

Social security

The child has the right to benefit from social security including social insurance.

Article 27

Standard of living

Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parents and their children.

Article 28

Education

The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity. The State shall engage in international co-operation to implement this right.

Article 29

Aims of education

Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

Article 30

Children of minorities or indigenous populations

Children of minority communities and indigenous populations have the right to enjoy their own culture and to practice their own religion and language.

Article 31

Leisure, recreation and cultural activities

The child has the right to leisure, play and participation in cultural and artistic activities.

Article 32

Child labour

The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.

Article 33

Drug abuse

Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.

Article 34

Sexual exploitation

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 35

Sale, trafficking and abduction

It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

Article 36

Other forms of exploitation

The child has the right to protection from all forms of exploitation prejudicial to any aspects of the child's welfare not covered in articles 32, 33, 34 and 35.

Article 37

Torture and deprivation of liberty

No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.

Article 38

Armed conflicts

States Parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international

Article 39

Rehabilitative care

The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.

Article 40

Administration of juvenile justice

A child in conflict with the law has the right to treatment which promotes the child's sense of dignity and worth, takes the child's age into account and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defence. Judicial proceedings and institutional placements shall be avoided wherever possible.

Article 41

Respect for higher standards

Wherever standards set in applicable national and international law relevant to the rights of the child that are higher than those in this Convention, the higher standard shall always apply.

Handout 4 Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

Excerpts from Methods of Combating Torture, Fact Sheet #4, UN Centre for Human Rights:

"Torture is a particularly serious violation of human rights and, as such, is strictly condemned by international law and, in particular, by the Universal Declaration of Human Rights, article 5, which states that, 'No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment'.

“To ensure adequate protection for all persons against such abuses, the United Nations has sought for many years to develop universally applicable standards. The Convention against Torture, which was adopted by the General Assembly of the United Nations on 10 December 1984, and many other relevant conventions, declarations and resolutions

adopted by the international community, clearly state that there may be no exception to the prohibition against torture.

“The Convention against Torture not only specifies that the States Parties will outlaw torture in their national legislation, but also notes explicitly that no order from a superior or exceptional circumstance may be invoked as a justification of torture... ”

Unofficial Summary

Article 1

Definition of torture: any act by which severe pain or suffering, physical or mental, is intentionally inflicted on a person for purposes such as obtaining information or a confession from him or another person, punishing, intimidating or coercing him or another person, or for any reason based on discrimination of any kind. For the purposes of this convention, such pain and suffering must be inflicted by or at the instigation of or with the acquiescence of a public official or someone acting in an official capacity. It does not include pain and suffering arising from lawful sanctions.

Article 2

Each State Party shall take effective legislative and other measures to prevent acts of torture. No circumstances of any kind, including war, may be invoked to justify torture. An order from a superior officer may not be invoked to justify torture.

Article 3

No State Party shall expel, return ("refouler") or extradite a person to another State where there are substantial grounds to believe he would be subjected to torture.

Article 4

Each State Party shall ensure that all acts of torture, attempts to commit torture, and complicity or participation in torture are offences punishable by law.

Article 5

Each State Party shall establish its jurisdiction over offenses relating to torture when they are committed in any territory under its jurisdiction, or on board a ship or aircraft registered in that State; when the alleged offender is a national of that State; and when the victim is a national of that State, if appropriate. Each State Party shall also establish its jurisdiction in cases where the alleged offender is in territory under its jurisdiction and it does not extradite him.

Article 6

Any State Party in whose territory a person alleged to have committed, attempted or participated in torture is present, shall take him into custody.

Article 7

The State Party, if it does not extradite the alleged offender, will submit the case to competent authorities for prosecution. The person shall be guaranteed fair treatment at all stages of the proceedings.

Article 8

Torture, attempted torture, or participation in torture shall be deemed extraditable offences in any extradition treaty existing between States Parties. This Convention may be considered a legal basis for extradition if no extradition treaty exists.

Article 9

States Parties shall provide each other with the greatest degree of judicial assistance possible in connection with cases of alleged torture and supply all of the evidence at their disposal.

Article 10

Each State Party shall ensure that education and information regarding the prohibition against torture are fully included in the training of civil and military law enforcement

personnel, medical personnel, public officials, and others involved in custody, interrogation, or treatment of any individual subjected to arrest, detention, or imprisonment.

Article 11

Each State Party shall review interrogation rules, instructions, methods and practices, as well as arrangements for the custody and treatment of persons subjected to any form of arrest, detention or imprisonment, with a view to preventing any cases of torture.

Article 12

Each State Party shall ensure that its authorities proceed with a prompt and impartial investigation wherever there is ground to believe that an act of torture has been committed in territory under its jurisdiction.

Article 13

Each State Party shall ensure that any individual who alleges he has been subjected to torture in any territory under its jurisdiction has the right to complain to, and to have his case promptly examined by, competent authorities.

Article 14

Each State Party shall ensure in its legal system that the victim of torture obtains redress and has an enforceable right to fair and adequate compensation. In the event of the death of the victim as a result of torture, his dependents shall be entitled to compensation.

Article 15

Each State Party shall ensure that any statement made as a result of torture shall not be used as evidence in any proceedings.

Article 16

Each State Party shall undertake to prevent other acts of cruel, inhuman or degrading treatment or punishment which do not amount to torture as defined in Article 1, when such acts are committed by or at the instigation of or with the consent or acquiescence of a public official or someone acting in official capacity.

Handout 5

Treaty Bodies

Monitoring Conventions

What are known as treaty bodies were created to monitor states, compliance with conventions.

Each convention thus establishes an international committee of experts who form the treaty body.

They monitor the status of implementation of the convention through reports submitted by state parties and information from national human rights institutions and civil society organizations like non-governmental organizations.

The treaty body after reviewing the status of compliance will issue what was called concluding observations/recommendations to remind and assist state parties in implementing their obligations.

The treaty bodies may consider individual communications, inter-state complaints, initiate inquiries and conduct investigations through country visit.

Below are seven human rights treaty bodies that monitor implementations of core international human rights treaties:

Human Rights Committee (HRC)

Committee on Economics, Social and Cultural Rights (CESCR)

Committee on Elimination of Racial Discrimination (CERD)

Committee on the Elimination of Discrimination against Women (CEDAW)

Committee against Torture (CAT)

Committee on Migrant Workers (CMW)

Committee on Rights of the Child

Discrimination (Stereotyping)

Objectives

Students will be able to:

- ✎ State what is exclusion / discrimination
- ✎ Accept differences in others.
- ✎ Relate the feelings of disabled students
- ✎ Discuss ways in which they can help others

Agenda

- ✎ Mask Your Differences (20 mins)
- ✎ They're all alike (20 mins)
- ✎ Spot the difference (20 mins)

Materials

- ✎ Each child brings an object (e.g., stone, photo, potato)

Overview

The given activities will enable students to examine the meaning and examples of stereotypes, prejudice and discrimination. Students will begin to understand how these factors impact human interactions and that discrimination based on any difference is wrong.

Background

What are some bases of discrimination?

All people have the right to be treated equally. Discrimination occurs when an individual, group or organization excludes, isolates, treats differently or deprives someone of rights based on a “personal characteristic”.

It is the act of excluding someone, denying them, for example, from work, access to public space, a service, or the freedom to exercise a right. It is based on prejudice and stereotypes, which are beliefs, ideas and preconceived notions about individuals or groups.

What is a stereotype?

A stereotype is a simplistic image, a cliché imposed on a group of people, an institution or on a culture. For example, “All blacks are good at sports.” Stereotypes are generally negative in nature. In contemporary society, stereotypes often incite racist and xenophobic attitudes and discriminatory behaviors.

In confronting stereotypes, point out the danger of encouraging their opposite. Insist that any grain of truth there may be in a stereotype is just that – a grain. Alternatively, ask the class about occasions on which they may have heard such expressions as “They’re all alike, aren’t they” or “That lot is all the same”.

What is prejudice?

Prejudice can be defined as a preconceived belief, opinion, idea, or judgment about a group or individual without further thought. In common usage, the term almost always denotes an unfavorable or hostile attitude toward other people by virtue of belonging to another social or ethnic group. Prejudice is based on stereotypes and generalizations made about groups of human beings.

Mask Your Differences (20 mins)

This game aims to show the beauty of diversity and the normalcy of all being similar. It teaches the children to accept, respect and tolerate diversity and difference as opposed to seeing it as something to be frowned upon. It creates dialogue to ponder about the wrongs of centric thought and behaviour. Each child is given a white paper plate as a mask with eyeholes and a paper napkin on the head. The children are asked to walk about looking around each other in silence. Then they are asked to decorate their individual masks with whatever design they like and then do the routine again. This time seeing different students wearing masks of different and individual designs.

When the exercise is complete, the children discuss the difference between the two experiences, exploring what it felt like when everyone looked the same; if anyone felt special or unique; if it was boring to look exactly alike. They can compare how it felt when they saw everyone's unique mask and how it was different from the first round. The goal of this exercise is to open up a discussion about differences in human culture: What makes us the same? What makes us different? This exercise celebrates difference and diversity and promulgates the view that discrimination based on any difference is wrong and simply baseless.




They're all alike (20mins)

Give each student a small stone or some other ordinary object, such as a potato, and ask them to become “friends” with it – really get to know it. Ask a few to introduce their “friend” to the class, and to tell a story about how old it is, whether it is sad or happy, or how it got its shape. They can write essays on the subject, songs or poems of praise. Then put all the items back in a box or bag and mix them up together. Tip them out and have the students find their “friend” from among the common lot.

Point out the obvious parallel: any group of people seem to be alike at first, but once you get to know them, they are all different, they all have life-histories and they are potentially all friends.

Spot the difference (20 mins)

Present the following statements:

-  I like doctors because they are always kind.
-  I like the fact that some doctors are kind to me.
-  Doctors are a kind lot.

Discuss which is the stereotype (No. 3), which is the prejudice (No. 1), and which is merely the statement of opinion (No. 2). Point out how all three statements (as mental

frames of reference) will make it harder to appreciate doctors not only as kind and caring people, but as cross and impatient ones too! Discuss how stereotype, prejudice and opinion predetermine attitudes.

Examples of some other stereotypical statements;

- ✖ Boys can't cook.
- ✖ Girls cannot climb.
- ✖ “*Kalhu kudhin*” (children with darker skin tone) are bad.

Feedback Forms

Write a sentence or few words that you learned from the activities.

Respect for Self and Others	
Enhancing Self-esteem	
Writing	
Respect for Self and Others	
Personal History Exercise	
Wheel of Feelings	
The Silver Lining If	

Extension	
Love Thy Neighbour as thyself	
History of Human Rights	
Understanding Human Rights	
UDHR	
Fred	
Extension History of Human Rights	
Right to adequate standard of living	
Mind mapping	

The Continuum of Living Standard	
Construction of a village	
Extension A clean environment for a good health	
Principles and type of Human Rights	
Rights	
Human Right Web	
Exploring Human Right Issues	

What I stand for	
Learning from real life stories	
Star Fish	
Extension Unjust situations	
Protecting Child Rights	
Child Rights Bingo	
Big people- little people	

International Human Rights Conventions	
Whip	
Convention Project	
Convention Presentation	
Extension Convention Monitoring Structure	
Discrimination (Stereotyping) Solving	
Mask Your Differences	
They're all alike	

Spot the difference	

Respect for self

Objectives

Students will be able to:

- ✍ Identify respectful behaviors and the impact of such behaviors Accept differences in others.
- ✍ Identify respectful behaviors and the impact of such behaviors.
- ✍ Evaluate their own beliefs regarding respect.

Agenda

- ✍ The tree of Self Esteem (20 mins)
- ✍ Creating Character (20 mins)
- ✍ Independent Practice (20 mins)
- ✍ Extension
- ✍ Evaluating Problems (30 mins)

Materials

- ✍ worksheets

Overview

Students will identify the positive qualities in one self and in others. They will understand that negative thinking will lead to low self-esteem. Through this session students will learn how to love the qualities in one self and gain self-confidence.

Background

Non

Activity Steps

The tree of Self Esteem (20 mins)

The teacher begins by introducing the concept of personal strengths and positive qualities by asking participants to mention qualities that they value in a good friend.

Since most of the students will know something about the teacher, an easy way to begin is for people to provide ideas of positive characteristics in the teacher.

The teacher can ask for suggestions and fill in the circles or the sheet (Self esteem tree) can be passed around for group members to fill in with positive qualities. Each student is encouraged to fill in one of the circles with a trait they like about themselves. Ideas can be as simple as “dresses neatly,” or “caring” or “good sense of humor.” One by one the Trees are completed for each student in the group. Students are encouraged to take the completed activity sheets as reminders of their positive qualities.

Discussion: When people are not feeling well or struggling with symptoms of negative thinking and other mental health issues, it is sometimes difficult to remember their good qualities. Likewise, children and adolescents having problems with behavioral problems or depression often feel bombarded with negative feedback from others and lose sight of their personal strengths. This activity seems so simple, yet it can have a profound impact on people who need to remind about their positive qualities.

Creating Character (20 mins)

- ✎ Distribute the Student Handout: *Sentence Starters - Respect* to each student. Ask students to individually think about the idea and the word “respect” as they complete the handout.
- ✎ Allow a few minutes for students to record their responses. Divide the class into pairs. In this “Pair-Share” exchange, each student should choose four or more completed sentences to share with his or her partner. Inform students that following the “Pair-Share” each student will briefly share with the whole class one of the ideas generated by his or her partner.
- ✎ After student pairs have completed sharing their ideas, quickly allow students to share with the whole class one idea about respect that their partner generated.
- ✎ Conduct a large class discussion based on student responses to the sentence starters using some or all of the following questions as a guide:

- ✍ Why is outwardly demonstrating respect important?
- ✍ In any given situation, who is affected by respect? Is the person demonstrating respect more affected than the person being respected?
- ✍ How are others who witness these events affected? For whom is demonstrating respect most important — those involved or those who witness an incident?
- ✍ What is the difference between respecting someone or something and fearing someone or something? Does this difference affect your behavior?
- ✍ When have you felt like someone disrespected you, someone you care about, or something you care about? What were the circumstances involved? What were the effects it had on you and the other people involved?

Independent Practice (20 mins)

Distribute the Student Handout: *Independent Practice - Respect*. Respond to each question by writing a few sentences that explain why you agree or disagree with each of the given statements.

Write a journal entry or reflection defining respect. You may want to consider the following questions as you begin to craft your response:

- ✍ What does the word “respect” mean to you?
- ✍ How do you exemplify respect in your life?
- ✍ How does respect differ from tolerance?
- ✍ How do disrespect, intolerance, prejudice, and discrimination differ from one another?
- ✍ Why is respect important in our world today?
- ✍ Who deserves respect but often does not receive it?
- ✍ Why is this the case?

Choose one of the following quotes and write a response to its author that explains why you either agree or disagree with the quote. In your response, reference your own

experiences, the experiences exemplified in the testimony clips viewed, and/or the outcomes and insights garnered from class activities and class discussions of respect.

No one can make you feel inferior without your consent.



Eleanor Roosevelt (Former First Lady)

We hate someone because we do not know them; and will not know them because we hate them.

— *Charles Caleb Colton (English writer)*

Extension

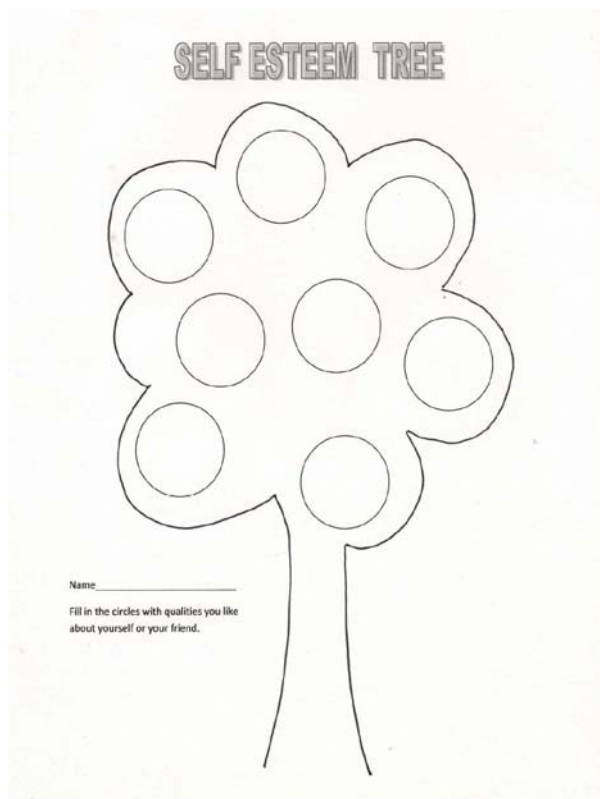
Evaluating Problems (30 mins)

-  In groups of three to five students, identify a campus problem caused by a lack of respect. Research the causes of the problem, the extent of the problem, and the impact of the problem. How many people does this problem affect? How are people affected? Does this problem cost the school money each year? How much? Why should people care about this problem? Brainstorm possible solutions to the problem. Who can solve this problem? What can students do to aid in this solution? Evaluate the alternatives discussed. Is there a solution that can be implemented? As a group, select the best alternative and propose a plan to combat this problem. Create a presentation describing the impact of the problem, the proposed solution, and the action plan for implementing the solution. Make sure to concentrate on investigating who needs to approve this action plan. Elect a set of student representatives to make a presentation to the appropriate governing body. Upon approval of the plan, create and implement a new program to improve respect on campus.
-  Have students write a letter to a person whom they respect and admire. The letters should reference why the student respects this person, the impact the person has had on the student, and the way in which the student would like to honor this person, if they could. Share the letters with the class. If possible, have

students send the letter to the person. As a class, track reactions and responses to the letter campaign.

- ✏ In small groups, create a “How to Respect” educational display or pamphlet for use either at school, with younger children, or in the community. Possible topics could include “How to Respect: the Environment, School Property, Parents and Family Members, School, the Public Library, etc.”

Worksheet and Materials



Sentence Starters: Respect

Complete the sentences below by filling in the blanks and finishing the sentences.

Name _____

1. The person I respect most is _____ because ...
2. My parents taught me to respect _____
I show respect to this person/place/thing/idea by doing ...
Respecting this person/place/thing/idea is important because ...
3. I demonstrate respect for my parents when I ...

4. I demonstrate respect for myself when I ...
5. I demonstrate respect for my heritage when I...
6. I demonstrate respect for my country when I ...
7. I demonstrate respect for my religion when I ...
8. I will teach my children to respect _____
I will teach them to show their respect by ...
It is important for children to show their respect because...
9. I wish people were more respectful of _____ because ...
10. When people do not respect _____ I feel _____ because ...
11. The character trait I respect most in a person is _____ because ...

Independent Practice (30 mins)

Respond to each statement by writing an explanation as to why you agree or disagree.

1. It is important to respect people who are older than you are.

I agree/disagree because:

2. When you do not respect your family heritage, you do not respect yourself.

I agree/disagree because:

3. It is important to respect your community.

I agree/disagree because:

4. Respecting yourself is more important than respecting others.

I agree/disagree because:

5. Students at this school are respectful.

I agree/disagree because:

Promoting Peace

Objectives

Students will be able to:

- ✚ Explore their inner selves and find peace within.
- ✚ Gain inner peace by letting go of all their grief and pain

Agenda

- ✚ Meditation on myself – a silent
 - journey (30 mins)
- ✚ The circles of life (30 mins)

Materials

- ✚ Cut out of circles for each students
- ✚ Pen/pencil

Overview

In this session students will be involved in some meditation exercise. They would be reflecting back into their lives and explore different aspects of their life.

Background

Peace promotes positive relations with others and with the environment. This implies the need to foster, maintain and develop hope, spirituality and optimism, a sense of belonging in local, national and global communities, cooperative and peaceful relations with others, and a sense of shared destiny and stewardship of the Earth. Peace applies to relationships between people and environments that have a regard for the spiritual dimension of life. Values such as honesty, sensitivity and empathy promote peaceful environments. They apply the value of peace by cooperating and interacting to resolve conflicts and practicing consensus decision making.

