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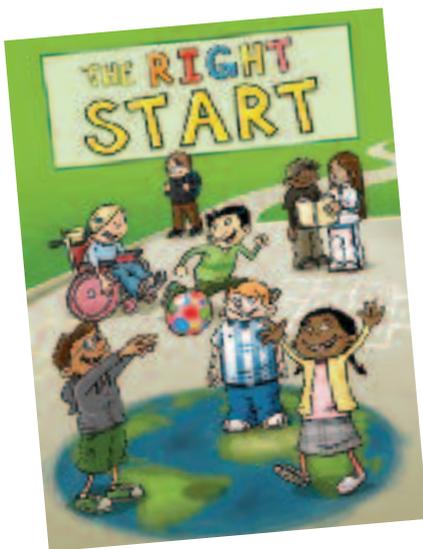
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# ABOUT THIS RESOURCE

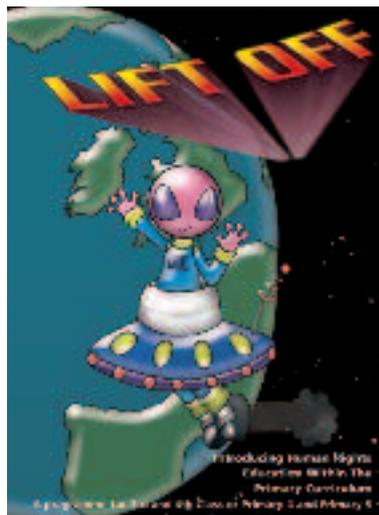
This resource is part of a comprehensive human rights education programme developed by the Lift Off Initiative, which aims to promote human rights education (or HRE) within primary schools.

The Lift Off Initiative is a cross border primary human rights education initiative that aims to promote a human rights culture in primary schools in both Northern Ireland and the Republic of Ireland. The project is managed and operated by Amnesty International (Irish Section) and Amnesty International (UK), the Irish National Teachers' Organisation, the Ulster Teachers' Union and Education International. It receives financial support from the Departments of Education in the Republic of Ireland and Northern Ireland, in addition to the Department of Foreign Affairs (RoI) through Irish Aid.

The entire programme, which consists of three resource books for junior, middle and senior classes have been written by practising teachers from Northern Ireland and the Republic of Ireland, with the guidance and support of human rights education and curriculum experts from both jurisdictions. The materials have been piloted in schools all over Northern Ireland and the Republic of Ireland, ensuring that the final materials are informed by a diverse range of perspectives.



**The Right Start**  
Junior Infants – 2nd Class/  
Primary 1-3)



**Lift Off**  
3rd and 4th Class/  
Primary 4 and 5



**Me, You, Everyone**  
5th and 6th Class/  
Primary 6 and 7

Please note these ages are offered for general guidance only. The resources can be used within the context of a broader school or national curriculum or as a self-contained package.

## The Right Start

The resources pictured above are arranged in sequence. The resource for younger children, **The Right Start**, is predominantly a skills-based resource. The rationale behind this was grounded in the premise that human rights education is not just about the acquisition of knowledge, but a process that involves the development of skills and attitudes necessary to promote, defend and protect our rights and the rights of others. It was felt that the initial steps of the programme should focus on the age appropriate development of essential skills and attitudes necessary to support and enhance the development of positive attitudes towards rights and responsibilities.

## Lift Off

The second resource in the programme, **Lift Off**, introduces the language of 'rights' in a very child-friendly and age-appropriate manner. It introduces the children to the rights contained in the Convention on the Rights of the Child.

## Me, You, Everyone: Rights and Responsibilities

This resource is ideally used as a follow-on to Lift Off, but can be introduced as a self-contained module. The module should be adapted and taught to support the requirements of each individual class and school situation. In order to make the resource as user-friendly as possible, a number of appendices have been included at the back of the book.

It is by no means necessary that teachers do all of the activities in a given unit or indeed all of the units with their pupils. While the resource is structured in such a way that one unit sets out to enable children to develop the knowledge, skills and attitudes which they may have acquired or practiced in a previous lesson, it is equally intended that this resource be suitable for teachers to dip in and out of and adapt to their own needs. Also, the inclusion of a varied range of optional extension activities at the end of each unit provide opportunities to focus on particular themes of interest.