Reflection of Self – a silent journey (30 mins)

Ask the students to close eyes and sit in a comfortable position. Keep different areas of the class marked in different colours (Yellow, green, blue, red, black and white) When the teacher calls out a name of a colour the students can move to that particular area of the classroom. Students can either sit or lie down. They can close their eyes, if they want, and try to relax. Teacher will ask questions, but they are not to answer them verbally or enter into a discussion. The aim here is to think through the questions silently, relating them to their own life. The session may upset some students, something you must prepare for. Also allow time for a general debrief on how the students felt about the session – what they liked the most and the least, what they remember most vividly and what they will take with them from the experience.

Suggestion for teachers

Yellow –reflection on finding light inside ourselves. How peacefully do you relate to others?

Are you sometimes the light for others?

Think about how you can bring light to difficult situations. How can you find peace within and bring peace to others?

Green – the colour of nature. We all have a responsibility to the environment. And we must also be hopeful that even in the midst of difficulties there is something inside us that tells us that things will be all right.

Red – the colour of love. Who do you love the most?

Listen to your heart beating, when does your heart beat harder – so hard that you can feel it?

We give our love to some people freely but deprive others who may really need it. How can we learn to care for those who are not easy to love?

Black – the colour of transformation and inner strength. It means possibilities and potential. This is where students reflect on how we judge other people. Do you judge others very critically?

Are you especially critical if people are very different to you?

Do you find it hard to understand and like someone you perceive as different from yourself?

White – this is where participants reflect on how they love and respect themselves. It is said you cannot love others until you love yourself – how true is this for you?

Blue – this is where participants reflect on their good qualities and talents.

What inspires you? What makes you unique?

How do your qualities and talents affect others?

How do you use these qualities to help or serve others?

It is important to live peacefully with others and contribute to harmony in the world.

The circles of life (30 mins)

Find a quiet place where participants will not be disturbed and where they can reflect. This will help them to get into an introspective mood that will lead to reflecting how they feel at this moment, and drawing figures that represent their state of mind.

Introduce relaxing music or incense to stimulate their senses. Ask participants to draw a circle using a plate or compass, and mark the centre of their circle with a small dot.

Starting from the centre they can now fill the circle with ‘drawings’ – representative or abstract, marks, words, geometric shapes, etc., in any way they want.

When participants finish drawing, lead a reflection on how they feel now. Lead them to think about what each colour and shape represents for them and what they experienced while doing it. Explain to them that the “circle of life” is a representation of how we feel inside.

Encourage participants to take their “circle of life” home and put it where they can observe it often.

You can have this activity again after some weeks to allow participants to compare their “Circle of life” over a period of time and observe the changes within themselves.

Understanding United Nations

Objectives

Students will be able to:

- ✂ Understand the history, mission and basic operation of the United Nations
- ✂ To draw analogies between untangling the knot and solving global crisis
- ✂ To start thinking about the significance of UN charter

Agenda

- ✂ The human Knot (20 mins)
- ✂ Our class charter (25 min)
- ✂ Principle organs of UN (10 mins)

Materials

Resource paper on UN

- ✂ Resource paper on UN charter
- ✂ Class Charter sheet
- ✂ Organs of the United Nations Chart
- ✂ Discussion question sheet

Overview

This activity is designed to be conducted in two class periods. The first part provides students with an overview of the history, structure and accomplishments of the United Nations. Students review an overview of the institution and develop a brief presentation in a group activity following a set of discussion questions.

Background

Refer resource sheet.

The UN Charter is a set of rules that all members of the UN sign to ensure that countries cooperate and communicate well. The Charter helps countries avoid fighting and work together. It was signed by 51 countries in San Francisco, on June 4, 1945. It came into force on October 24, 1945 - what is now observed every year as UN Day.

Activity Steps

The Human Knot (20 mins)

Start by asking the students about United Nations? How many have heard of the United Nations? What's one thing the UN does? (Solicit several answers). Explain that the main purpose of the UN (Ref resource sheet).

- ✎ Why is war something that should be stopped? What are some countries who are fighting or have fought wars?
- ✎ Divide the students into '**country**' groups of 8-10 students, using their answers.
- ✎ Have the groups stand in circles, shoulder to shoulder, facing inwards.
- ✎ Tell each student to extend their right hand and clasp someone else's hand.
- ✎ Tell each student to do the same with their left hand.
- ✎ Make sure each student is holding the hands of two different people.

- ✎ Tell the students that they must untangle the knots to form circles.
- ✎ Remind them that they cannot let go of either hand they are holding.
- ✎ Watch the groups to ensure safety, but offer help only if really needed.
- ✎ If one group finishes early, ask them to offer help to the other groups.
- ✎ Stop the activity after 10 minutes, whether the groups are untangled or not.
- ✎ Have the students sit in a circle so that everyone can see each other. Introduce the unit and talk about the purpose of the programme, to teach about the UN and global issues.
- ✎ Ask the student groups how they were able to untangle the knot? What worked and what did not? What were some of the things that needed to be done to reach the solution? Direct the discussion so that it focuses on the importance of other people's ideas and choices, listening to people's opinions, reaching consensus, cooperating, being organized, and helping each other.
- ✎ What would you do differently if you had to do the activity again?
- ✎ Explain that all the countries in the world are like the students in the human knot. They are each independent, but at the same time they are each connected.

After the Second World War, a group of countries decided that the only way to untangle all the knots in the world was to get together and use the same skills that the students needed to untangle themselves: communication, cooperation, and organization.

Our class charter (25 mins)

Introduce UN charter (see resource paper on UN charter).

- ✂ Distribute a copy of the Class Charter sheet to each student (Our Class Charter" in Material Section).
- ✂ Brainstorm on things which cause arguments and fights at school. What can be done to achieve a peaceful friendly school environment?
- ✂ Explain that they are going to make a Charter for their class - a set of five rules that will help them work together. Solicit ideas for different rules, then get the students to vote for their favorite one (only one vote each). Compile a list of the top five. Get everyone to write these rules on their own Charters. Display the final charter in the class room.
- ✂ Explain that all member countries come to the UN and meet in the General Assembly to discuss and decide on any issue of international concern. Explain that according to one of the rules in the UN Charter all countries are equal, so each gets one vote, and decisions are made by a majority - just like the way they discussed and decided on their Class Charter. Show them the similarities between their Charter and the UN Charter, and tell them they have to work to follow their Charter for the rest of the year.

Principle organs of UN (15 mins)

Divide the students into 5 groups and distribute the "Organs of the United Nations" Chart (Resource Section) to each group. Explain that the General Assembly meets in New York, where the UN headquarters are located. It works in six official languages.

- What are they? (English, French, Spanish, Arabic, Chinese, Russian). Explain that the General Assembly is just one part of the UN - it is like its heart, because it is central and it keeps everything beating and circulating. But just like the human body, the UN has other important organs (See Resource Section)
- What are some of the organs in the body? (facilitator draws organs of the body roughly on the board, example, heart, lungs, liver, brain)

Ask: What does the brain do?(Elicit responses and explain as follows).
The Security Council is like the brain because it is in charge of maintaining international peace and security and is able to call the UN into action against an aggressive country. The Security Council has 15 members, 5 of which are permanent (US, UK, Russia, France and China). For the Security Council to pass a resolution, there must be a majority vote, but if any one of the five permanent members votes against it, the resolution is not passed. This is called "the veto."

Ask: What does the liver do? (Elicit responses and explain as follows)
The International Court of Justice (ICJ) is like the liver because it removes wastes and poisons from circulation by solving arguments that countries bring to it. It has 15 judges, from 15 different countries, and sits in The Hague, in the Netherlands. It works on disputes between countries only, not between people.

Ask: What does the stomach do? (Elicit responses and explain as follows)
The Economic and Social Council (ECOSOC) is like the stomach because it takes in the world's problems (problems of population, drugs, crime, environment, trade, etc) and digests them, figuring out ways to deal with them. It has 54 members and many specialized agencies and programmes to help it deal with all its work

Ask: What does the appendix do? (Elicit responses and explain as follows)
The Trusteeship Council is like the appendix because it no longer has a function - it used to take care of countries that hadn't received their independence.

Ask: What does the skin do? (Elicit responses and explain as follows)
The Secretariat is like the skin because it covers the whole organization. It is the external part of the UN, carrying out the day-to-day operations, protecting the organs, and representing the organization. It is made of a staff of almost 10,000 from 170 different countries. These are called international civil servants. The Secretariat, and the UN in general, is led by the Secretary-General.

Understanding United Nations

Procedure:

- ✍ Have students read the handout "Background on the U.N." prior to beginning of the activity.
- ✍ During the class, divide students into three groups and hand out the discussion questions relevant to each group.
- ✍ Have students discuss questions on their section and construct a brief presentation for the entire class.
- ✍ Have students present their findings to the class.

Worksheet and Materials

Our Class Charter

1. _____
2. _____
3. _____
4. _____
5. _____

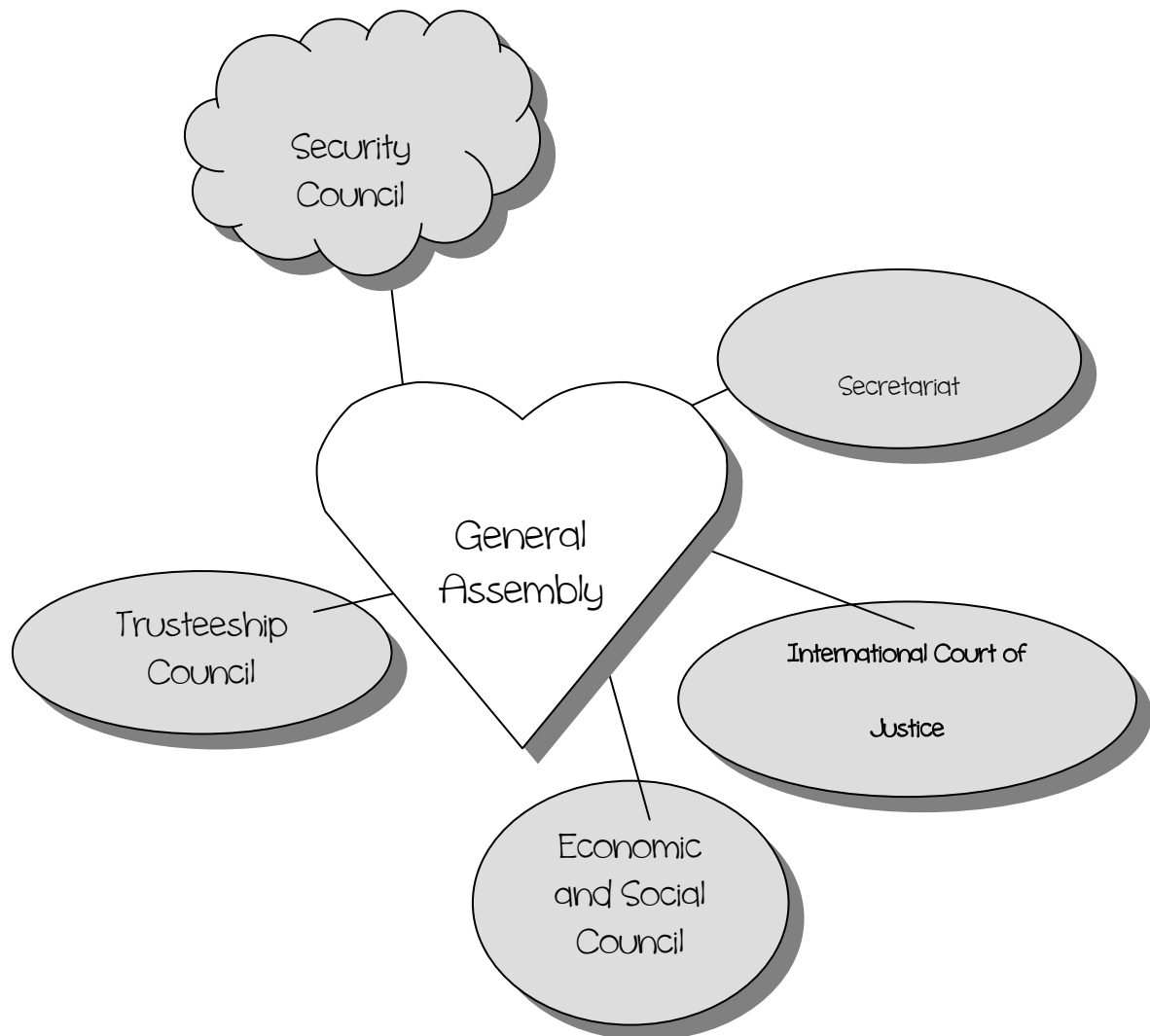


New School Rules

Due to several problems in this school, from now on:

- ✖ School will start at 7:30 AM and end at 6:00 PM. There will be no breaks or Lunch Hour.
- ✖ Teachers may hit or slap students if they think it is necessary.
- ✖ Students will no longer be called by their names, but instead by a number that their teacher will give them.
- ✖ Students must pay a daily School Fee of RF25.00.
- ✖ Students must only work and play alone.
- ✖ Students may not miss a day of school, even if they are sick.
- ✖ Any student heard speaking any language other than English will be punished.
- ✖ Students may not disagree with the teacher
- ✖ During the school year, students are not allowed to live with their parents, except on weekends.
- ✖ The students may not disagree with the teacher.
- ✖ On week-ends, girls will walk home with their luggage, while boys take a school bus.

Organs of the United Nations



Resource sheet-Student Handout

Background on the United Nations

The United Nations is an international organization of independent countries. These countries have joined together to work for world peace and against poverty and injustice. The UN was established as a result of a conference in San Francisco in June 1945 by 51 countries committed to preserving peace through international cooperation and collective security.

The UN is not a world government, and it does not make laws. It does, however, provide the means to help resolve international conflicts and formulate policies on matters affecting us all. At the UN, all the Member States - large and small, rich and poor, with differing political views and social systems - have a voice and vote in this process.

The UN has four main purposes, as stated in its Charter:

1. To keep peace throughout the world;
2. To develop friendly relations among nations;
3. To help improve living conditions of poor people and encourage respect for each other's rights and freedoms; and
4. To be a centre for helping nations achieve these goals.

Currently, there are 194 member countries with different social, political, and economic systems. These countries agree to peacefully settle disputes, refrain from threatening or using force against each other, and refuse to help other nations that oppose the U.N.'s mission.

Headquartered in New York City, the U.N. is a separate and independent entity with its own flag, post office and postage stamps, and its buildings sit on international territory. Six official languages are used at the U.N. –Arabic, Chinese, English, French, Russian, and Spanish.

Creation of the United Nations

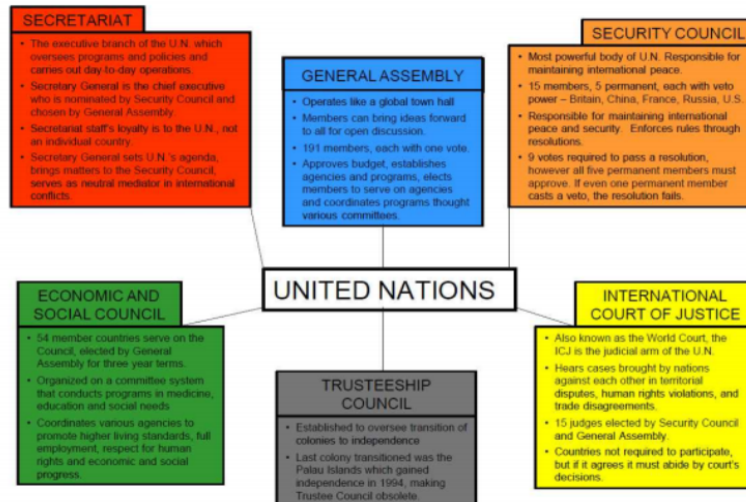
The creation of the U.N. resulted from a long history to promote international cooperation. Nineteenth century European philosophers and statesmen like Immanuel Kant had proposed a federation of nations dedicated to protecting the rights of smaller countries caught up in struggles between larger ones. The federation would punish any nation that committed an act of aggression against another. This idea became a reality after World War I with the establishment of the League of Nations. The League was the

brain-child of U.S. President Woodrow Wilson and some of the victorious European powers. During its operation from 1920 and 1946 it enjoyed a few notable successes but ultimately faltered when it couldn't prevent World War II. It suffered from two major flaws: 1) several of the world's most powerful and influential countries were not members, including the United States; 2) The League required unanimous agreement to oppose aggression. If any member disagreed, the League was powerless to act. Thus, when Germany, Italy, and Japan took military action against fellow members of the League in the late 1930s, they would not agree to take action against themselves to stop their aggression. In the end, the League failed in its primary mission to prevent another world war.

While fighting the Axis powers of Germany, Italy, and Japan during World War II, United States President, Franklin Roosevelt, British Prime Minister Winston Churchill, and Soviet Premier Joseph Stalin met several times between 1941 and 1945 to develop an international peacekeeping organization with the goal of preventing future wars on the scale of World War II. In April of 1945, even before the war was officially over, representatives from 50 countries met in San Francisco to create the charter for the United Nations. Similar to the League of Nations, the U.N. was created to promote international peace and prevent another world war. To avoid the structural failures of the League, the U.N. founders gathered the support of the world's most powerful nations. U.S. participation was secured when the U.N. headquarters were located in New York City. To provide enough power to impose and enforce its will, a security council was developed with authority to take action against aggressor nations. To reassure powerful nations that their sovereignty would not be threatened, the U.N. provided veto authority over its actions. The five victors of World War II – the U.S., Britain, France, the Soviet Union (which Russia gained at the break up of the U.S.S.R.) and China – received this veto power. A veto provides any one of the five permanent Security Council members the authority to reject any U.N. resolution.

Structure and operation of UN (diagram)

The Structure and operation of the United Nations



Accomplishments of the United Nations:

During its 60-year history, the U.N. has achieved many remarkable accomplishments in fulfilling its goals. The U.N. has peacefully negotiated 172 peace settlements that have ended regional conflicts and is credited with participation in over 300 international treaties on topics as varied as human rights conventions to agreements on the use of outer space and the oceans.

The U.N. has been involved in every major war and international crisis since its inception and has served as a catalyst for the prevention of others. It authorized the international coalitions that fought in the Korean War (1950-53) and the Persian Gulf War (1991). It provided a forum for mediation in the Arab-Israeli conflict resulting in numerous peace accords and keeping the conflict localized to the Middle East. During the Cuban Missile Crisis in 1962, the U.N. was used as a podium by the United States to challenge the Soviet Union's placement of nuclear missiles in Cuba. The embarrassment of public indictment was instrumental in forcing the Soviets to remove the missiles. U.N. military forces (provided by member states) have conducted over 35 peacekeeping missions providing security and reducing armed conflict. In 1988, the U.N. Peace-Keeping Forces

received the Nobel Prize for Peace. The U.N. has also set up war crimes tribunals to try war criminals in the former Yugoslavia and Rwanda.

The U.N. has also made great strides in raising the consciousness of human rights beginning with the “Universal Declaration of Human Rights” adopted by the General Assembly in 1948. The U.N. Commission on Human Rights through its investigations and technical assistance in promoting free and fair elections has helped many countries in the transition to democracy. The U.N.’s intense attention to specific human rights abuses helped end apartheid in South Africa. In its humanitarian efforts, more than 30 million refugees fleeing war, persecution, or famine have received aid from the U.N. High Commissioner for Refugees. The International Court of Justice has helped settle numerous international disputes involving territorial issues, hostage-taking and economic rights.

Since the end of the Cold War, the U.N. has become increasingly involved in providing humanitarian assistance and promoting improvements in the health of the world’s peoples. In addition to providing relief for humanitarian crises caused by international conflicts, the U.N. can also respond to emergencies caused by natural disasters such as floods and hurricanes. On a proactive level, the World Health Organization (WHO) and other U.N. affiliated groups have eliminated smallpox and are actively pursuing a battle against AIDS, tuberculosis, and malaria around the world. The WHO played a significant role in diagnosing and containing the spread of severe acute respiratory syndrome (SARS) in 2003. U.N. programs, like the United Nations Children’s Fund (UNICEF) have saved and enriched the lives of the world’s children through immunization programs for polio, tetanus, measles, whooping cough, diphtheria and tuberculosis. The lives of over 3 million children a year have been saved. The U.N. operates under the principle that promoting economic and social development will help bring about lasting world peace. The United Nations Development Program provides economic assistance through expert advice, training, and limited equipment to developing countries. The U.N. Development Program coordinates all the U.N. efforts in developing nations and has had success in part because it is not perceived as an outside group threatening a developing countries’ authority or degenerating it to colonial rule. In addition to promoting workers rights and

the right to organize and bargain for better pay and working conditions, the U.N. has also played a significant role in improving agricultural techniques and increasing crop yields in Asia, Africa and South America. The U.N. has also helped developing nations obtain funding projects through the International Bank for Reconstruction and Development, also known as the World Bank. A related U.N. agency, the International Monetary Fund (IMF) promotes international cooperation on monetary issues and encourages stable exchange rates among nations.

Sources: Wikipedia Encyclopedia:

http://en.wikipedia.org/wiki/History_of_the_United_Nations Encarta Encyclopedia:

http://encarta.msn.com/encyclopedia_761564986/United_Nations.html

Resource paper- Discussion Questions on the Background of the United Nations:

Basic Facts and the Creation of the U.N.

1. What is the mission of the U.N.?
2. To accomplish its mission, what do member countries agree to do?
3. What was one of the earlier attempts to create an institution to promote international cooperation?
4. Describe the two flaws this institution suffered from and explain how these ultimately led to its failure.
5. Discuss some of the main events of World War II. How did these experiences rekindle the idea of establishing a world organization dedicated to world peace and international cooperation?
6. How did the founders of the United Nations try to avoid the failures of the League of Nations? Explain how these actions would avoid the problems encountered by the League.



The Structure and Operation of the U.N.

1. Identify and briefly describe the function of the six bodies of the United Nations.
2. Identify the legislative, executive, and judicial operations contained in these bodies.
3. Explain the different ways the United Nations operates on democratic principles such as rule of law, due process, separation of powers, and majority rule.
4. Why can it be said that the Security Council does not operate as a democracy?
5. What kind of occupational skills would someone need to be a staff member or a diplomat at the U.N.?
6. Explain how each of the six bodies helps the U.N. achieve its mission.

Accomplishments of the U.N.

1. List the four areas of accomplishment described in the reading on the U.N.
2. Describe the different types of military action the U.N. has taken in its history.
3. Explain how this use of military action is in keeping with the U.N.'s mission and goals?
4. What efforts has the U.N. made in protecting human rights? In what ways has the U.N. extended these efforts in the other areas of accomplishment described in the reading?
5. Describe the areas where the U.N. has made improvements in the health of people in the world. Why has the end of the Cold War made it easier for this to happen?
6. Describe how the U.N.'s Development Program has provided both economic/agricultural assistance and promoted workers' rights in countries it has worked in. Why has this agency been successful in gaining the trust of developing countries?

Constitution of the Maldives

Objectives

Students will be able to:

- ✚ Gain in-depth understanding of the rights stated in the Maldives constitution
- ✚ Develop individual decision making skills
- ✚ Discuss how courts protect our rights

Agenda

- ✚ What are the rights? (10 mins)
- ✚ The Invaders: A Constitutional Rights Activity (25 mins)
- ✚ Rights Bulletin (25 mins)

Materials

- ✚ Handouts A
- ✚ Markers.
- ✚ Flip chart
- ✚ Bristol board
- ✚ different colours

Overview

The session introduces students to the rights guaranteed under the Maldives Constitution. Using a hypothetical scenario, participants evaluate the importance of rights.

Background

Human rights help to protect all people everywhere from severe political, legal, and social abuses. Examples of human rights are the right to a fair trial when charged with a crime, the right not to be tortured, the right to not to be discriminated. There are certain rights (53) ensured by the state in the constitution (2008), second chapter. The first constitution in the Maldives was developed in, 1932 during the rule Sultan Mohamed Shamsudheen III. On June 26, 2008, the Special Majlis headed by Gasim Ibrahim,

approved the last of the amendments and corrections of the draft constitution. The Constitution was passed with a majority of 67 votes.

Activity step

What are the rights? (10 mins)

- ✍ Ask students, “What is a right?” Have students respond verbally.
- ✍ Continue by asking students where our rights are listed and why we have them. (Maldives Constitution) Discuss with students the purposes of a Constitution and who/what the Constitution protects us from.

The Invaders: A Constitutional Rights Activity (25 mins)

- ✍ Distribute Handout A. Review each right listed. (These are some but not all of the rights.) Elicit discussion from students about the meaning of each right.
- ✍ Create a scenario. Tell students that their lives are about to change. It is the year 2030 and they are living happy, productive lives. They turn on their televisions to hear a news report that our country is being invaded. The invaders feel we have too many rights in this country that we don’t even appreciate or understand. They are demanding that we decide which rights we will give up.
- ✍ Using Handout A, (Rights from chapter, constitution) each participant must select 5 rights they want to keep by checking off the blank next to the right. If they choose not to do this task, the invaders will select the rights to keep. Instruct students to make their own individual decisions, and not to discuss with others.
- ✍ Next, put students in groups of five and have each group come to a consensus as a group on which 5 rights they would keep. Each group will make a decision for the entire country.
- ✍ Give the participants 10-15 minutes to reach their decision. Provide one sheet (Handout A) for each group to enter their decisions on.

- ✍ Have a spokesperson from each group come to the front of the room to report on their group's decision. The teacher should tally responses on a chart/board.
- ✍ Debrief to balance out the importance of the rights, which were not selected. For example, if students chose freedom of speech but not assembly, let them know they will be speaking to themselves because they cannot assemble as a group, etc.
- ✍ As time permits, discuss with students how the courts protect our constitutional rights.
- ✍ What role do the courts play in protecting our rights?

Rights Bulletin (25 mins)

Divide the class into four groups. Provide each group with markers, Bristol boards. Ask the groups to choose information from the constitution to design a bulletin board display explaining the articles in their own words.

Right to freedom of speech/right not to be discriminated

Right to vote/right to education

Right to life/right to work

Economic and social rights

Students can answer the following questions when developing the news bulletin.

What right(s) does the article protect?'

Which groups in society would benefit most from this article?'

Give examples of countries where these articles are not fully respected. (if possible)

Why is this article important to you?' (Students)



Note: Teacher can choose rights according to her/his preference or let the students choose rights from constitution according to their preference. Students can do this activity in Dhivehi language

Worksheet and materials

Handout A

Rights under the Maldives Constitution

- ✎ Right to freedom of thought and the freedom to communicate opinions.
- ✎ Right to freedom of the press, and other means of communication, including the right to espouse, disseminate and publish news, information, views and ideas.
- ✎ Right to freedom of peaceful assembly without prior permission of the State.
- ✎ Right to protect one's reputation and good name.
- ✎ Children and young people are entitled to special protection and special assistance from the family, the community and the State.
- ✎ Primary and secondary education shall be freely provided by the State.
- ✎ Everyone has the right to education without discrimination of any kind.
- ✎ In serious criminal cases, the State shall provide a lawyer for an accused person who cannot afford to engage one.
- ✎ Freedom to enter, remain in and leave the Maldives, and to travel within the Maldives.
- ✎ No one shall be held in slavery or servitude, or be required to perform forced labour.

Source: adapted from http://www.justiceteaching.org/lesson_plans.shtml

Human Rights and Environment

Objectives

Students will be able to:

- ✍ Identify basic needs for survival
- ✍ Recognize development activities taking place in the community and the positive and negative impacts of those activities.
- ✍ List down the rights affected due to the damage to environment

Agenda

- ✍ Our natural Resources (30 mins)
- ✍ Project work (30 mins)

Materials

- ✍ Magazines, news papers, news clippings from internet

Background

Likely impacts for Maldives by climate change are:

- ✍ Sea level rise causing permanent flooding,
- ✍ Sea surges, and erosion;
- ✍ Increase in sea and surface temperatures causing changes to island and marine ecosystems;
- ✍ Extreme weather events, such as severe storms and cyclones causing high waves, winds, and sea surges; and changes in precipitation, which can increase the effects of sea level rise.

Climate impact	<ul style="list-style-type: none"> • flooding, sea surges, erosion, salination of land and water • drowning, injury
Human Impact	<ul style="list-style-type: none"> • Loss of land, • Loss of life • lack of clean water, diseases • damage to coastal infra structure, homes and property
Rights affected	<ul style="list-style-type: none"> • Self determination (ICCPR; ICESCR, 1) ; Life (ICCPR, 6) ; Health (ICESCR, 12) ; Water (CEDAW, 14; ICRC, 24) Means of subsistence (ICESCR, 1) ; Standard of living (ICESCR, 12) ; Adequate housing ; Culture (ICCPR, 27) ; Property (UDHR, 17)

Climate impact	<ul style="list-style-type: none"> • Change in disease vectors; Coral bleaching; Impact on fisheries
Human Impact	<ul style="list-style-type: none"> • Spread of disease; • Change in traditional fishing livelihood and commercial fishing; • Threat to tourism, lost coral and fish diversity
Rights affected	<ul style="list-style-type: none"> • Life (ICCPR,6) • Health (ICESCR, 12) • Means of subsistence (ICESCR, 1) • Adequate standard of living (ICESCR, 12)

Climate impact	<ul style="list-style-type: none"> • Change in disease vectors • Erosion
Human Impact	<ul style="list-style-type: none"> • Outbreak of disease • Depletion of agricultural soils • Flooding
Rights affected	<ul style="list-style-type: none"> • Life (ICCPR,6) • Health (ICESCR, 12) • Means of subsistence (ICESCR, 1)

Our Natural Resources (30 mins)

Divide the children into groups of 4 – 5. Ask each group to consider the following questions and come up with their answers. Each group is to nominate a person to be the presenter.

1. What natural resources do you have in your community? (Most will mention water, fruits, vegetables, oil) ask them to list only a few.



2. How do you use these natural resources? (Most will mention food, shelter, drinking). When summarizing this activity, make sure you emphasize that the uses they have identified are important for survival; these resources are used to satisfy our basic needs and wants.
3. What are some developmental activities taking place in your area or in any other island you know about? Do these activities have any effect on the environment and the lives of people in the community? If so, list some of the effects.

Ask students to list other rights affected by damages to environment.

Project Work (30 mins)

Refer to magazines and newspapers and the internet for stories that are related to environmental issues. Make a list of issues arising from the situation in the stories.

War, Peace and Rights

Objectives

Students will be able to:

- ✂ To reflect on their lives, who they are, and about their relationships with others and their environment.
- ✂ To reflect on the impact of conflict in the world and what values are needed by everyone to help build a better world.
- ✂ To manage feelings and emotions by letting go of grief and pain
- ✂ Find solutions to in situations where there is a lack of respect and understanding.

Agenda

- ✂ Why does it hurt me? (15 mins)
- ✂ Peace news (30 mins)
- ✂ Conflict Transformation (15 mins)

Extension

- ✂ One thousand paper cranes (45 mins)
- ✂ Peace prayers (15 - 20 mins)

Materials

- ✂ Peace news cards
- ✂ Flipcharts, pens, postcards, magazines, newspapers, glue; gather as many materials as you think you might need.
- ✂ Conflict transformation information card
- ✂ Recorded music

Overview

Students will explore how their attitude, words and behavior might have an impact on others lives. Students will also be involved in some activities where they will reflect into their lives and think of how to bring a positive change to the world.

Implementation Option

The activities under this topic can be carried out for 3- 4 weeks.

Activity steps

Why does it hurt me? (15 mins)

Tell students that this is a meditation activity about things that have caused them pain, and about the pain that they may have caused others. You are going to try to help them find reconciliation and inner peace.

Start by reflecting on the damage we can cause to others by our words, our attitudes and our behaviour. Appropriate comparisons are the damage done to a wall when we smash it with hammers and make holes in it, and how difficult it is to repair those holes so that the wall is again smooth and solid. Or crumple a sheet of paper in your hand and give it to a student to try to smoothen it out.

Explain how our attitudes, behaviour and words can also open holes in our relationships, holes that cannot easily be filled in. Likewise, people can make holes in our hearts that are difficult to fill. Our hearts feel empty when they have holes and this emptiness need to be filled with forgiveness and reconciliation.

After your reflection, either have the following questions ready on a flip chart, or written on a paper to distribute to the participants. The questions are intended to help the students meditate about what is causing them grief and pain. Let the students reflect on the questions provided.

- ✎ How do you feel inside? What are the feelings that cause you pain and anguish?
- ✎ Are those feelings physical? Emotional? Describe them.
- ✎ Do you want to continue feeling like this? Are those feelings hurting you and no one else? Do you want to continue wasting your energy in nurturing those painful feelings?
- ✎ Do you imagine how happy you will be if you could fill those holes in your heart? Do you imagine how your life will be if you let the pain out? Can you do it now?
- ✎ Close your eyes and think about your life without those feelings and thoughts. Think of yourself in a peaceful place. Now let those hurting feelings go.

- ✂ You are the only one who can 'heal' your heart and the only one who can bring peace to your soul. Forgive yourself. Forgiveness does not mean reconciliation but prepares you to face the situation with an attitude of reconciliation.

Peace news (30 mins)

Ask students to split into groups of four or five. Give each group a Peace news card. Tell them that they have to come up with a solution and report on it as if it was a headline story in a TV news bulletin.

Each group has thirty minutes to find a solution and prepare their news bulletin. Ask them to enact the situation or interview the people involved and report the solution.

Have a discussion following each news bulletin. Some of the questions can be:

- ✂ Are there other possible solutions to the given situation?
- ✂ What if the situation were aggravated by ...?
- ✂ Is the proposed solution not violating the rights of others?
- ✂ What would you do if you were in this situation?
- ✂ How can people reconcile?
- ✂ Is reconciliation important to bring peace to the world?

Get the participants to exercise their minds and think freely about the solutions by encouraging innovative ideas and controversy. Encourage them to think about peaceful solutions that do not hurt other people.

Ask participants to view the events through a right, respect and responsibility perspective.

Whose rights are being abused? Whose rights are being met? Are people respecting each other? Does the solution see people taking responsibility for themselves and for others? Are they protecting the rights of other people?



Conflict Transformation (15 mins)

Conclude the session using the 12 Skills for Conflict Transformation table (see worksheets and materials), to reflect with the participants on possible ways to transform conflicts. For example, explain to the participants how mediation could help bringing understanding among the parties involved in a conflict. Ask them if they have ever been mediators in a conflict or if they have experienced a situation where others have to mediate. Discuss with them how by, for example, expressing their rights they can get into win-win situations or how by being soft with people and hard with the problem, peaceful negotiations can be achieved.

Extensions

One thousand paper cranes (45 mins)

Objective: To reflect on the global impact of lacking mutual understanding and for participants to make concrete symbols of peace.

Materials: Origami paper or paper cut in squares of about 20 x 20 cm. Instructions on how to make the cranes can be found in worksheet and materials section. You may also want to read about the World Peace Project for Children at www.sadako.org

Activity

Tell participants the story of Sadako.

The Story of Sadako

The paper crane has become an international symbol of peace as a result of the story of a young Japanese girl named Sadako Sasaki, who was born in 1943. Sadako was 2 years old when the atom bomb was dropped on Hiroshima, Japan on 6 August 1945. As she grew up, Sadako was a courageous, strong, athletic girl. However, in 1955, when she was 11 years old, while practising for a big race, she became dizzy and fell to the ground. Sadako was diagnosed with leukaemia, a cancer often called 'the atom bomb' disease.

Sadako's best friend told her of an old Japanese legend which said that anyone who folds a thousand paper cranes would be granted a wish. Sadako hoped that the gods would grant her a wish to get well so that she could run again. She started to work on the paper cranes and completed over 1000 before dying on October 25, 1955 at the age of twelve.

Inspired by her courage and strength, Sadako's friends and classmates put together a book of her letters and published it. They began to dream of building a monument to Sadako and all of the children killed by the atom bomb. Young people all over Japan helped collect money for the project.

In 1958, a statue of Sadako holding a golden crane was unveiled in Hiroshima Peace Park.

The children also made a wish which is inscribed at the bottom of the statue and reads:

"This is our cry; this is our prayer, peace in the world."

Today, people all over the world fold paper cranes and send them to Sadako's monument in Hiroshima.

Have a discussion about how violence and conflicts between people and countries affect innocent people. Draw conclusions about the importance of promoting peace and mutual understanding. Discuss how Sadako's story helps create awareness of the importance of learning how to live together in respect and dignity.

Give the participants paper and teach them to make their own cranes. Allow time to write their own prayer for peace on the paper before making the cranes. Encourage them to think about the story of Sadako and the effects of the nuclear disaster in Hiroshima.

Conclude your activity with a moment of silence for peace in the world, for the victims of war and the lack of understanding between people and nations.

Though this activity can be conducted at any time, it is especially appropriate around 6 August, to coincide with the annual commemoration for victims of the nuclear attacks on Hiroshima and Nagasaki.

Diminishing islands

Spread pages of newspaper on the floor with gaps between them. Start with many pages of newspapers. Each page represents an island. Play some music and ask the participants to walk around the islands without stepping on them. Instruct them to step onto an island whenever the music stops. Periodically stop the music.

Remove one island every time you start playing the music again, so that the number of islands gradually diminished and each becomes more crowded. Eventually, there will not be space for all participants; those who cannot get onto an island will be out of the game. Play the game until there is only one island left and most of the participants are out of the game.

Debrief the activity

When the game is finished, discuss with the participants what happened. These are some questions you could ask:

What happened when there were fewer islands?

How did people react?

How did you feel when you could not get on an island and were out of the game?

How did you protect your own space?

Did you help others?

Is this similar to what happens in real life?

Relate the game to real situations and have a discussion with the participants about resources and the causes of conflicts. Tell participants that conflicts are normal but that they can become violent when people fail to share, cooperate and be in solidarity with others. We tend to solve conflicts by thinking only of ourselves, but what about working together to transform situations so that there are no losers?



Peace prayers (15 – 20 mins)

Teachers plays soft music and let the children hear the peace paryers.

The way to divinity

If anyone speaks ill of you,

Praise them always.

If anyone injures you,

Serve them nicely.

If anyone persecutes you,

Help them in all possible ways.

You will attain

immense strength.

You will control anger and pride.

You will enjoy

peace, poise, and serenity.

You will become divine.

"I wondered why somebody didn't do something for peace, and then I realized that I am somebody."

12 Skills for Conflict Transformation

WIN-WIN	CREATIVE ANSWERS	UNDERSTANDING
Going back to the needs <ul style="list-style-type: none">> Explore opportunities of mutual benefit	Conflict as an opportunity <ul style="list-style-type: none">> Importance of change> Development of opportunities	How is it seen from the other side? <ul style="list-style-type: none">> Listen to motives, needs and interests
Assertiveness <ul style="list-style-type: none">> Get to know my rights> Express my rights correctly	Creative Power <ul style="list-style-type: none">> We do it better together> Differences between power over and power with	Dealing with emotions <ul style="list-style-type: none">> No indulgences> Do not refuse> Create enriching relations
Willing to solve problems <ul style="list-style-type: none">> What glasses I am wearing> Understanding my own motivations	Map out the conflict <ul style="list-style-type: none">> What are the needs?> What are the interests?> Understanding the context	Develop options <ul style="list-style-type: none">> New alternatives for better solutions> Develop many ideas
Negotiation skills <ul style="list-style-type: none">> Hard with problems, soft with people> Prepare agreements	Wide perspective and tolerance <ul style="list-style-type: none">> Solutions that show all points of view> Creative balance> Wide agreements	Mediation <ul style="list-style-type: none">> Promote a safe learning environment> Find and use a neutral agent

Peace News Cards

These cards are to be used with the Peace News activity. The purpose of the cards are to describe situations involving a lack of respect or/and discrimination, to which the students have to explore positive solutions. Students have to report on their solution as if it was a headline story in a TV news bulletin. They will present the headline news by enacting the situation and/or interviewing the people involved.