Throughout this resource, the children will explore concepts such as identity, relationships, interdependence, equality and perspective, the understanding of which will contribute to their understanding of human rights. They will be introduced to the Universal Declaration of Human Rights, and explore the rights contained within, as well as the corresponding responsibilities. They will also explore human rights issues such as gender inequality, discrimination and child labour, as well as take a look at human rights defenders and explore some potential action projects.

Moreover, throughout this resource they will be encouraged to evaluate and positively contribute to the human rights situation in their world, through an emphasis on both school and community life and activities aimed at fostering their sense of global solidarity.

It is important to note that these resources are best used as part of a comprehensive human rights programme that aims to promote a whole school approach to human rights education. Before embarking on the programme, you may find it useful to take a look at the following sections, which provide more information about human rights education and how it fits into the primary curriculum, as well as the rationale behind and expected benefits of teaching children about human rights. Section 4.3 gives examples of how individual units can be integrated throughout the curriculum and Section 5 provides a list of ideas to support the use of this programme.

To see some of the innovative ways in which schools have engaged with the materials, particularly on a whole school level, see [www.liftoffschools.com](http://www.liftoffschools.com).

# TEACHERS' NOTES



## 1. What is Human Rights Education?

Human rights education is a learning process which seeks to:

- ensure that children have an understanding of their own human rights and associated responsibilities;
- foster attitudes of respect and appreciation of the uniqueness of each individual;
- promote skills among children that will enable them to act in ways that defend and promote human rights.

## 2. Participative Methodologies and Human Rights Education

In human rights education, equal emphasis is placed on the language and environment in which we teach as well as what we teach.

This module is based on the premise that children are not merely recipients of knowledge but participants in the learning process. Throughout the module there is a commitment to ensure that the voice of the child is valued and that the skills necessary for the promotion and protection of human rights are developed through active and participative learning. The module seeks to ensure that there is a balance between individual learning, collaborative learning and whole class learning and uses a variety of active methodologies.



### 3. Promoting a Human Rights Classroom and School

The environment within which we teach is fundamental to ensuring that children come to a genuine understanding of human rights and responsibilities. It is the experience of having their human rights respected that will best enable children to realise that human rights and responsibilities are not simply concepts, but a way of life.

It is important to create an atmosphere and environment which supports human rights education. As previously stated, it is very important that the children are not just taught about respect but experience respect in the classroom and in the school. The children should not be just taught about responsibility but experience and have opportunities to exercise responsibility in their everyday lives at school. Finally, it is important that the children are not just told about the need to be tolerant but witness the appreciation of diversity.

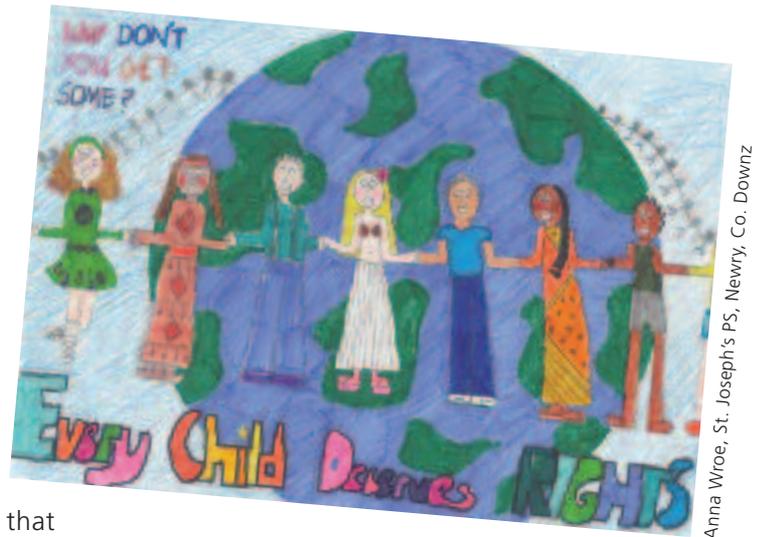
The classroom and school environment should value the contribution of each child, respect the right of freedom of expression and encourage active participation.