You can write your own peace news cards about situations related to issues in your city or neighborhood.

Peace news cards 1

35% of the populations in your city are immigrants. A couple of weeks ago some violent incidents took place among immigrants and local people.

Three immigrant kids from a neighbourhood in your city were caught stealing a bag in a shop. Local people uprose saying that it has not been the first time this happened and that they don't want immigrants living in their neighbourhood anymore.

There have been tensions between local people and immigrants that have led to violent confrontations. Local people asked the government to move the immigrants to another place and let them have their own neighbourhood. They argued that the level of insecurity and criminality has increased in their neighbourhood since more immigrants have arrived.

Immigrants complained that they are discriminated against and it's not easy for them to get jobs and be integrated into society. They have been protesting in front of the city town every day during the last week.

The government has found a solution, and it is headline news ...

Peace news cards 2

Three new kids have arrived to your school. They come from another country and have different religious beliefs than the other students. Their parents have complained to the school that the food provided in the cafeteria for lunch does not meet the vegetarian requirements of their children's diet.

They asked the school to provide a vegetarian choice. However, the director of the school did not accept, arguing that it is more expensive for the school to provide a different kind of meal for just three kids and there was not any budget allocated for that purpose. He proposed the kids should bring their own meal from home.

The family accused the school of discriminatory behaviour and threatened the director that they would sue the school if they don't provide the vegetarian choice for their kids.

The situation has been solved, and the solution is headline news ...

Peace news card 3

In a country which tries to keep religion and state separate, a girl of 13 has started to come to school in full hijab, including a veil over her face.

She says now that she has reached puberty and she has to cover herself. She also argues it should not make any difference to the way she does her school work.

However, her head teacher has sent her home from school and told her not to come again until she can leave off the hijab. The head teacher says it could present a danger, for instance in the science laboratories, and it also brings religion into the school, which is secular.

The girl's parents insist she come to school in the hijab and have threatened the school with court action.

This has been solved, and the solution is headline news ...

Peace news card 4 tsunami

A school is in uproar over the arrival of a large number of students who have newly arrived in the country.

These young people do not speak the language very well, if at all. Students are worried that they will not get such good tuition because the teachers are trying to deal with those who don't understand.

The students are worried that standards will drop and they won't get into the colleges (job) of their choice.

They have started to be very rude to the new arrivals and complain to the teachers.

This has been solved, and the solution is headline news ...

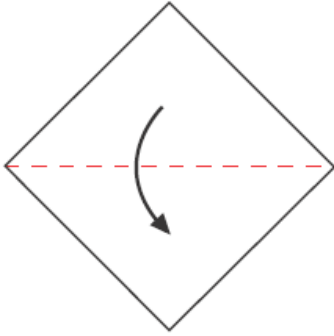


How to Fold a Paper Crane

Taken from <http://www.sadako.org/foldingcranes.htm>

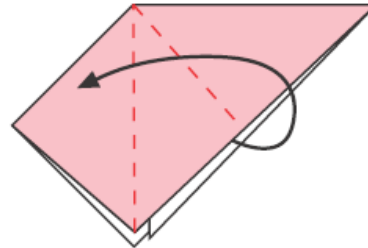
Step 1

Fold in half diagonally.



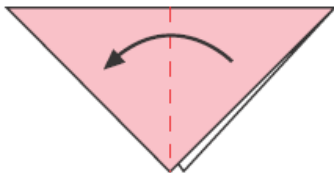
Step 5

Do the same as in step 4.



Step 2

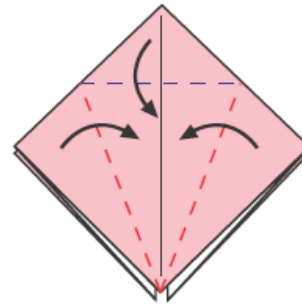
Fold in half diagonally again.



Step 6

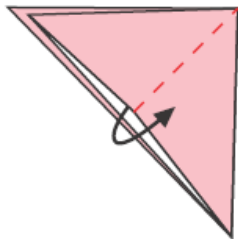
Here's the tricky part (which, technically could be skipped till Step 9).

Fold left and right corners towards the center line along the red valley line, and then fold top corner on the blue valley line. Note the folds are only to create a crease.



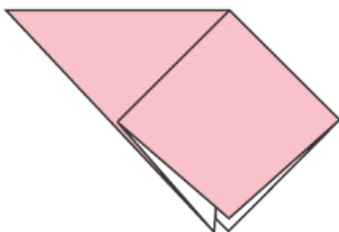
Step 3

Spread the pocket out from the inside and fold to make a small square.



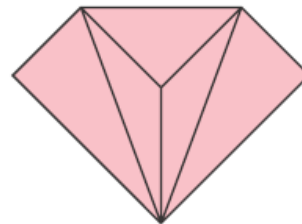
Step 4

Turn over.



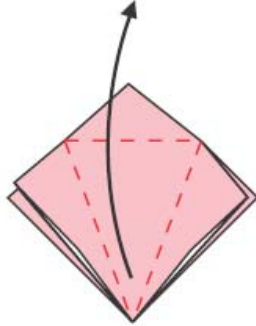
Step 7

The figure should look like this.



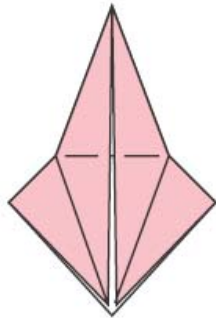
Step 8

Now, open the the pocket by pulling the bottom corner up, and fold inwards along the crease. (some creases will be inverted)



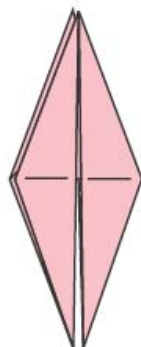
Step 9

The figure should look like this. Be careful to score the edges and corners cleanly. Turn over and do the same (Step 6, 7, 8).



Step 10

Now you have the Base. You've come half way, and the rest is very easy!



Step 11

Making sure you have the right side up, valley fold on the dotted lines using the top layer only.



Step 12

The figure should look like this. Turn over.



Step 13

Do the same as step 11. Is it getting harder to fold? You're almost there.



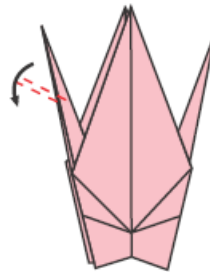
Step 14

Reverse fold at dotted lines to form the head.



Step 17

Reverse fold at dotted lines to form the beak. You can select the length of the beak.



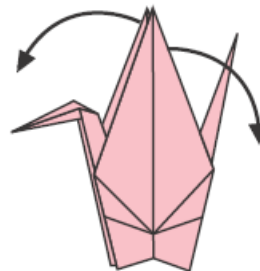
Step 15

Slightly open the side and bring the head part up like this:



Step 18

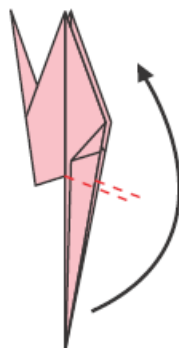
Bend the wings out into proper position. You can gently blow air in from the bottom.



Step 16

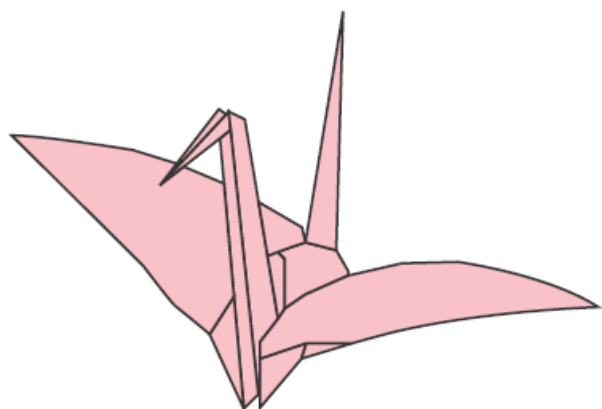
Bring up at this point and press down.

Do the same to form the tail on the other side.



Step 19

The finished crane.



Human Right Defenders

Objectives

Students will be able to:

- ✚ Recognize that tensions can exist between the needs of the community as a whole and the rights of the individual
- ✚ Understand how defenders work to solve tensions that exist between the needs of the community and the rights of the individual.
- ✚ Identify ethical considerations of a human right defender.

Agenda

- ✚ What Now? (1 hour)

Extension

- ✚ Human Rights News (This is a project spread over several weeks)

Materials

- ✚ The story "The crash on Mobius"
- ✚ The game board
- ✚ The problem cards
(You will need one copy of the game board and one set of problems for every four students in the class.)

Overview

This activity use imaginary situations to help students to understand that where one person's rights end, the rights of the next person begin. Understanding this is integral to avoid conflicts between individuals and groups. In the game 'What now', students must cooperate to find solutions to these situations where rights conflict.

Background

All people have the right to be treated equally. We all are from different families and backgrounds and each one of us have different qualities and capabilities. We need each other's help to be our best. Respecting the similarities and differences will help us to work together as a team. Include defenders characters.

Activity Steps

What Now?

- ✎ Ask the class to form groups of four.
- ✎ Give each group a copy of the game board and a set of the problem sheets. Each problem must be on a separate piece of paper.
- ✎ Read the story "The crash on Mobius".
- ✎ Read out the following rules of the game:

Rules:

- ✎ Mix the problem cards together and put them face down on the table.
- ✎ Lift up one problem at a time. Read out the problem. Each problem has two options: 'A' or 'B'. Your group **MUST** choose one of these options.
- ✎ As each decision is made, color in the relevant part of the game board, starting at the bottom and moving up towards the rescue beacon at the top. If you make an 'A' decision, colour in ONE square. If you make a 'B' decision color in TWO squares.
- ✎ Only move on to the next problem when you have finished with the last one.
- ✎ Although 'B' choices score higher than 'A' choices, you must not choose B answers just to move faster. Always do what the group thinks is **right**, even if this slows you down.
- ✎ You don't have to finish on the exact number of squares.
- ✎ When your group reaches the rescue beacon, count how many moves you made. Enter the total of 'A' and 'B' moves in the box at the bottom of the game board.

- ✎ The students now play the game. Watch to make sure that they understand the rules, but do not interfere unless absolutely necessary.
- ✎ Some groups will finish more quickly than others. Ask these groups to discuss the questions below until the others are finished.



- ✂ When all the groups have finished, ask the groups for their scores, then read the following text.

What sort of group were you?

8-10 moves: Your decisions have helped the whole group quickly reach the beacon but some people might have been lost on the way.

11-13 moves: You have tried to move the group on as quickly as possible but you haven't ignored the needs of certain members of the group.

14-16 moves: You have put the wishes of the individual members of the group before the needs of the whole group. This has meant that the journey has taken longer."

Now look back at the aim of the game, then ask the following questions to draw out the important lessons of the game.

Questions:

- ✂ Was it difficult to make some decisions in your group? Which ones? Why?
- ✂ Were some decisions easier than others? Why?
- ✂ Were there some decisions that most of the class agreed upon?
- ✂ Were there some decisions that your group could not decide about?
- ✂ Were some people in your group more forceful in their opinions?
- ✂ Did everyone have a chance to say their opinion?
- ✂ Did you ever resort to voting to make a decision?
- ✂ The problems were all about individual and group rights. Which rights were involved? (Students can identify the relevant parts of the Simplified Version of the Universal Declaration of Human Rights.)
- ✂ Many of the problems from the game also occur in real life. For example, about sharing money. The group of survivors was like a mini version of our own society. How are decisions like these made in real life? Do you think these ways of making decisions are fair? Do they result in "good" agreements? What is a "good" agreement? How else could decisions be made?



Every one of the problems is a starting-point for a big discussion. Several are related to issues such as health, disability, power, global distribution of wealth... Students could examine the real-life parallel of one of the imaginary Situation Cards as a project.

Extensions (What now?)

- ✍ Ask the class to make a play, poem, story or painting about one of the problem situations. For example, they could pretend that they are the mother from Problem Five. How does she feel? What is she thinking?
- 1. Imagine that your group decided to stay on the planet. Based on the problems, what sort of rules could you have to protect the rights of the poor, the sick and the old? How would these rules be agreed and enforced?

Human Rights News

Overview

This project-based activity encourages children to take human rights out of the classroom and into the school.

- ✍ Find a prominent place in the school where Human Rights News can be displayed and regularly updated. For example, a notice board in a busy corridor or near the entrance.
- ✍ Encourage the children to watch newspapers, magazines, TV and radio for pictures and text which relate to human rights. For example, cartoons might show prejudice and violence, a war report might show how human rights are being violated in other countries, or a domestic news item might mention a local rights issue. Encourage them to cut out these news items, or to write a short account of them, if they were on TV. Put these items on the noticeboard.

- ✂ If possible, allow the children themselves to decide what should appear in the Human Rights News. This is an opportunity for them to take responsibility for something themselves.
- ✂ It is a good idea to make Human Rights News a short-term project at first, to take advantage of the childrens' enthusiasm. If it is successful, then consider making it permanent.
- ✂ Where possible, balance negative images with positive ones.
- ✂ Use the Human Rights News material as a basis for human rights teaching - with your students also looking for interesting material, your job will be made easier!
- ✂ Human Rights News can also include posters, paintings, and poems, and research by children about the local human rights situation.
- ✂ The Human Rights News display could be turned into an exhibition for local people, or an information point in a busy street

Worksheets and Material

The crash on Mobius

The Cosmic Holiday's Space Cruiser *Voyager* on the way from Earth to the holiday planet of Funfaria has run into a meteorite storm. The craft has been severely damaged and all communications systems are destroyed before a distress signal can be sent. The pilot has managed to crash-land on Mobius, the nearest planet.

The planet is almost unexplored but the survivors of the crashed ship know that it has an oxygen atmosphere similar to that of earth and that past travellers installed a rescue beacon at Mobius's Northern pole. Unfortunately, the spacecraft has crashed near the opposite pole. The journey to the beacon could take months.

You are amongst the large group of survivors who are beginning the journey to the beacon. You have managed to salvage some food and supplies but, as you travel, a



number of situations arise which you have to solve together. If the problems are not solved quickly, the whole group may suffer and you may never reach the beacon.

"What Now" Problems:

<p>Problem One</p> <p>One member of the group enjoys singing. Unfortunately, she sings all the time. Some people don't mind but a few say it's making them mad. Do you:</p> <ol style="list-style-type: none"> Do nothing and allow her to sing whenever she wants to? Demand that she stops singing when others are near by?
<p>Problem Two</p> <p>A few people who were injured in the landing are slowing things down. You fear that you may not make it to the beacon before your food runs out. Do you:</p> <ol style="list-style-type: none"> Slow down to their pace and risk the lives of everyone? Leave them, possibly to die?
<p>Problem Three</p> <p>There are disagreements about who should lead the group. It is wasting a lot of time giving everyone a chance to speak. Do you:</p> <ol style="list-style-type: none"> Keep the system in which everyone has the chance to say their opinion? Vote for one leader who can take decisions quickly?
<p>Problem Four</p> <p>Members of one family with a badly disabled child claim that they can't look after her properly. The child is suffering. Do you:</p> <ol style="list-style-type: none"> Provide the family with an extra person to help them? Do nothing. Leave the family to sort out its own problem?
<p>Problem Five</p> <p>A baby is born to one of the group. It is ill, and will probably die if moved. Do you:</p> <ol style="list-style-type: none"> Hold up the group until mother and child can travel? Carry on and hope that the baby survives?
<p>Problem Six</p> <p>An old lady dies. It is discovered that she was carrying a large amount of money which her daughter claims is now hers. Do you:</p> <ol style="list-style-type: none"> Allow the daughter to keep the money? Make her hand over the money, so she can't use it to buy unfair amounts of rations?
<p>Problem Seven</p> <p>The group finds a pond containing magical water. The liquid has the effect of making</p>

people look young, but some people are drinking too much which makes them lazy. Do you:

- a. Allow them to drink it?
- b. Ban all drinking of the pond water?

Problem Eight

A 14-year-old is behaving very badly, disrupting the progress of the group. His parents can't control him but refuse to let anyone else try. Do you:

- a. Respect the parent's wishes?
- b. Put the child with another family?

Problem Nine

One of the leaders of the group has become ill and needs a blood transfusion. Several people have the same blood group but no-one wants to volunteer, for the fear of infection. Do you:

- a. Allow people to refuse if they want to?
- b. Force people to give blood?

Problem Ten

One person is always criticising the way the group is being led. His comments are affecting the attitudes of others. Do you:

- a. Allow him to continue?
- b. Tell him to keep quiet and separate him from the others?

Problem Eleven

One member of the group is refusing to carry out the tasks given to her. She says there is no point - they are all doomed. She is very depressed. Do you:

- a. Leave her alone and let her do what she wants?
- b. Threaten to punish her if she doesn't work?

Problem Twelve

An elderly couple, who feel they are holding the group back, volunteer to be left behind. Do you:

- a. Help them to cope with the travel?
- b. Accept the offer?

Problem Thirteen

You discover that the person you have put in charge of the food stores has spent six years in prison for theft. Until now he has been doing a very good job. Do you:

- a. Trust him and let him carry on with the work?
- b. Take no chances and put someone else in charge of the food?

Problem Fourteen

There is an argument between two members of the group. They plan to have a fight tonight. Do you:

- a. Let them fight?
- b. Stop the fight in case others join in?

Problem Fifteen

The weather on the planet is very cold. Some of the passengers lost their warm clothing when the spaceship crashed. Do you:

- a. Allow people to keep their own clothes, as sooner or later things will start to wear out?
- b. Make everyone share clothing equally?

Problem Sixteen

Someone has been stealing. A woman is caught taking money from a bag. Do you:

- a. Punish her for one crime you know she has committed?
- b. Punish her very severely to make an example of her?



The game board:



(Source: First Steps - a manual for starting Human Rights Education, Amnesty International Index Number: POL32/04/95, August 1996)



Democracy and Human Rights

Objectives

Students will be able to:

- ✂ Discuss some of the features, advantage and disadvantages of a democratic government
- ✂ Role play issues and benefits in a democratic environment

Agenda

- ✂ People In a democracy (10 mins)
- ✂ What might it be like? (20 mins)
- ✂ Role Play (30 mins)
- ✂ Extension
- ✂ The democracy Ladder (30 mins)

Materials

- ✂ Chalk
- ✂ Information sheet

Overview

Through this session, students gain knowledge on the importance of having a shared constitution and the need of having and following rules. Students would be able to explore the advantages and disadvantages of having a democratic government.

Background Information

Provided in the end of this session on the information sheet.

Activity step

People in a democracy (10 mins)

Choose a few students to be “government officials” from a non-democratic government. Have the rest pretend to be asleep an island (and not wake up until “morning”). Have

the officials sneak in and take one or two away—then have “morning” come and have the islanders awake and discover that friends and family members are missing. How does it feel to have people stolen from you? Is it fair that there is no law to protect the people?

- ✍ To conclude this activity point out that in a democracy the government is FOR the people and not AGAINST the people. Discuss that in a democracy there is Rule of law which upholds the constitution.

Discus some of the features of a democratic government

What might it be like? (20 mins)

With the class, teacher can brainstorm the following questions:

- ✍ What might be the advantages of diverse groups who are living in a common area agreeing to form a single “political people” with a common constitution and a common civic identity?
- ✍ How might provisions of a constitution protect the rights of minorities?
- ✍ Is it wrong for a majority to force minorities to live under a common constitution? Why or why not?

Role Play (30 mins)

After the discussion, make groups and ask the students to role play a day in a democratic society. After each role play discuss the issues or activities shown in the role play. Talk about the advantages and disadvantages of a democracy.