Such an environment is created by staff, children and parents working together to ensure that the experience in the classroom and in the school reflects values and attitudes that support human rights. While a set of classroom and/or school rules or guiding principles can help support and reinforce the idea of human rights and responsibilities, it is vital that such principles are developed in a collaborative and respectful manner.

There is a wide array of activities which schools can choose to undertake to promote a whole-school approach to human rights education. Some examples of such activities include:

- Setting up a school council
- Creating a school charter
- Consulting children, parents, teachers on ways of improving the school community
- Organising a Fair Trade Week
- Organising a Human Rights Week
- Each class focusing on a different right and presenting to the rest of the school

A more comprehensive list of action projects that children can get involved with is contained in Unit 10: Taking Action! These activities can be adapted to become a whole-school project, if appropriate for the school.



## 4. Human Rights Education and the Primary Curriculum in the Republic of Ireland and Northern Ireland

### 4.1 Why Educate for Human Rights in the Republic of Ireland and Northern Ireland?

Education is not just about preparing children for adult life. It is about supporting them to deal with the complexities of their lives in the present moment. Primary school children of Northern Ireland and of the Republic of Ireland are children of an island that has experienced, and continues to experience, conflict and division. They are also members of a rapidly globalising society in which countries and people are interconnected as never before. Consequently, universally accepted standards of behaviour are needed to help us navigate our way in this new global society. Therefore, educating for human rights and responsibilities is a current issue. An active awareness of this issue can empower children to take their place as creative actors now and in the future.

### 4.2 Human Rights Education in the Primary Curriculum

Primary education is concerned with the development of the whole child as a unique individual. It seeks to create an environment within which the child can grow and develop to full potential. It recognises that each child is not an isolated individual but rather is a member of a family, a local community and indeed a global community. Throughout primary school, the child is developing an understanding of what it is to be an individual and how to relate to others. Human rights education supports this development through providing an educational experience that gives children the opportunity to develop personally and socially.

In this context, human rights education can help fulfil the broad aims of primary education in Northern Ireland and the Republic of Ireland. For example, the curriculum at Key Stage 2 in Northern Ireland seeks to foster the holistic development of children by:

- developing the skills necessary to enable pupils to participate as contributing members of groups;
- continuing to develop pupils' natural curiosity and stimulate their imagination;
- providing opportunities for exploration, investigation, problem solving and decision-making.

(The Northern Ireland Curriculum, Key Stages 1 and 2, Characteristics of the Curriculum at Key Stage 2)

In considering the aims of the primary curriculum in the Republic of Ireland, the second general aim points directly to the importance of including a human rights education dimension in the curriculum:

“To enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society.”

(Republic of Ireland Primary School Curriculum, Introduction, page 7)

Human rights education therefore, with its emphasis on the development of skills and the fostering of attitudes, complements and supports the learning processes of both curricula.



Seana McDonald, St. Joseph's Convent PS, Newry, Co. Down

### 4.3: Curriculum Links

The activities in this resource support implementation of the following curriculum areas:

| Unit 1   |   |
|--|---|
| Northern Ireland   | Republic of Ireland   |
| <p><b>Language and Literacy</b> – Talking and listening, (group discussion, describing experiences, expressing thoughts and feelings), Reading, (shared and paired, reading aloud, discussing and interpreting texts, acquiring and extending vocabulary), Writing, (to inform, explain and describe, to express thoughts, feelings and opinions). (English)</p> <p><b>Personal Development</b> – Self-Identity, Relationships with family, friends and in school, Relationships in the community, Relationships in the wider world, Personal safety (Privacy).<br/><b>(EMU)</b></p> | <p><b>Language</b> – Oral, reading, writing</p> <p><b>Gaeilge</b> – Téama: Mé Féin</p> <p><b>SPHE</b> – Myself (self-Identity, making decisions), Myself and others (myself and my family), Myself and the wider world (media education, developing citizenship)</p> <p><b>SESE – Geography:</b> A sense of place and space, Maps, globes and graphical skills, People and other lands.</p> |