Extension

The democracy Ladder (30 mins)

Ask the students to make 6 groups and provide each group with an information sheet. Ask student make 3 questions which they would want other groups to answer. When all the groups complete the task teacher can select the best 10 questions. Draw a ladder on the floor using chalk as shown below.

Ask one student from each group to stand at the base of the ladder. Teacher asks a question and the one who raises hand first get the chance to answer. If the student who volunteered to answer is not able to give the correct answer he/she has to move out and let another child from the group to get into the ladder. Likewise the game continues and the group that completes all the step of the ladder first will be the winning group.



Assessment

Passing Ball

Students stand in a circle and pass a ball from one to another. The student who gets the ball has to say something he/she learned from the session. Ball is passed until all gets a chance to say something.

Worksheet and materials

Information Sheet (democracy)

Introduction to Democracy

Democracy is a political term or concept used to describe the most favoured form or system of government in the world today or the best model for good governance.

The word democracy comes from two words namely “demos” meaning the people, and “kratein” meaning to rule by the people or people power.

Literally it means rule by the people or people power. Democracy is the opposite of dictatorship where the government is chosen by the people through universal suffrage or voting.

Therefore, in a democracy people decide and dismiss the government.

A follower of democracy is called “democrat”

A “liberal democracy” meant a limited government where minimal regulation with free market, regular elections and preserve civil liberties like freedom of thoughts, assembly and movement of people is provided.

A government that follows democracy is known as “democratic government”

In a democracy majority rules but minority is heard and their rights are respected as well.

In a democracy citizens have rights and responsibilities.

There are mainly 2 forms of democracy:

Direct democracy: is the rule exercised by the citizens directly by voting on every issue that matters them. This is practicable among small populations.

Indirect democracy: it is known as “representative democracy” where citizens elect representatives or parliamentarians or local councilors to represent them and to make laws or decisions for them. This form of democracy is practiced in all democratic countries of the world today, where wishes of citizens are exercised by the representatives of the citizens, managing the government.

The world parliamentary organizations, the Inter-Parliamentary Union (IPU) as the paramount advocate and promoter of democracy worldwide has adopted what was called “Universal Declaration on Democracy” on 16th September 1997.

Key points contained in the declaration include the following:

- ✍ Democracy is a universally recognized ideal based on values common to people everywhere, regardless of cultural, political, social or economic differences.
- ✍ As an ideal, democracy aims to protect and promote the dignity and fundamental rights of individuals, instill social justice and foster economic differences.
- ✍ As a form of government, democracy is the best way of achieving these objectives.
- ✍ It is the only political system that has the capacity for self- correction.
- ✍ Democracy has two core principles: Participation and accountability.
- ✍ Everyone has the right to participate in the management of public affairs.
- ✍ Likewise, everyone has the right to access information on government activities.

Key Features of Democracy

- ✍ Majority rules
- ✍ Rule of law upholding the constitution
- ✍ Free and fair elections

- # Three powers of the state being independent
- # Public consultation and resolving conflicts through discussions
- # Accountable government
- # Freedom of thought and Assembly
- # Freedom of media
- # Empowering Civil Society
- # Party system
- # Protection of minority rights
- # Protection of human rights
- # Everyone has equal before the law
- # Functioning of independent commissions and bodies
- # Free market

Objectives of Democracy

- # To empower citizens and let powers of the state derive and remain with citizens
- # To enable participation of citizens in deciding their affairs
- # To serve the interests of citizens
- # To maintain law and order
- # To promote peace with neighbours and international community
- # To promote and facilitate human rights
- # To stop corruption
- # To promote tolerance and social justice
- # To stop discrimination
- # To let citizens elect their representatives in elections
- # Separation of three powers of the state (the executive, legislative and the judiciary)



Disadvantages of Democracy

- ✳ Democracy is rule by the majority which means matters can be decided by 51 percent of voters or people. This led to mob rule which can ignore legitimate rights of minorities
- ✳ Creation and functioning of democratic institutions
- ✳ Add cost and take time
- ✳ Unhealthy competition resulting from political parties may cause disharmony, tension and mistrust

International Day of Democracy

In December 2007, the United Nations declared 15th September to be observed as the international Day of Democracy to raise awareness about democracy and its promotion worldwide.

Rationale for Maldives to Learn and Follow Democracy

- ✳ The Maldives embrace democracy with the adoption of a democratic constitution on 7th August 2008
- ✳ In the article 2 of the new constitution states that, “the Maldives is a sovereign, independent, democratic republic based on the principles of Islam.”
- ✳ In the Article 4 of the constitution it is again stated that, “all the powers of the state of Maldives are derived from and remain with the citizens.”
- ✳ Most importantly in the Article 16 of the constitution states that People’s Majlis can limit the rights and freedom of Maldivians guaranteed by the chapter II of the constitution to any extent only if demonstrably justified in a free and democratic society.
- ✳ Therefore, it is the duty of every Maldivian to learn about democracy in particular about the structure and features of Maldivian democracy as prescribed by the August 2008 constitution.

Interlink between democracy and human rights

Protection and promotion of human rights is a functional feature and objective of democracy.

Democracy cannot be strengthened or made successful without protecting human rights and human rights cannot be fully defended without democracy.

Some analysts posit that democracy and human rights are two sides of the same coin. Therefore, democracy and human rights are complementary to each other and cannot be separated. But interdependent and reinforcing each other.

Democracy is a broad political concept that describes a system of governance while human rights are fundamental individual rights that need to be facilitated and observed by the state for the people.

Human rights provide a set of performance standards for democracy and also inform it the content of good governance.

Note: Information on democracy in the previous session

Article 17:(a) Everyone is entitled to the rights and freedoms included in this Chapter without discrimination of any kind, including race, national origin, colour, sex, age, mental or physical disability, political or other opinion, property, birth or other status, or native island.

(b) Special assistance or protection to disadvantaged individuals or groups, or to groups requiring special social assistance, as provided in law shall to be deemed to be discrimination, as provided for in article (a)

Constitution of the Republic of Maldives 2008



Gender Discrimination

Objectives

Students will be able to:

- ✍ State what is exclusion / discrimination
- ✍ Accept differences in others.
- ✍ Discuss ways in which they can help others

Agenda

- ✍ Who's who? (20 mins)
- ✍ What I like/What I do (20 mins)
- ✍ Making decisions (20 mins)

Materials

- ✍ Writing materials
- ✍ Books available from school

Overview

From the activities in this session students will distinguish between gender and sex. This would help them understand the word discrimination in another perspective.

Background

All people have the right to be treated equally. Discrimination occurs when an individual, group or organization excludes, isolates, treats differently or deprives someone of rights based on a “personal characteristic”.

Discrimination is, above all else, **an action**. It is the act of excluding someone, denying them, for example, work, access to public space, a service, or the freedom to exercise a

right. It is based on prejudice and stereotypes, which are beliefs, ideas and preconceived notions about individuals or groups.

What are some bases of discrimination?

Gender

Article 2 of the Universal Declaration proclaims the validity of human rights “without distinction of any kind”. It goes on to make specific mention of a number of labels that are used to draw arbitrary lines between peoples. One of these is sex, and there is good reason to be specific, since sex discrimination (“sexism”) remains one of the most pervasive sources of social injustice. Sexism, like racism, may involve every aspect of culture and society. It is reflected in people’s attitudes, many of them unconscious, which further that discrimination. To deny one sex full enjoyment of human rights is in effect to imply that that sex is not fully human.

Additional Background information

Sex refers to the biological and physiological characteristics that define men and women.




Gender refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.

To put it another way:

"Male" and "female" are sex categories, while "masculine" and "feminine" are gender categories.

Aspects of sex will not vary substantially between different human societies, while aspects of gender may vary greatly.

Some examples of sex characteristics :

-  Women menstruate while men do not
-  Men have testicles while women do not
-  Women have a uterus and can get pregnant while men cannot

- ✂ Men generally have more massive bones than women
- ✂ Some examples of gender characteristics :
- ✂ In the United States (and most other countries), women earn significantly less money than men for similar work
- ✂ In Saudi Arabia men are allowed to drive cars while women are not
- ✂ In of the world, women do more housework than men

What I like/What I do (15 mins)

Ask students to write out answers to these questions about themselves:

- ✂ Three things that my sex is supposed to do that I like.
- ✂ Three things that my sex is supposed to do that I don't like.
- ✂ Three things that I would like to do or be if I were of the other sex.

Ask students to share their lists with a partner of the same sex. Then ask each pair to share with a pair of the opposite sex (or in same-sex classrooms, with another pair).

Sex or gender? (15 mins)

Explain the difference between sex (biologically determined factors) and gender (culturally determined factors). Divide students into two teams and nominate 4 students from each group as panel members. Ask the 2 groups to make a list of differences between males and females, some based on **sex** (e.g. adult men have beards; women live longer) and others based on **gender** (e.g. men are better at mathematics; women are timid). Each team in turn reads one of its characteristics and the panel must decide whether it is a difference based on sex or gender. Of course, disagreements will arise (e.g. are men naturally more aggressive?) but the resulting discussion will help students to recognize their own gender stereotypes. Examine the classroom, textbooks, media and community for examples of gender stereotyping.

Who's who? (15 mins)

Have students survey the books and other materials they encounter at school:

- ✎ Are there the same number of references to males and females?
- ✎ Are female characters shown as brave decision-takers, physically capable, adventurous, creative and interested in a wide range of careers?
- ✎ Are male characters shown as humane, caring people, who can be helpful, who express their emotions, who are free of the fear that others might not think them "manly"?
- ✎ Do the men and women respect each other as equals?
- ✎ Do the men take an active part in parenting and housekeeping tasks?
- ✎ Do the women take an active role outside the home and, if so, in other than traditionally female occupations (e.g. teachers, nurses, secretaries) or unpaid or poorly paid jobs.

Making decisions (15 mins)

Ask students to brainstorm some important decisions a family has to make that affect all its members. Next to each decision, write whether it is made mainly by men, women or a combination. Discuss the differences in the kinds of decisions that males and females make in the family.

Next ask students to list some important decisions affecting the whole population that were made in their community in the last few years (e.g. starting a new club or team, building or closing a hospital, allotting land, increasing bus fares).

Assign each small group one of these decisions to analyse:

- ✎ What are the gender implications of these decisions? Do they have any particular impact on women and girls? On men and boys?
- ✎ Next to each decision, write the name of the body that made the decision and the approximate percentage of males and females in that body.
- ✎ How might the decision be different if the decision making body were composed of an equal number of males and females?

Feedback Forms

Write a sentence or few words that you learned from the activities.

Respect for Self and Others	
The tree of Self Esteem	
Creating Character	
Independent Practice	
Extension Evaluating Problems	
Promoting Peace and Justice	
Meditation on myself – a silent journey	

The circles of life	
Understanding United Nations	
The human Knot	
Our class charter	
Principle organs of UN	
Human Rights in the Maldives Constitution	
What are the rights?	



The Invaders: A Constitutional Rights Activity	
Rights Bulletin	
Human Rights and Environment	
Our natural Resources	
Project work	
War, Peace and Rights	
Why does it hurt me	
Peace news	

Conflict Transformation	
One thousand paper cranes	
Peace prayers	
Human Right Defenders	
What Now? (1 hour)	
Extension Human Rights News	
Democracy and Human Rights	
People In a democracy	
What might it be like?	

Role Play	
Extension The democracy Ladder	
Gender Discrimination	
Who's who?	
What I like/What I do	
Making decisions	



Respect for self

Objectives:

- ✎ Recognize how negative self talk/ thoughts affect our life
- ✎ Develop realistic goals to work towards success
- ✎ Learn to create positive thinking.
- ✎ Recognize that having doubt is a universal act/ behavior.

Agenda

- ✎ I Doubt Myself" Line Activity (20 mins)
- ✎ Writing Activities (25 mins)
- ✎ Self-Esteem Calendar (15 mins)

Extension

- ✎ Breaking the "Perfect" Myth (30 mins)

Materials

- ✎ I Doubt Myself" Line Activity
- ✎ Masking tape, pieces of paper
- ✎ Writing Activities
- ✎ Self-Esteem Calendar
- ✎ Extension Activity

Breaking the "Perfect" Myth

Overview

From the session students will learn more about themselves, thus enhance their self-esteem. They will explore the things or actions that bring a negative impact in them. They will explore the things that they enjoy doing as well.

Background Information

Self-Concept and Self-Esteem

Self-concept and self-esteem are often used interchangeably, however, they represent different but related constructs. *Self-concept* refers to a student's

perceptions of competence or adequacy in academic and non academic (e.g., social, behavioral, and athletic) domains and is best represented by a profile of self-perceptions across domains.

Self-esteem is a student's overall evaluation of him- or herself, including feelings of general happiness and satisfaction (Harter, 1999).

We all have a mental picture of who we are, how we look, what we're good at, and what our weaknesses might be. We develop this picture over time, starting when we're very young kids. The term **self-image** is used to refer to a person's mental picture of himself or herself. A lot of our self-image is based on interactions we have with other people and our life experiences. This mental picture (our self-image) contributes to our **self-esteem**.

Self-esteem is all about how much we feel valued, loved, accepted, and thought well of by others — and how much we value, love, and accept ourselves. People with healthy self-esteem are able to feel good about themselves, appreciate their own worth, and take pride in their abilities, skills, and accomplishments. People with low self-esteem may feel as if no one will like them or accept them or that they can't do well in anything.

We all experience problems with self-esteem at certain times in our lives — especially during our teens when we're figuring out who we are and where we fit in the world. The good news is that, because everyone's self-image changes over time, self-esteem is not fixed for life. So if you feel that your self-esteem isn't all it could be, you can improve it.

Promoting high self-concept is important because it relates to academic and life success.

Many adolescents doubt themselves, but to a teen in the midst of self-doubt it can seem that he is the only one who lacks confidence. Helping adolescents to clear out doubts that they have will help them to gain confidence.

Whether it's caused by work, school, sports, family obligations or something else entirely, stress can seriously impact a teen's self-esteem. As stress weighs upon a teen, he may slowly allow negative thoughts to enter his mind and his self-

esteem suffers. To prevent this, it is important for teens to set aside time each day for things they love

As students transition from middle level to high school, their self-concept gradually grows. Increasing freedom allows adolescents greater opportunities to participate in activities in which they are competent, and increased perspective-taking abilities enable them to garner more support from others by behaving in more socially acceptable ways.

Activity Steps

'I Doubt Myself' Line Activity (20 mins)

Ask students to create a tape line across the floor. Give each student a slip of paper. Ask the students to write down situations in which they doubt themselves on their slips of paper. Give an example "I doubt myself when I am about to take a test." Have students fold their slips of paper, and place them in a basket. Have all students stand back from the line and tell them that you are going to draw slips of paper and read the doubt-creating situations. If the situation you read describes any of the students, he/she should walk up and put his toe on the line. Move through each situation, seeing just how universally your students feel that they are affected. Teacher can also be a part of the game. This will make the students feel that they are not only people who have doubts.

Writing Activities (25 mins)

Let the students discuss negative thoughts that affect their self esteem. Let the students note down all the negative thoughts that comes to their mind. Discuss how to stop "negative self talk." For example, a student might think "I'm so uncoordinated; I could never succeed at sports." Instead, train the students to recognize the negative self talk, and redirect to a statement like, "with some practice, I bet I could be excellent at playing soccer." Then, have the students set measurable goals to achieve success. At the end ask the students to make a table of three columns and fill it as below.

Negative self talk	How to make it positive	Measurable goal to succeed
I'm so clumsy. I could never succeed at sports.	with some practice, I bet I could be excellent at playing soccer	I will have my basket ball practice every day for an hour.

Self-Esteem Calendar (15 mins)

Provide each student with a blank calendar for the month. The students should then write small things he enjoys doing for each day of the month. Activities might include baking cookies, watching a movie with siblings, playing a basketball game with friends, having a milkshake or reading a chapter from his favorite book. Self-esteem calendar can help them stay on track.

Extension Activity

Breaking the "Perfect" Myth (30 mins)

It's important to focus on accomplishments instead of being perfect. Aiming towards perfection can paralyze students into thinking everything is impossible.

Ask the students to write down the name of a person they think is perfect. Then, ask the students to research a couple of reasons why this person isn't perfect. For example, Albert Einstein was a genius, but not a fantastic speller.

Civic Responsibilities

Objectives:

- Compare personal and civic responsibilities in a constitutional democracy.
- Evaluate, take and defend positions on issues regarding the personal and civic responsibilities of citizens in a constitutional democracy

Agenda

- Defining Civic Responsibilities (15 mins)
- Hypothetical Scenario (35 mins)
- Responsibilities (10 mins)

Extension

- Democratic participation (30 mins)

Materials

- Internet Access
- Hand out A,B,C, D

Overview

Students will be engaged in activities to identify civic responsibilities and participation. By doing this students would be able to understand the individual's roles and responsibilities in a democratic society.

Background Information

Personal responsibilities refer to those responsibilities where the individual takes ownership for self, family, and community. Whereas civic responsibilities refer to the actions of a good citizen in a democracy in which the individual acts in a manner designed to promote the common good and to actively engage in the political process.

What is the role of a citizen in a democracy?

Personal Responsibilities

1. Taking care of oneself
2. Supporting one's family and caring for, nurturing and educating one's children
3. Accepting responsibility for the consequences of one's actions
4. Adhering to moral principals
5. Considering the rights and interests of others
6. Behaving in a civil manner

Civic Responsibilities

1. Obeying the law
2. Paying taxes
3. Respecting the rights of others
4. Being informed and paying attention to public issues
5. Monitoring political leaders and governmental agencies, taking appropriate actions if they are not adhering to constitutional principles
6. Deciding whether and how to vote
7. Participating in civic groups
8. Performing public service

By getting involved with community activities, students can come into contact with positive adult role models other than their parents. Interacting and cooperating with other adults encourages teenagers to see the world in different ways and put their own family experiences and values into a wider context.

Identity and connection

Young people are busy working out who they are and where they fit in the world. They try out different identities, experiment with different styles of dress and might try out a range of different activities and hobbies. Being involved in community activities can give your child a positive way of understanding who she is. As a result, she

might come to see herself as helpful, generous, political or just a 'good' person in general. Being involved in community activities can also help create a sense of being connected to the community.

Skills

Community activities give teenagers the chance to apply the skills they already have. For example, your child could use the cooking skills he's learned at home at a community sausage sizzle or at a soup kitchen. This kind of experience gives him the chance to see how many skills he has and how valuable they can be.

Voluntary work and community activities are great opportunities to show initiative and develop skills to get a job. Take the sausage sizzle example again – it could be good experience in speaking to customers and handling cash. Volunteering at an aged care facility or working for Meals on Wheels might help your child prepare for getting a part-time job as a waiter. For a child interested in being a vet, helping out at an animal shelter or washing and walking local dogs is a good way to demonstrate commitment and get a reference.

Being able to manage free time while balancing leisure, work and study is an important life skill. Being part of a community activity could motivate your child to get more organised and start to manage her own time.

Self-confidence, mental health and wellbeing

Finding a community activity can boost teenagers' self-confidence. Your child can learn to deal with a range of challenges, communicate with different types of people and build up his life skills and abilities in a supportive environment. This is also good for teenage self-esteem.

It's also a great foundation for mental health and general health and wellbeing. It can be very positive psychologically for young people to have something that gets them involved, where others expect them to turn up and take part, and where they're supported to achieve something as part of a group. The positive feeling of belonging and having meaning can also help protect young people from sadness and depression.

Being involved in some kind of community activity can also reduce the likelihood of substance abuse, mental illness and criminal activity.

Activity Steps

Defining Civic Responsibilities (15 mins)

Define "Civic Responsibilities" with the students. Have students work as partners, or in small groups of 3-4, to brainstorm a list of what they think are, or should be civic responsibilities. Allow 5 minutes for students to work independently. Have each group report on their list.

Hypothetical Scenario (35 mins)

Divide the class into four groups. Give each group a hand out (for one group A, another group B, C or D). In their groups, have one person read the problem aloud. Together, they decide on a course of action and complete Box A. Then, the students determine whether they were using any of the civic responsibilities. Have each group report back to the whole class. Compare approaches, effectiveness, and repercussions from the actions.

Responsibilities (10 mins)

Provide information on personal and civic responsibilities

Ask the students to list down the difference between the personal and civic responsibilities?

Democratic participation (30 mins)

Students can do a research on the internet, investigating participatory democracy.

Special focus could be directed towards how various democracies define participatory democracy.

Locate classrooms in school to exchange emails regarding the students' own perspectives and levels of participation in civic and/or personal responsibilities. Students could develop an action plan to increase their own personal or civic responsibility by choosing one area in which they have given little or no attention previously.

Extension

Community activity is part of 'civic responsibility'. It's about doing things in our community because we want to or we feel we should, rather than because we have to by law.

There are lots of ways to take civic responsibility and be active in your community:

- ✏ joining a Surf Life Saving Club, a scouting group or a local environmental or clean-up group
- ✏ helping with a primary school play, or coordinating or coaching junior sport
- ✏ setting up an arts space for the community or getting involved in youth radio
- ✏ being part of a youth advisory group through the local council.

What students get from being involved?

It doesn't matter what students do. Any involvement is good!

Worksheets and Materials

Student Handout A

What does it mean to be a responsible citizen?

Problem:	<p>Your local government decides to build freeway which will cut through the heart of your neighborhood and 2 others.</p> <p>What do you do?</p> <p>2. Does it make a difference if:</p> <p>a. there is a better route farther north but that route would cut through a wealthy neighborhood of beautiful homes?</p> <p>b. the government pays more for the homes than they are valued?</p>
A. Your solution	
B. How do you support your position and what personal or civic responsibility does this address?	

Student Handout B

What does it mean to be a responsible citizen?

Problem:	<p>Your school board passes a resolution which requires every student to complete at least 40 hours of community service before they are eligible to graduate. What do you do?</p> <p>2. Does it make a difference if:</p> <p>a. you are assigned to a particular place?</p> <p>b. you can choose where you go (as long as it is not for your family and you are not paid)?</p> <p>c. there is a critical need in schools for children with special needs,</p> <p>child helpline, the Red Crescent or nursing homes for the elderly, and your city is desperate for help?</p>
A. Your solution	
B. How do you support your position and what personal or civic responsibility does this address?	

Student Handout C

What does it mean to be a responsible citizen?

Problem:	<p>The City Council passed a new curfew which requires all students under the age of 18, or who have left school without graduating, to be off the city streets after 11:00 pm on school nights, unless accompanied by a parent. What do you do?</p> <p>2. Does it make a difference if;</p> <p>a. the rule applies only to boys?</p> <p>b. there were exceptions for school or family activities?</p>
A. Your solution	
B. How do you support your position and what personal or civic responsibility does this address?	

Student Handout C

What does it mean to be a responsible citizen?

Problem:	<p>The School principal recommends that the School Board sell your school building and the property to make money for other community programs. What do you do?</p> <p>2. Does it make a difference if;</p> <p>a. the District claims that there are safety costs which are too expensive for the value of the building?</p> <p>b. the citizens passed a tax increase to make all city schools earthquake safer but your school was put in the last third of the buildings to be finished?</p> <p>c. the District has no idea where you will move and has no money?</p> <p>(The last move over cost Rf 1 million.)</p> <p>d. the students at your school are there because the standard High Schools could not meet their needs?</p>
A. Your solution	
B. How do you support your position and what personal or civic responsibility does this address?	

Climate Change and Human Rights

Objectives

- ✎ Discuss issues facing children in the world today, and to discover how climate change can intensify these issues.
- ✎ Discuss how climate change affects the world's poorest people negatively and disproportionately.
- ✎ Recognize the concepts of risk and vulnerability.
- ✎ Recognize the importance of a fair global deal for tackling climate change.

Agenda

- ✎ Climate change and its effects (20 mins)
- ✎ Climate change Story Stripe (30 mins)
- ✎ Climate Change story circle (10 mins)

Extensions

- ✎ Climate change in news (30 mins)
- ✎ Save Energy! Save the earth! (Flexible)

Materials

- ✎ Media reports, magazine etc

Overview

From this session students will gain knowledge on the effects of climate change.

Students will explore climate change effects globally and locally and think of possible practical solutions.

Background information

What is Climate Change?

Causes of Climate Change

Since the start of the industrial revolution, human activities have caused a steady increase in the concentration of some greenhouse gases to unprecedented levels in our Earth's recent history. Human activities release large amounts of carbon dioxide, methane, and nitrous oxide from the burning of fossil fuels (e.g., oil, gas and coal) from industrial activities, landfills, agricultural practices, and many other processes. By adding more greenhouse gases to the atmosphere, we increase the atmosphere's capacity to trap heat, therefore making the whole planet warmer. Human activities that contribute to climate change include disruptions to natural ecosystems, such as deforestation, overuse of water, burning of fossil fuels, and increased pollution.

As the evidence and knowledge of the physical effects of climate change continue to grow, the world is starting to dissect how those physical changes (e.g. water scarcity, sea-level rise, increased temperatures), both current and predicted, will intersect with society and economies and the potentially significant environmental and human impacts that will result. Of emerging interest are the potential impacts of climate change on the enjoyment of human rights and wellbeing.

Weather and environmental degradation have, as one of multiple stressors, threatened lives and livelihoods throughout history, but what makes this interaction more relevant today is the growing evidence that greenhouse gases (GHG) emissions have contributed and will continue to contribute to long-term or permanent changes to our ecosystems and landscapes and will increase the frequency and severity of extreme events. This amplifies existing social risks and vulnerabilities and will therefore increase the pressures faced by many disadvantaged individuals and populations

Figure 2 - Overview of the Impacts of Climate Change on the Enjoyment of Human Rights

Climate Impact	Human Impact	Rights Implicated
Sea Level Rise <ul style="list-style-type: none"> • Flooding • Sea Surges • Erosion • Salination of land and water 	<ul style="list-style-type: none"> • Loss of land • Drowning, injury • Lack of clean water, disease • Damage to coastal infrastructure, homes, and property • Loss of agricultural lands • Threat to tourism, lost beaches 	<ul style="list-style-type: none"> • Self-determination [ICCPR;ICESCR,1] • Life [ICCPR, 6] • Health [ICESCR, 12] • Water [CEDAW,14; ICRC 24] • Means of subsistence [ICESCR,1] • Standard of living [ICESCR, 12] • Adequate housing [ICESCR,12] • Culture [ICCPR, 27] • Property [UDHR,17]
Temperature Increase <ul style="list-style-type: none"> • Change in disease vectors • Coral bleaching • Impact on Fisheries 	<ul style="list-style-type: none"> • Spread of disease • Changes in traditional fishing livelihood and commercial fishing • Threat to tourism, lost coral and fish diversity 	<ul style="list-style-type: none"> • Life [ICCPR, 6] • Health [ICESCR, 12] • Means of subsistence [ICESCR, 1] • Adequate standard of living [ICESCR, 12]
Extreme Weather Events <ul style="list-style-type: none"> • Higher intensity storms • Sea Surges 	<ul style="list-style-type: none"> • Dislocation of populations • Contamination of water supply • Damage to infrastructure: delays in medical treatment, food crisis • Psychological distress • Increased transmission of disease • Damage to agricultural lands • Disruption of educational services • Damage to tourism sector • Massive property damage 	<ul style="list-style-type: none"> • Life [ICCPR,6] • Health [ICESCR,12] • Water [CEDAW,14; ICRC 24] • Means of subsistence [ICESCR,1] • Adequate standard of living [ICESCR, 12] • Adequate and secure housing [ICESCR,12] • Education [ICESCR,13] • Property [UDHR,17]
Changes in Precipitation <ul style="list-style-type: none"> • Change in disease vectors • Erosion 	<ul style="list-style-type: none"> • Outbreak of disease • Depletion of agricultural soils 	<ul style="list-style-type: none"> • Life [ICCPR,6] • Health [ICESCR,12] • Means of subsistence [ICESCR,1]

Activity step

Climate change and its effects (20 mins)

Ask the students to discuss and note down the Effects of climate change in groups.

Students can answer the following questions.

- What are some of the main effects of climate change?
- What happens as a result?
- Are the effects the same in different countries?
- What will be the effects of climate change globally?
- What will be the effects of climate change to low lying countries like Maldives?
- How is it affecting humans?

- ✏ Why is climate change a human right issue?
- ✏ Are all people equally at risk?
- ✏ What are the solutions that your local; community can practically work on?
- ✏ what are some of the human right that are violated due to climate change?

Remind the class that floods, droughts and hurricanes have always happened, but because of climate change they are happening more often and more severely.

Climate change Story Stripe (30 mins)

In groups, let the students make a story stripe based on the answers they got during the brainstorm sessions. Decide on a sequence of 3–5 events that they can illustrate in their story strips (e.g. – planting crops / rain flooding crops / hungry family / moving house / plants wilting in drought). Ask the student to display their story strip in a visible place in the school area. (Play ground, notice board)

Climate Change story circle (10 mins)

Ask the pupils to sit in a circle.

One pupil begins a story about Climate Change and stops after a few sentences. The next child picks up the story thread and continues it, then stops. The next child adds to it and so on until the story comes to a resolution. If necessary, guide the improvisation by sitting in the circle throughout the story. Record the Climate Change story circle for later listening. Let the students make a booklet on the story they developed.

Note: Stress on the emphasis of human impact of climate change during the story circle.



Extensions

Climate change in news (30 mins)

Let the students explore the effects of climate change on people all over the world by comparing different media reports and making their own television news reports to present to the group. In small groups students consider what makes a good news report and create their own, taking on roles of newsreader, correspondent and interviewee.

Save Energy! Save the earth! (Flexible)

Monitor your school/youth group's energy use over a month, ask the students to come up with ways it could be more energy efficient, then implement these and record the change in energy use.

Think Green Research

Think of an environment problem in your community. Identify the cause of the problem and come up with a practical plan to solve it using step by step guide below.

The research

How did you identify the local environment problem you want to tackle? What resources did you use when trying to find a solution? What different viewpoints and ideas did you consider before choosing an answer?

Problem

What local environmental problems have you identified? How does it affect people and community? What do you think the cause of this problem is?

Your Solution

How do you think the problem could be solved? Are there any challenges to overcome before your solution could be put into practice? If so, what are they? What do you think the benefits of your ideas are? Are there other ways to deal with the problem?

Source: http://www.foe.co.uk/learning/educators/resource_index.html

Government and Law

Objectives

- ✎ Identify and explain the process of how a bill becomes a law.
- ✎ Gain knowledge on how the three branches of government.
- ✎ Explain how the local government functions and how to become engage in their local community.
- ✎ State how government affects our everyday lives, through laws, institutions and services provided in the community.

Agenda

- ✎ Why do we need a government? (20 mins)
- ✎ The three Branches of a Government (30mins)
- ✎ Presentation (30 mins)

Extension

- ✎ Community issues, my responsibilities (20 mins)
- ✎ Development Report of the Community (30 min)

Visit to parliament

Materials

- ✎ Internet Access
- ✎ Computers
- ✎ Makers
- ✎ Papers
- ✎ Papers to make brochure
- ✎ Arrangement of field visits (If possible)

Overview

This session will help the students to explore how the different branches of a government work. They gain in-depth knowledge on how government and laws help in ensuring human rights of its citizens.

Background information

Human rights are rights inherent in every human being. We can make moral claims regardless of whether they are laid down by law. For example, all human beings have a right to life, whether or not a law has been passed to endorse that right.

Laws, however, give moral claims legal force. In countries where rights have been made into laws, we still need to know whether these laws are being fully put into practice. Yet, turning moral claims into legal rights is an important first step.

Laws can also have an important educational effect. They define what a society officially thinks is proper to do, and they provide a specific expression of the standards it thinks should be endorsed. They are there for all to see, and they stand equally – in principle at least – above the leaders as well as the led.

Source: ABC of Human Rights

A government is a body that has the power to make and enforce laws within an organization or group. A government means to manage or supervise, whether over an area of land, a set of people, or a collection of assets

There are three branches of the government. It is the Executive, judiciary and the legislative.

Executive Branch of the Government has the President, Vice President, and all the cabinet members. The President is allowed to pass or veto a bill that the legislature sends him.

The Judicial Branch is in charge of the court system. There are three different level of courts found in the Maldivian court system. The lowest level is the magistrate courts (Courts in the islands). The 2nd level is the superior courts. (e.g

Family Court, Drug Court, Civil Court, Criminal Court, Juvenile Court,) The highest level is the Supreme Court and High Court)

Legislative branch, writes laws on a bill. All legislative power in the Maldives is vested in the People's Majlis.

Implementation Option

This session has to be extended to 2 hours or more (Minimum of two club meetings)

Why do we need a government? (20 mins)

Pose the question why do we need a law and a government?

What would be the consequences if there were no laws or no government?

Ask the students to work in groups of 5 to brainstorm and come up with their own definitions for Law and Government.




Let the students present their answer to the whole class.

Explain the following point

Human rights are rights inherent in every human being. We can make moral claims regardless of whether they are laid down by law. For example, all human beings have a right to life, whether or not a law has been passed to endorse that right.

Laws, however, give moral claims legal force. It ensure the basic human rights are been provided to all without any discrimination.

The main responsibility of a government is for maintaining social order, services, and enforcement of law for the people of the state.







-  What is “law”?
-  Who makes it? and
-  Why?

Explain that the government bodies make laws. Laws are made by national law-making bodies.

Students need to see the process of law-making for them in order to answer these questions:

The three Branches of a Government (30mins)

Divide the class into three groups. Provide each group with one of the branches of government. (Legislative branch, executive and judicial branch) Ask each group to find information about the government branches to make a brochure to provide the following information to others about the topic.

-  Topic
-  Definition
-  What it does
-  How are people elected or selected to that branch.
-  Various divisions in the branch and its responsibilities
-  Procedure you need to get services from the division.

Presentation (30 mins)

Make a PowerPoint presentation and share the information to others in the school.

Extension

Community issues, my responsibilities (20 mins)

Find out an issue the parliament is debating during the month, year that has had an impact on your community. Find out what your representative's stands were on this issue and how they voted on any related bills.

Development Report of the Community (30 min)

Make a report on the improvement brought to your community by the local government/ council

Visit to parliament

Arrange for a class visit to a parliament in session so that students can watch its members at work. Discuss the three questions below. Likewise, arrange a visit to a Court to see not only laws being administered but also decisions being made that set legal precedents which may directly or indirectly affect future decisions. Discuss the same questions below.

If the suggested visits are not possible, or even if they are, organize the class into a model parliament and arrange a debate on current issues or a mock trial to adjudicate a local or national case at law. Encourage students to find suitable examples themselves.

Legislative processes can also be learned by arranging the class into an informal court. The “disputants” can be in the middle, with their “friends” and “family” close by and the rest of the class in a circle around them as a “village”.




Appoint a “magistrate” outside the circle as someone to be turned to only when the locals want an outsider’s opinion.

Have the disputants put their cases in turn, allowing everybody to elaborate their points. The discussion should continue until a consensus verdict is reached.

The issue to be dealt with can be chosen by the teacher with the students’ help. Discuss afterwards how the “law” has worked here in both the formal and the informal cases. Note how it may be impossible to find someone to blame, particularly, when each party has reasonable points to make.

Article 7 of the Universal Declaration begins: “All are equal before the law ...”. However, this statement of principle is not always reflected in practice.

Discuss:

-  Are all equal before the law in your community, or are some people treated in different ways?
-  What factors might give some people an advantage over others?
-  Why is equality before the law essential for a human rights culture?

Objectives

- Identify the impacts of inadequate standards of living on the life of people
- Research to find the minimum requirements for food and water necessary for survival and for well-being.
- Explore the standard of development in different countries and how the differences in development impacts the livelihood of the people and their rights
- List down all the things that a house should have to enjoy fully, the economic, social and cultural rights.

Agenda

- Minimum standard for living (20 mins)
- Exploring the standard of development in different countries (40 mins)
- Housing Rights (30 mins)

Materials

- Internet access
- Flip chart paper, markers

Overview

In this session students will be engaged in doing research work to find out how inequitable distribution of resources and the development standards of different countries and regions affect the livelihood of people.

Background Information

Where do you live of development, human rights and the environment are interdependent, since development is meant to be people-centered, participatory and environmentally sound. It involves not just economic growth, but equitable distribution, enhancement of people's capabilities and widening of their choices. It gives top priority to poverty elimination, integration of women into the development process, self-reliance and self-determination of people and governments, and protection of the rights of local people.

The strong link between human rights and development has figured prominently in United Nations deliberations for more than half a century. In 1986, the right to development was made explicit in article 1 of the United Nations Declaration on the Right to Development, which states that "the right to development is an inalienable human right by virtue of which every human person and all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realized".

The right to development includes:

- ✍ full sovereignty over natural resources
- ✍ self-determination
- ✍ popular participation in development
- ✍ equality of opportunity
- ✍ the creation of favourable conditions for the enjoyment of other civil, political, economic, social and cultural rights.

An Adequate Standard of Living

Adequate food and water are basic development priorities. Article 25 of the Universal Declaration of Human Rights includes specific reference to food as part of the right to a standard of living adequate for health and well-being. Article 27 of the

Convention on the Rights of the Child further guarantees every child the right to a standard of living adequate for her or his physical, mental, spiritual, moral and social development. These rights in turn are a concern of such bodies as the United Nations Children's Fund (UNICEF) and the Food and Agriculture Organization of the United Nations (FAO) and also have a bearing on national security and world peace.

Implementation Options

This session can be extended to a two hours session depending on availability of time for students to complete the tasks assigned.

Activity steps

Minimum standard for living (20 mins)

In groups of 4 or 5, ask students to research the minimum requirements for food and water necessary for survival and for well-being.

What happens when a child lacks a standard of living adequate for full development?

Let the students report their findings to the whole class. Carry out a discussion to find the similarities and differences of findings of different groups.

Exploring the standard of development in different countries (20 mins)

Note: Teacher can give time to do the research work prior to the session.







Assign groups, countries with contrasting levels of development to research using United Nations statistics from publications such as UNICEF's State of the World's Children or the United Nations Development Programme's Human Development Report. Have each group present a profile of an average

person from that country (e.g. life expectancy, income, diet, and access to clean water). Discuss the effects of such differences on the development of individuals as well as nations and regions.

Ask the students to find out about poverty in their own communities. Discuss who bears responsibility for protecting people from the effects of poverty.

Housing Rights (20 mins)

Houses directly reflect such things as local climate and geography, family structure and status, cultural and religious preferences and the availability of building materials. Brainstorm with the class a list of all the things that a house should have and then get them to design one that has these features. Have them describe and explain the features of what they have designed.

-  How does the design reflect their values and culture?
-  How might local house designs be modified and improved to conserve resources like water and power, and to minimize pollution?
-  What could be the specific needs of family members with physical disabilities? If there are homeless people in the community, discuss and research who is homeless and why.
-  Who is responsible for the homeless?
-  Is homelessness a human rights issue?
-  What can be done to address it?

Promoting and Creating a Human Rights Community

Objectives

By the end of the session students will be able to

- ✎ Initiate discussion on the concept of 'respect', what it means, and how lack of respect can affect society.
- ✎ Encourage participants to reflect about a topic of interest (human rights issues) and create awareness.
- ✎ Experience the joy of helping others

Agenda

- ✎ What would the world be if ... (20 mins)
- ✎ Working together (20mins)
- ✎ Group Discussion (20 mins)

Extension

- ✎ Making the School a Human Rights Community (30 mins)
- ✎ Focus Groups on respect (30 mins)
- ✎ Making Film
- ✎ Service Learning

Materials

- ✎ Flip chart paper, markers, colours
- ✎ Copies of the Declaration of Human Rights and the Convention on the Rights of the Child
- ✎ Camera (could be a mobile phone which can take movies)
- ✎ Video editing software

Overview

This session will give students opportunities to develop their skills in planning programs that helps to create a human rights community in the school.