| Unit 2  |   |
|---|---|
| Northern Ireland  | Republic of Ireland   |
| <p><b>Language and Literacy</b> – Talking and listening (class &amp; group discussion, improvising a scene, describing experiences, expressing thoughts and feelings, talking about and reflecting on roles within group); Reading (acting out texts through dramatisation, discussing and interpreting texts)<br/><b>(English)</b></p> <p><b>Personal Development</b> – Self-Identity; Relationships with family, friends and in school; Relationships in the community; Relationships in the wider world. <b>(EMU, Cultural Heritage)</b></p> <p><b>Creative, Expressive and Physical Development</b> – Drama (improvisation and role-play) <b>(Art &amp; Design)</b></p> | <p><b>Language</b> – Oral, reading, writing</p> <p><b>SPHE</b> – Myself (self-Identity), Myself and others (myself and my family; my friends and other people; relating to others)</p> <p><b>Arts Education</b> – Drama (improvisation and role-play)</p> <p><b>Visual Arts</b> – Drawing (making drawings/Looking and responding)</p> <p><b>SESE – Geography:</b> Human environments (people living and working in the local area)</p> |

## Unit 3

### Northern Ireland

**Language & Literacy** – Talking & listening, Reading, Writing, Using ICT (**English**)

**Personal Development** – Relationships in the community & with the wider world (**CH, EMU**)

**The World Around Us** – The way we live: People and places, The way we lived in the past. (**History** – skills & concepts **Geography**)

### Republic of Ireland

**Language** – Oral, reading, writing

**SPHE** – Myself and the wider world (developing citizenship, media education)

**SESE – History:** Working as an historian (time and chronology, change and continuity, cause and effect); Story (stories from the lives of people in the past); Life, society, work and culture in the past (World War II); Early people and ancient societies (laws/rights)

**Geography** – Geographical investigation skills, Human environments (people and other lands)

## Unit 4

### Northern Ireland

**Language and Literacy** – Talking and listening, Reading, Writing (comprehension) (**English**)

**Personal Development** – Learning to learn, Relationships in the community, Relationships with the wider world. (**EMU, Cultural Heritage, Health Ed**)

**The World Around Us** – The way we live: People and places (**Geography** – places & issues, **History** – skills & concepts)

### Republic of Ireland

**Language** – Oral, reading, writing (comprehension)

**SPHE** – Myself (making decisions), Myself and others (all strand units), Myself and the wider world (developing citizenship)

**SESE – Geography:** Investigation skills (questioning, investigating, observing, analysing, recording and communicating, evaluating).

**Arts Education:** Visual Arts: Drawing/paint and colour (or other strand as chosen by the teacher)

## Unit 5

### Northern Ireland

**Language and Literacy** – Talking and listening, Reading, Writing (**English**)

**Mathematics and Numeracy** – Communicating mathematically; interpreting data (**Mathematics**)

**Personal Development** – Learning to Learn, Relationships with family, friends and in school, Relationships in the community, Relationships with the wider world (**HE, EMU, CH**)

**The World Around Us** – The way we live: People and places (**Geography** – *where people live & what people do*)

### Republic of Ireland

**Language** – Oral, reading

**Mathematics** – Data (representing and Interpreting data)

**SPHE** – Myself and others (all strand units), Myself and the wider world (media education)

**SESE – Geography:** Human environments (people living and working...), geographical investigation skills (investigating, analysing, communicating)

**History:** Eras of change and conflict (changing roles of women in the 19th and 20th century) Change and continuity over time (school and education)

## Unit 6

### Northern Ireland

**Language and Literacy** – Talking and listening, Reading, Writing. (**English**)

**Personal Development** – Relationships with family, friends and in school, Relationships in the community, Relationships with the wider world (**EMU**)

**The World Around Us** – The way we live: People and places (**Geography** – **Place study**)

### Republic of Ireland

**Language** – Oral, reading, writing

**SPHE** – Myself and others (relating to others, My friends and other people), Myself and the wider world (media education)