Background

Activity step

What would the world be if ...(20 mins)

Ask the students to make groups of four. Provide each group with materials (Flip chart paper, markers, colours) and ask the groups to use the material provided to make a drawing or representation of what the world would be like if:

- There were no violent conflicts.
- I changed _____ or did _____.
- Or your own statement based on what you want your discussion to emphasize.

Get the group together and let the pairs explain their drawings.

Lead a discussion based on the issues raised in the drawings. Also, consider:

- ✏ What can we do to promote mutual understanding among people from different faiths?
- ✏ How can we promote reconciliation among people from different faiths and cultures?
- ✏ What qualities or values are needed to be more understanding?
- ✏ What role do you think we can play in helping people become more understanding and respectful?
- ✏ How can you help in building a world where people respect each other?
- ✏ The activity could be a school campaign with the drawings put on display.

Working together (20mins)

Working cooperatively, participants create a list of rights and responsibilities that set a standard of behavior for their community and foster respect and social order.

Procedure

1. Explain that everyone wants to live in a community where she or he can enjoy peace and be treated with respect and dignity as an individual. However, the steps necessary to achieve this cherished dream of a community based on human rights require everyone's effort and participation:

Step One:

Understanding Human Rights – People need to understand their rights. That is the goal of all human rights education.

Step Two:

Taking Responsibility for Human Rights – This step requires personal commitment. People must understand and accept the responsibilities that go along with human rights: to uphold the principles of the UDHR in their daily lives and to defend those rights for others.

Step Three:

Taking Action for Human Rights – The UDHR has established standards for how people and governments should behave. It also provides a framework by which to evaluate how individuals, institutions, and governments are living up to human rights principles. Using these standards people can take action to further human rights, to stop or prevent abuse, or to defend the rights of others in their local community, state, region, country, or anywhere in the world. However, effective action requires effective evaluation and planning:

- ✏ Assessing the situation, getting the facts straight, identifying needs
- ✏ Applying the human rights framework to the situation in order to understand what specific rights are involved
- ✏ Developing and implementing a plan of action

1. Explain that this activity is intended to help people take that second step towards a human rights community by applying human rights principles to their own lives.

2. Divide students into groups of 4 or 5. Each group is to draw up a list of around 10 rules for the whole school community that they think is needed for everyone to enjoy their



human rights and live together with peace and respect. They should write out their lists on chart paper and hang them up when complete.

3. When everyone has finished, ask a representative from each group presenting their ideas. Then ask students to try to consolidate these ideas into a master list, combining rules that are close in meaning. (The teacher needs to facilitate this). Urge students to keep the list short (e.g., about 10 rules).

4. Rephrase these rules statements into rights statements (e.g., "People should not steal from others" might be restated as "Everyone has the right to keep and enjoy his or her own property"; "The teacher shouldn't yell at kids" might be "Everyone has the right be treated with respect"). Write out this draft list of rights, leaving space below each statement.

5. Introduce the idea that every right involves a responsibility. Ask participants, working in small groups, to write a responsibility statement for every rights statement on the draft list (e.g., "Everyone has the right to keep and enjoy his or her own property" might have the corresponding responsibility statement "Everyone has the responsibility not to take others' property"; for "Everyone has the right be treated with respect," the responsibility statement might be "Everyone has the responsibility to treat others with respect"). When the small groups report, ask the whole group to select the version of each responsibility statement they like best. Write it in the space below that statement.

6. Once the draft master list of rights and responsibilities has been completed, ask participants to consider the following possible refinements (this step might be done by the whole group or divided among small groups who report back):

-  Just as all human rights are indivisible and interdependent, all the rights on this list are equally important. However, some are more general and provide a basis for others. Are these rights listed in the best order?
-  The wording of rights needs to be clear and simple. Can the language of these rules be improved?

- ✏ What specific human right(s) does each item on this list represent? After each item, write the number(s) of the UDHR article(s) involved.
- ✏ Is the list complete? Are the different needs (e.g., needs arising from differences in ability, race, religion, gender, class, etc.) of everyone in this group acknowledged? Look through the UDHR to see if any articles suggest ideas that need to be added to the list.
- ✏ Is the list democratic? Has everyone who will follow these standards had a say in their creation?
- ✏ What should this list of rights and responsibilities be called?

7. After the list is finalized, ask someone to copy it neatly onto a poster board and place it where everyone can see it. Explain that this list will set the standard for how people in this group will treat each other and that they should refer to it in cases of conflict and disorder in the group.

However, just as human rights are constantly evolving as human needs are identified and addressed, so this list is not final either. Explain that at regular intervals the group will check up on whether they are living up to their standards and that anyone may suggest changes at any time. Some rights and responsibilities might be eliminated because they are unnecessary or amended because they are not adequate. And situations may arise that this list does not cover; the new rights and responsibilities may need to be added.

Educating the Community about Human Rights (20 mins)

Discuss what the group could do to accomplish understanding Human Rights. How can the group make sure everyone in the school or community knows about their rights? Plan an advocacy campaign to educate your school community on human rights.

Extension

Making the School a Human Rights Community (30 mins)

After participants have experienced using the list of rights and responsibilities generated in Part A, including using it to settle disputes or disorder and revising it to meet different situations, consider whether a list of such Discuss:

- ✏ Who is included in the school community? Adults as well as students? Faculty? Administration? Staff (e.g., secretaries, maintenance, administrative officer)?
- ✏ What would be the results of having rights and responsibilities defined for the whole school community? Advantages? Disadvantages?
- ✏ Strategize how to go about making such a list of (or defining) rights and responsibilities for the whole school community. Who would need to be consulted? Do groups exist who might support this effort (e.g, student council, PTA, student groups, administrative groups)?
- ✏ Brainstorm how the whole school community could participate in drawing up a set of rights and responsibilities. Why is it important for everyone to have a say?
- ✏ On the basis of these considerations, draft a plan of action that outlines the steps necessary to establish a set of rights and responsibilities for the whole school community.
- ✏ If the class is willing and engaged, implement the plan!

Rights and Values – Human rights reflect deeply held values. Analyze the completed list of rights and responsibilities for the values it reflects. Discuss and list these values. For example, "Everyone has the right to be treated with respect" might represent a belief in the inherent dignity of every individual.

Source: Human rights here and now

http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-4/6_action-activity2.htm









Focus Groups on respect (30 mins)

Tell the participants that they are to form focus groups to talk about respect.






Focus groups are similar to interviews, but are carried out with groups of five to ten people, rather than on an individual basis. They are run by a moderator who develops a system by which each person has the chance to speak. They have been used to examine the types of concepts and values that children and adults have about peace, ideas about how to deal with violence, and suggestions for how best to promote peace in schools and communities.

The brief for a discussion on respect might be as follows:

Focus group moderator brief for discussion on respect

-  We want to find out how the people in the Focus Group feel about respect. Use these questions to steer the discussion. You do not have to use them in this order.
-  Who gives you respect?
-  Who does not always show you respect?
-  How can you tell if people are showing respect to you?
-  How much respect do you show other people? Who always gets your respect?
-  When and why do you not show respect to others?
-  What are the arguments for always respecting everyone?
-  What are the arguments for only respecting selected people?

If necessary you could get your groups to focus on one of the following topics:

-  Respect in school – Are there specific cases that demonstrate a lack of respect?
-  Respect in the city – Are there groups who suffer from a lack of respect, such as immigrants and minorities?
-  Respect in families – How much respect is shown between family members?
-  Who gets the most respect? Who gets the least?
-  Religious respect – Do we respect other people's beliefs? If not, why?

Finish the activity by sharing the conclusions of each focus group. You may want to use a

mind-map to visualize how participants understand what respect is and its application.

Making a film

Introduce the topic of film-making as a means of raising awareness about a particular topic.

Tell the students that there is an opportunity for them to make a short film. Explain that you will try to find venues where the students can show their film, to their peers, at a public screening or to those in positions of power.

Through a number of methods – brainstorming, discussions or round tables – students will choose their topic. Encourage them to choose a topic that relates to social problems or which will help them learn more about diversity, either locally or globally.

There are specialist resources that will help students make a film (try <http://www.filmyourissue.com/making/index.shtml>) and it would be very helpful if you can also bring someone in who has technical knowledge and can help. Students should have as much control over decision-making as possible and work cooperatively – a key dimension of this activity.

Before starting

1. Determine the objectives of your video.
2. Determine the intended audience.
3. Look at constraints, including time, filming opportunities, editing possibilities.
4. Draw a story-board (the sequence of the video).
5. Discuss what the participants would like to see in the video (interviews, drawings, cartoons, images, songs).
6. Allocate tasks among the participants. Some will conduct interviews; others will do research, including possibly conducting a survey; some will create art-work, find images and music; others will do the shooting, and some will do the editing.

When the film is made

Discuss the editing process with participants so that everyone can contribute to the final cut.

When the film is completed and you watch it, ensure participants also reflect upon the discoveries they made while making the film.






This is an initiative that can take months, so make sure you maintain the motivation of all the students. Have periodical meetings for revisions and set a date for the final launch.

You may wish to have a private viewing first to parents and friends. Based on this event, you can then discuss how best to show the film to its intended audience.

Videos can be uploaded on the internet and sent to film festivals or to Web 2.0 sites, such as YouTube.

Service learning

Encourage young people to start volunteer activities involving people whose rights have been undermined or violated. Such activities can include:

-  Displaced people
-  People with special needs
-  Marginalised people
-  Immigrants living in poor conditions
-  People living in extreme poverty

The activities can be part of your class or be institutionalized by the school as a way to promote social service.

Guidance for the preparation and development of a service-learning activity

Gather information about situations in your city where human dignity has been violated.

Make a list of organizations in your island that work with marginalized people or with human-rights violations.

Contact one or two organizations where you think your young people can carry out volunteer activities.







Get an agreement with the organization/s to prepare a volunteer programme with your young people.

Ask the organization's director or point-of-contact to give a talk to the students about their work and the people it affects.

Decide on what kind of help is needed and what kind of activities yours students can offer: entertainment activities; playing music; preparing a drama; instruction (e.g., painting, sewing, music, mathematics, reading and writing) or general help (e.g., help with shopping, letter writing).

With your students, identify one or two goals that they should try to achieve by the end of the programme or in a certain period of time.

Prepare sessions of reflection with the students to explore their experiences:

-  What they learned during the volunteer activity.
-  How they feel when they serve or help others.
-  The differences and similarities that they share with these people.
-  How they can avoid the denigration of human rights.
-  Why they think minorities suffer discrimination.
-  Compare it to religious discrimination and its effects.

Human Right Defenders

Objectives

By the end of the session students will be able to

- ✏ Assess human rights conditions within the school community
- ✏ Reflect critically on forces at work within the school that affect the human rights climate
- ✏ Develop an action plan to improve the human rights climate within the school.

Agenda

- ✏ Activity1- Taking Human Rights Temperature of your School (time: variable)
- ✏ Looking Ahead (30 mins)

Materials

- ✏ Questionnaire on “Taking Human Rights Temperature of your School”

Overview

Students survey their community to evaluate how human rights are enjoyed and strategize how to address abuses they discover.

Background Information

The questions below are adapted from the United Nations Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of Child (CRC). The relevant UDHR and CRC articles are included parenthetically in each statement. Some of these issues correlate more directly to the UDHR than others. All of these questions are related to the fundamental human right to education found in Article 26 of the Universal Declaration: Everyone has the right to education... Education shall be directed to the full

development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

Taking the human rights temperature of your school

(Activity adapted from: Human Rights Resource Center, www.hrusa.org)

Questionnaire source: ABC: Teaching Human Rights - Practical activities for primary and Secondary Schools, United Nations, New York and Geneva, 2004)

Overview: Participants survey their community to evaluate how human rights are enjoyed and strategize how to address abuses they discover.

Implementation Options:

1. Ask students to evaluate their school's human rights climate (e.g., take its "temperature," by completing the Handout: Taking the Human Rights Temperature of Your School). Prior to completing the survey, students might conduct research into school conditions, using the topics in the survey as a guide. Each student in the class should complete the survey individually.
2. Collect the surveys and compute the average response to each question. Post the responses on a chalkboard or newsprint version of the survey.
3. Discuss the findings from the survey:
 - What are your reactions to the results of the survey?
 - How did your own evaluation compare to the class averages?
 - What might account for any differences between individual responses and class averages?
4. Draw on the following questions to move from analysis and evaluation to the development of an action plan:

Looking for patterns

- In which areas does your school appear to be adhering to or promoting human rights principles?
- In which areas do there seem to be human rights problems?

- Which of these are of particular concern to you? Elaborate on the areas of concern, providing examples and identifying patterns in human rights violations.

Looking for explanations

- How do you explain the existence of such problematic conditions?
- Do they have race/ethnicity, class, gender, disability, age?
- Are the issues related to participation in decision-making? Who is included and who isn't?
- Who benefits and who loses/suffers as a result of the existing human rights violations?

Looking at yourself

- Have you or any of your fellow community members contributed in any way to the construction and perpetuation of the existing climate (e.g., by acting or not acting in certain ways, by ignoring abuses or not reporting incidents)?

Looking at others

- Were those completing the questionnaire representative of the population of the school?
- Would you expect different results from a different group of people?
- In what ways might another group's responses differ and why?
- Should these differences be of any concern to you and to the school community?
- When determining which human rights concerns need to be addressed and how to address them, how can you be certain to take into account the perspectives and experiences of different people?

Looking ahead

- What needs to be done to improve the human rights climate in your school?
- What action(s) can you and your group take to create a more humane and just environment where human rights values are promoted and human rights behaviors practiced?

5. Review survey item #25, stressing the importance of assuming responsibility and action. Then, as a group brainstorm possible actions that individuals and groups might take to improve the human rights situation. The class should try to develop a short list of options for actions. For each action, students should identify goals, strategies, and responsibilities

Taking the human rights temperature of your school

Directions: Read each statement and evaluate how accurately it describes your school community. Keep in mind all members of your school: students, teachers, administrators, staff. Add up your score to determine the overall assessment for your school.

Rating scale:



1. Members of the school community are not discriminated against because of their race, sex, family background, disability, religion or life style.
(UDHR articles 2, 16; CRC articles 2, 23) ☐

2. My school is a place where I am safe and secure.
(UDHR articles 3, 5; CRC articles 6, 37) ☐

3. All students receive equal information and encouragement about academic and career opportunities.
(UDHR articles 2, 26; CRC articles 2, 29) ☐

4. My school provides equal access, resources, activities and accommodation for everyone.
(UDHR articles 2, 7; CRC article 2) ☐

5. Members of my school community will oppose discriminatory actions, materials or words in the school.
(UDHR articles 2, 3, 7, 28, 29; CRC articles 2, 3, 6, 30) ☐

6. When someone violates the rights of another person, the violator is helped to learn how to change her/his behaviour.
(UDHR article 26; CRC articles 28, 29) ☐

7. Members of my school community care about my full human as well as academic development and try to help me when I am in need.
(UDHR articles 3, 22, 26, 29; CRC articles 3, 6, 27, 28, 29, 31) ☐

8. When conflicts arise, we try to resolve them in non-violent and collaborative ways.
(UDHR articles 3, 28; CRC articles 3, 13, 19, 29, 37) ☐

9. The school has policies and procedures regarding discrimination and uses them when incidents occur.
(UDHR articles 3, 7; CRC articles 3, 29) ☐

10. In matters related to discipline, everyone is assured of fair, impartial treatment in the determination of guilt and assignment of punishment.
(UDHR articles 6, 7, 8, 9, 10; CRC articles 28, 40) ☐

11. No one in our school is subjected to degrading treatment or punishment.
(UDHR article 5; CRC articles 13, 16, 19, 28) ☐

12. Someone accused of wrong-doing is presumed innocent until proved guilty.
(UDHR article 11; CRC articles 16, 28, 40) ☐

13. My personal space and possessions are respected.
(UDHR articles 12, 17; CRC article 16) ☐

14. My school community welcomes students, teachers, administrators and staff from diverse backgrounds and cultures, including people not born in this country.
(UDHR articles 2, 6, 13, 14, 15; CRC articles 2, 29, 30, 31) ☐

15. I have the liberty to express my beliefs and ideas without fear of discrimination.
(UDHR article 19; CRC articles 13, 14) ☐

16. Members of my school can produce and disseminate publications without fear of censorship or punishment.
(UDHR article 19; CRC article 13) ☐

17. Diverse perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries and classroom instruction.
(UDHR articles 2, 19, 27; CRC articles 17, 29, 30) ☐

18. I have the opportunity to participate in cultural activities at the school and my cultural identity, language and values are respected.

(UDHR articles 19, 27, 28; CRC articles 29, 30, 31)

☐

19. Members of my school have the opportunity to participate in democratic decision-making to develop school policies and rules.

(UDHR articles 20, 21, 23; CRC articles 13, 15)

☐

20. Members of my school have the right to form associations within the school to advocate for their rights or the rights of others.

(UDHR articles 19, 20, 23; CRC article 15)

☐

21. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty and peace.

(UDHR preamble, articles 26, 29; CRC article 29)

☐

22. Members of my school encourage each other to organize and take action to address problems related to justice, ecology, poverty and peace.

(UDHR preamble, articles 20, 29; CRC article 29)

☐

23. Members of my school community are able to take adequate rest/recess time during the school day and work reasonable hours under fair work conditions.

(UDHR articles 23, 24; CRC articles 31, 32)

☐

24. Employees in my school are paid enough to have a standard of living adequate for the health and well-being of themselves and their families.

(UDHR articles 22, 25; CRC article 27)

☐

25. I take responsibility in my school to ensure that people do not discriminate against others.

(UDHR articles 1, 29; CRC article 29)

☐

Total

☐

Possible temperature = 100 human rights degrees

Your school's temperature = ____ human rights degrees

Democracy and Human Rights

Objectives

- ✏ Gain knowledge on how a democratic system works
- ✏ Gain information on voting and negotiation
- ✏ Prepare a speech on democracy
- ✏ Make a flow chart to show how democratic systems work.

Agenda

- ✏ Democracy Record (10 mins)
- ✏ President for a day (20 mins)
- ✏ President elects' Presentation (20 mins)
- ✏ Presidents Elects' celebrations (10 mins)
- ✏ Democracy Flow Chart (30 mins)

Materials

- ✏ Job advertisement
- ✏ Information Sheet (democracy)
- ✏ Speech Evaluation Form
- ✏ Markers, Bristol board
- ✏ Post it notes/ index cards

Overview

Through this session students gain some information like voting, negotiation and how a government system works. The activities will help the students to explore an in-depth knowledge n the topic “democracy” and how it relates to human rights and responsibilities.

Background information

Democracy is a political term or concept used to describe the most favoured form or system of the government in the world today or the best model for good governance.

The word democracy comes from two words namely “demos” meaning the people, and “kratia” meaning to rule by the people or people power.

Literally it means rule by the people or people power. Democracy is the opposite of dictatorship where the government is chosen by the people through universal suffrage or voting.

Note Read more from the information sheet attached at the worksheet and material.

Implementation Option

As the topic is very wide, it is important to carry out all the activities including the extension activities for the students to gain an in-depth knowledge on the subject.

Activity step

Democracy Record (10 mins)

In groups of four or five, allow the children to record all the words/ideas they think of when they hear the word "democracy." Have the children record their answers on big post it notes or index cards. Remind them to write down all their responses and not to debate choices. Once they are finished, collect the pieces of paper and as a whole group, discuss each contribution and organize the ideas into categories. Leave this collected record on display throughout the entire session.

President for a day (20 mins)

A candidate announces that he or she will run for president

In the previous group elect a member whom students think has capability to become the president of the Maldives. Teacher can provide information sheet on democracy and put up the job advertisement on the board or somewhere in the class. Each group can act out as a party. The group students can discuss and go for a secret voting to bring out the candidate who will run for the president. From each party there has to

be one candidate. Once each group decides its candidates after voting, the party can get ready to give a speech for the citizens of the country. All the other members in the party have to participate and help in preparing the candidate for the speech.

The speech should highlight on the following questions

1. What does democracy mean? What are some of the components of democracy?
2. How many democratic countries are there in the world today? Is there any disagreement or controversy about these numbers? Why?
3. One of the most common aspects of the definition of democracy is “free and fair elections.” What does this mean? List an example of a country that has recently held free and fair elections? One that has not?
4. What general trend are experts seeing in countries around the world – a strengthening of democracy or a weakening of democracy? Why? Predict what you think will happen in the future – will current trends continue, or will there be a shift? Explain the rationale for your prediction.
5. One of the stated goals of United States is to promote democracy. Do you think that the United States or other democratic countries including Maldives should encourage democracy around the world? Do the U.S. and other countries have the right to forcefully remove authoritarian leaders they believe are harming their citizens, or should countries have the right to rule their people as they see fit?

President elects’ Presentation (20 mins)

There has to be a panel to evaluate the president elects’ speech. The panel should have a member from each party. Provide the panelists with an evaluation form. Each candidate will get 2 minutes to give the speech. After all the speeches are given the panel can get an aggregated mark to select the best speaker. All the students have to now give another secret vote to select the president. Have the “candidates” create a ballot on paper and have the students vote independently. Tally up the

votes, and then determine how many electoral votes each candidate receives.

Presidents Elects' celebrations (10 mins)

Celebrate! The party, which succeeded the presidential elect, can organize a game, fun activity or give a treat to all the others

Extensions

Democracy Flow Chart (30 mins)

Make a flow chart to show the state structure of governance and government structure. The outcome of the group work must be presented to the class by group leader and discussions have to be held.

Assessment

Group Bulletin Board

Make 4- 5 groups and provide students with markers, bristol board .Ask the students to make a bulletin board. Each student adds what he or she learned from the session.

Worksheet and Materials

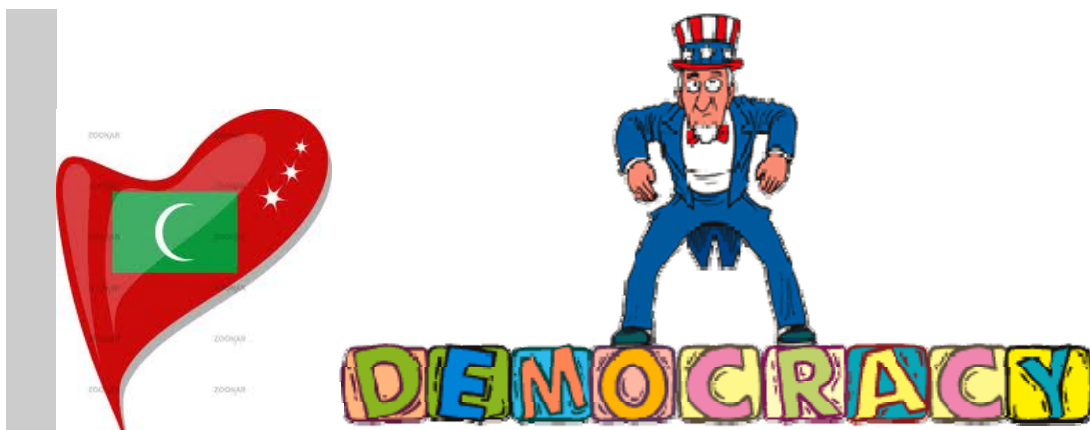
Job advertisement

Wanted: Man or Woman for top government position

Must have been born in the Maldives, be a Maldivian citizen

Duties include making speeches, talking to the press, acting as commander in chief of the Maldives military and making important policy decisions. Must like to travel, shake hands and kiss babies. Knowing how to compromise and get along with others is necessary. The job lasts four years with the possibility of renewal.

Salary: Rf 75,000 a year, plus expense account that includes Rf50,000 per year for office expenses, Rf20,000 per year for entertaining and Rf100,000 per year for travel. Housing and transportation provided, but you must be willing to move to Male'. Pets and children welcome. Applications taken every four years.



Information Sheet (democracy)

Introduction to Democracy

- Democracy is a political term or concept used to describe the most favoured form or system of government in the world today or the best model for good governance.
- The word democracy comes from two words namely “demos” meaning the

people, and “kratia” meaning to rule by the people or people power.

- ✚ Literally it means rule by the people or people power. Democracy is the opposite of dictatorship where the government is chosen the people through universal suffrage or voting.
- ✚ Therefore, in a democracy people decide and dismiss the government.
- ✚ A follower of democracy is called “democrat”
- ✚ A “liberal democracy” meant a limited government where minimal regulation with free market, regular elections and preserve civil liberties like freedom of thoughts, assembly and movement of people is provided.
- ✚ A government that follows democracy is known as “democratic government”
- ✚ In a democracy majority rules but minority is heard and their rights are respected as well.
- ✚ In a democracy citizens have the rights and responsibilities.
- ✚ There are mainly 2 forms of democracy,
 - ✚ **Direct democracy:** is the rule exercised by the citizens directly by voting on every issue that matters them. This is practicable among small populations.
 - ✚ **Indirect democracy:** It is known as “representative democracy” where citizens elect representatives or parliamentarians or local councilors to represent them and to make laws or decisions for them. This form of democracy is practiced in all democratic countries of the world today, where wishes of citizens are exercised by the representatives of the citizens, managing the government.
- ✚ The world parliamentary organizations, the Inter-Parliamentary Union (IPU) as the paramount advocate and promoter of democracy worldwide has adopted what was called “Universal Declaration on Democracy” on 16th September 1997.
- ✚ Key points contained in the declaration include the following
 - ✚ Democracy is a universally recognized ideal based on values common to people everywhere, regardless of cultural, political, social or economic differences.

- ✍ As an ideal, democracy aims to protect and promote the dignity and fundamental rights of individuals, instill social justice and foster economic differences.
- ✍ As a form of government, democracy is the best way of achieving these objectives.
- ✍ It is the only political system that has the capacity for self- correction.
- ✍ Democracy has two core principles: Participation and accountability.
- ✍ Everyone has the right to participate in the management of public affairs.
- ✍ Likewise, everyone has the right to access information on government activities.
- ✍ Key Features of Democracy
 - ✍ Majority rules
 - ✍ Rule of law upholding the constitution
 - ✍ Free and fair elections
 - ✍ Three powers of the state being independent Public consultation and resolving conflicts through discussions
 - ✍ Accountable government
 - ✍ Freedom of thought and Assembly
 - ✍ Freedom of media
 - ✍ Empowering Civil Society
 - ✍ Party system
 - ✍ Protection of minority rights
 - ✍ Protection of human rights
 - ✍ Everyone equal before the law
 - ✍ Functioning of independent commissions and bodies
 - ✍ Free market

Objectives of Democracy

- ✍ To empower citizens and let powers of the state derive and remain with citizens
- ✍ To enable participation of citizens in deciding their affairs

- ✍ To serve the interests of citizens
- ✍ To maintain law and order
- ✍ To promote peace with neighbours and international community
- ✍ To promote and facilitate human rights
- ✍ To stop corruption
- ✍ To promote tolerance and social justice
- ✍ To stop discrimination
- ✍ To let citizens elect their representatives in elections
- ✍ Separation of three powers of the state (the executive, legislative and the judiciary)

Disadvantages of Democracy

- ✍ Democracy is rule by the majority which means matters can be decided by 51 percent of voters or people. This led to mob rule which can ignore legitimate rights of minorities
- ✍ Creation and functioning of democratic institutions
- ✍ Add cost and take time
- ✍ Unhealthy competition resulting from political parties may cause disharmony, tension and mistrust.

International Day of Democracy

In December 2007, the United Nations declared 15th September to be observed as the International Day of Democracy to raise awareness about democracy and its promotion worldwide.

Rationale for Maldives to Learn and Follow Democracy

- ✏ The Maldives embraced democracy with the adoption of a democratic constitution on 7th August 2008
- ✏ In the article 2 of the new constitution states that “the Maldives is a sovereign, independent, democratic republic based on the principles of Islam.
- ✏ In the Article 4 of the constitution again states that “ all the powers of the state of Maldives are derived from and remain with the citizens
- ✏ Most importantly in the Article 16 of the constitution states that People’s Majlis can limit the rights and freedom of Maldivians guaranteed by the chapter II of the constitution to any extent only if demonstrably justified in a free and democratic society.
- ✏ Therefore, it is the duty of every Maldivian to learn about democracy in particular about the structure and features of Maldivian democracy as prescribed by the August 2008 constitution.

Interlink between democracy and human rights

Protection and promotion of human rights is a functional feature and objective of democracy.

Democracy cannot be strengthened or made successful without protecting human rights and human rights cannot be fully defended without democracy.

Some analysts posit that democracy and human rights are two sides of the same coin Therefore, democracy and human rights are complementary to each other and cannot be separated. But interdependent and reinforcing each other.

Democracy is a broad political concept that describes a system of governance while human rights are fundamental individual rights that need to be facilitated and observed by the state for the people.

SPEECH EVALUATION FORM

Topic _____

INTRODUCTION		DELIVERY	
Gained attention and interest	E G A F P	Began speech without rushing	E G A F P
Introduced topic clearly	E G A F P	Maintained strong eye contact	E G A F P
Related topic to audience	E G A F P	Avoided distracting mannerisms	E G A F P
Established credibility	E G A F P	Articulated words clearly	E G A F P
Previewed body of speech	E G A F P	Used pauses effectively	E G A F P

BODY		Used vocal variety to add impact	E G A F P
Main points clear	E G A F P	Presented visual aids well	E G A F P
Main points fully supported	E G A F P	Communicated enthusiasm for topic	E G A F P
Organization well planned	E G A F P	Departed from lectern without rushing	E G A F P
Language accurate	E G A F P	OVERALL EVALUATION	
Language clear	E G A F P	Met assignment	E G A F P
Language appropriate	E G A F P	Topic challenging	E G A F P
Connectives effective	E G A F P	Specific purpose well chosen	E G A F P
CONCLUSION		Message adapted to audience	E G A F P
Prepared audience for ending	E G A F P	Speech completed within time limit	E G A F P
Reinforced central idea	E G A F P	Held interest of audience	E G A F P
Vivid ending	E G A F P		

What did the speaker do most effectively? _____

What should the speaker pay special attention to next time? _____

General Comments: _____



Discrimination

Objectives

- Recognize the negative effects of discrimination.
- Differentiate between majority and ethnicity
- Explore cultural diversity and identify the challenges of intercultural communications.

Agenda

- The Colour Group Game: (15 mins)
- Identifying some "minority groups" (20 mins)
- The Culture Game (25 mins)

Materials

- Materials
- sticker or coloured piece of cardboard/paper identifying the island. (for 6 groups)

Overview

Students will explore the negative consequences of discrimination. They will also explore and accept cultural difference among the people living in the same community. The activities would also allow the students to understand how it feels to be discriminated against. It creates a scenario to empathize with those that have to bear the turmoil of discrimination

Background Information

What is discrimination?

All people have the right to be treated equally. Discrimination occurs when an individual, group or organization excludes, isolates, treats differently or deprives someone of rights based on a “personal characteristic”.

Discrimination is, above all else, an action. It is the act of excluding someone, denying them, for example, work, an apartment, access to public space, a service, or the freedom to exercise a right. It is based on prejudice and stereotypes, which are beliefs, ideas and preconceived notions about individuals or groups.

Article 17:(a) Everyone is entitled to the rights and freedoms included in this Chapter without discrimination of any kind, including race, national origin, colour, sex, age, mental or physical disability, political or other opinion, property, birth or other status, or native island.

(b) Special assistance or protection to disadvantaged individuals or groups, or to groups requiring special social assistance, as provided in law shall to be deemed to be discrimination, as provided for in article (a)

Constitution of the Republic of Maldives 2008

What are some bases of discrimination?

What is ethnocentrism?

Ethnocentrism is a tendency to judge other cultures according to our own values. This can lead an individual to believe that his values and traditions are “better than or superior to” those of others or to presume that what is done here should be done in the same way everywhere.

What is racism?

Racism consists in believing that certain people are superior to others due to the fact that they belong to a particular “race”. Racism is a theoretical concept, based on prejudice and stereotypes, according to which certain “races” have biological differences that justify domination, rejection or aggression. In current usage, the term racism usually refers to xenophobia and social segregation, which are its most obvious manifestations.

The term race usually refers to physical or morphological characteristics, such as skin colour, hair, or ethnic origin. However, there is no scientific proof to support the existence of different “races”. In fact, biology identifies only one “race”: the human race. Human beings are genetically too similar to talk about differing “races”. For these reasons, the use of race is questionable. It is a social construct that mainly serves to justify the perpetuation of inequalities and injustices. It is often suggested that the term race be replaced by terms that better qualify human diversity: local population, ethnic group, cultural community, etc.

Overview

Students will explore the negative consequences of discrimination. They will also explore and accept cultural difference among the people living in the same community. The activities would also allow the students to understand how it feels to be discriminated against. It creates a scenario to empathize with those that have to bear the turmoil of discrimination

The Colour Group Game: (15 mins)

Divide the class into three different groups. Each group is assigned a colour and this colour determines how the group will be treated. One group gets royal and preferential treatment while the second group gets treated as any other and third group gets ostracized. For example the first group gets special meals to eat while the second gets regular meals and the third group has to eat at a separate table and clean up after the rest has eaten. After the game, the groups sit

together and discuss how they felt during the game and whether it was fair that one group got preferential treatment and how they felt when their friends were treated with disrespect.



Discrimination – minority group status

The concept of a “minority group” is confused with the concepts of “ethnicity” and often “race”, and when it is, earlier activities are relevant here as well. The term is a loose one, and has also been used to describe indigenous peoples, displaced peoples, migrant workers, refugees and even oppressed majorities. Often common to these groups is poverty. A minority group may cease to be a “minority group” if it becomes powerful enough.

The members of minority groups are entitled to their individual human rights, but they usually claim certain rights as members of a group as well. Depending on the particular group, these might include claims for cultural and political self-determination, land, compensation for dispossession, control of natural resources.

Identifying some “minority groups” (20 mins)

Help the class develop a definition of “Minority group”.

-  Are they always in a minority mathematically?
-  In what ways do minorities usually differ from the majority or dominant population?

Brainstorm with the class a list of contemporary “minority groups”, starting with the local community. Be sure to include minorities based on class, ability and other non-racial factors. Do these minority groups experience discrimination? In what ways? Seniors students could eventually do case studies to find out about the size, location, history, culture, contemporary living conditions and key claims of specific minority groups.

- What are some circumstances that create minority groups in a population (e.g. indigenous peoples, immigrants, refugees, migrant workers)?

The Culture Game (25 mins)

To act out the 4 characteristics that define one's island (a shout, a taboo, a greeting and an attitude towards others) while trying to discover the characteristics of the other islands.

- Divide the students into 6 islands and give to each student in the island a sticker or coloured piece of cardboard/paper identifying the island.
- Ask each island to take a few minutes to make up 4 characteristics, one for each category used, that will distinguish the behaviour of their island culture. The categories are: a shout, a taboo, a greeting, and an attitude towards one of the other tribes. All the islands must have different characteristics.
- When the islands are ready, ask the children to walk around the play area and try to communicate with members of the other islands in order to discover their 4 characteristics.
- After 10-15 minutes, bring the game to an end.
- Assemble all the islands in a large group. Ask the children if they were able to discover the characteristics of the other groups.

Examples for each category

- Shouts: growling, grunting, shouting the name of the island etc. (eg: ey . oiy to call out at people)
- Taboos: never use the right hand, never say yes or no, never speak first, never let yourself be touched by others, never stand when talking, and never sit when spoken to, etc.
- Greetings: cross your arms and say, "Top of the day to you", put your right hand on the left shoulder of the person you are greeting and say, "Hello jello!",
- Attitudes towards others: feel inferior and proud, funny and bizarre, be afraid of certain people.

Reflection

Use the following questions to lead a discussion with the group on cultural diversity and intercultural communication.

- ✏ Did you enjoy this game?
- ✏ Did you succeed in discovering the characteristics of the other islands?
- ✏ Was it difficult to understand the members of the other islands and to make yourself understood by them? Did you experience any frustration? Why?
- ✏ Were there groups that were easier to communicate with? Why?
- ✏ Have you ever been in a situation where you didn't succeed in understanding another person or in making yourself understood? How did you react? What did you do?
- ✏ What can we do when we meet someone from another country, another culture or who speaks another language and we have difficulty communicating with them?

Feedback form

Write a sentence or few words that you learned from the activities.

Respect for Self and Others	
I Doubt Myself" Line Activity	
Working together	
Writing Activities (25 mins)	
Self-Esteem Calendar	
Extension Activity Breaking the "Perfect" Myth (30 mins)	
Civic Responsibilities	

Defining Civic Responsibilities	
Hypothetical Scenario	
Responsibilities	
Extension Democratic participation	
Climate Change and Human Rights	
Climate change and its effects	
Climate change Story Stripe	
Climate Change story circle	
Extensions Climate change in news	
Save Energy! Save the earth! (Flexible)	

Government and Law	
Why do we need a government?	
The three Branches of a Government Presentation	
Extension Community issues, my responsibilities	
Development Report of the Community	
Development and Environment	
Minimum standard for living	

Exploring the standard of development in different countries	
Housing Rights	
Promoting and Creating a Human Rights Community	
What would the world be if ...	
Working together	
Group Discussion	
Extension Making the School a Human Rights Community	

Focus Groups on respect	
Making Film	
Service Learning	
Human Right Defenders	
Taking Human Rights Temperature of your School (time: variable)	
Looking Ahead	
Democracy and Human Rights	
Democracy Record	
President for a day	

President elects' Presentation	
Presidents Elects' celebrations	
Democracy Flow Chart	
Gender Discrimination	
The Colour Group Game	
Identifying some "minority groups"	
The Culture Game	

Whole School Approaches

What the Human Rights Club can do!

- ✏ Develop a human rights defender badge for those who show respect and practices rights
- ✏ Frequent assembly talks
- ✏ Debate competition on human right issues / topic in school literary clubs
- ✏ Display posters of UDHR and CRC
- ✏ Include at least one human rights based activity in school events (eg literary-poems, essay topics, etc)
- ✏ Deliver Human Rights related messages in the school assembly on special days (children's day, environment day, etc)
- ✏ Establish a Human Right's Spot where students and teachers can display local and international human rights issues each week or month. The board can be displayed on a prominent place of the school .Leave a place for students to write their ideas on actions students can take to address the issue.
- ✏ Assign monthly projects for students to work on a specific right (eg: children's, right, women's right) .Let the students explore issues and discuss ways to mitigate the problem.
- ✏ Mark each week/month of the year and practice values relating to human rights (respect, cooperation, peace)




Note:











Most importantly, teachers and staff of school have to shape their actions and words in accordance with Human rights. Be a role model to students. (EG: listen and respects students' views and opinion, show kindness, do not humiliate them etc)

Internationally Marked Days

08 March	United Nations Day for Women's Rights and International Peace Day
21 March	International Day for Elimination of Racial Discrimination
22 March	World Day for Water
07 April	World Health Day
01 May	Labour Day
03 May	World Press Freedom Day
15 May	International Day of Families
05 June	World Environment Day
26 June	International Day Against Drug Abuse and Illicit Trafficking
26 June	International Day in Support of Victims of Torture
12 August	International Youth Day
08 September	International Literacy Day
15 September	International Day of Democracy
21 September	International Day of Peace
01 October	International Day of Older Persons
02 October	International Day of Non- violence
17 October	International Day of Eradication of Poverty
14 October	United Nations Day
19 November	World Day for Prevention of Child Abuse
20 November	Universal Children's' Day
25 November	International Day for Elimination of Violence Against Women
03 December	International Day of Disabled Persons
09 December	International Anti- corruption Day
10 December	Human Rights Day
18 December	Migrant Workers Day

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