**SESE – Geography:** Human environments (people living and working in the local area (people and communities))

## Unit 7

### Northern Ireland

#### **Creative, Expressive & Physical**

**Development** – Drama and role-play

**Language & Literacy** – Talking and listening, Reading (**English**)

**Personal Development** – Learning to learn, Growth and change, Relationships in the community, Relationships with the wider world (**Health Education, Cultural Heritage, EMU**)

**The World Around Us** – The way we live: People and places (**History, Geography – Places and Issues**)

### Republic of Ireland

**Arts Education** – Drama (drama to explore feelings, knowledge and ideas, leading to understanding)

**Language** – Oral, reading, writing

**SPHE** – Myself (growing and changing) Myself and other (all strand units)

**SESE – Geography:** Human environments (people in other lands), Trade and development issues

**History:** Working as an historian, Local studies, story etc.

## Unit 8

### Northern Ireland

**Personal Development** – Personal understanding, Relationships with family, friends and school – Resolving conflict, Relationships in the community – children's rights, Relationships with the wider world (**HE, CH, EMU**)

**Language and Literacy** – Talking and listening (improvisation, expressing thoughts & feelings, preparing and delivering oral presentations); Reading; Writing (**English**)

**Creative, Expressive & Physical Development** – Drama (role-play)

**The World Around Us – The way we live:** Ourselves, people and places. (**Geography** – *where people live and what people do*)

### Republic of Ireland

**SPHE** – Myself (making decisions), Myself and others (relating to others), Myself and the wider world (developing citizenship)

**Language** – Oral, reading, writing

**Arts Education** – Drama: Exploring and making drama, co-operating and communicating in making drama

**SESE – Geography:** Human environments (people in other lands)

## Unit 9

### Northern Ireland

**Language and Literacy** – Talking and listening, Reading, Writing (**English**)

**Personal Development** – Personal understanding, Relationships with family, friends and school, Relationships in the community (**HE, CH, EMU**)

**Creative, Expressive and Physical Development** – Drawing and painting: Living things and environment (**Art**)

### Republic of Ireland

**Language** – Oral, reading, writing

**SPHE** – Myself and others (relating to others), Myself and the wider world (developing citizenship)

**Arts Education** – Visual arts: Drawing, paint and colour

**SESE – Geography:** Human environments (all strand units)

## Unit 10

This Unit is designed to enable children to consolidate the skills acquired through this programme. This Unit brings to life some of the over-arching principles of human rights education and the curriculum.

### Northern Ireland

Working with others

Thinking, problem-solving and decision-making

Self management

Managing information

Being creative

### Republic of Ireland

Collaborative learning

Higher order thinking and problem-solving

Starting with the child's experience

The child as an active agent

The social and emotional dimensions of learning.

## 5. Supporting Activities For Use Throughout This Programme

The following are some ideas that can be used to support the children's learning throughout the resource:

### Human Rights Folder and Pages

Each child can be given a manila folder into which they can place their worksheets and all other material that is developed throughout the module. Each folder should contain a number of blank and lined sheets. Each child can be encouraged to personalise their folder by putting their name and drawing a symbol or picture on the front of it. This folder then becomes a record of a child's work and can help the teacher to assess learning.

### Reflection Diary

Regular opportunities are given to the children to reflect critically on their own learning throughout this resource. This may be done by encouraging the children to tell if they enjoyed the activity, to discuss what they learnt and to describe the feelings they had during the activity. They can create a Reflection Diary, which is a useful way of logging their entries to look for particular trends or issues that may arise for the children. Alternatively, we have included a template of a Reflection Sheet in the appendices section (page 106).

### Relaxation/Meditative Work

This works in a similar way to the reflection work above. There is a relaxation script included at the back of the book which will guide the children into a state of relaxation whereby they can explore their feelings and emotions. It can be particularly beneficial either at the beginning or end of the lesson (page 107).

### Human Rights Keywords

The use of human rights keywords throughout this module helps to provide a focus for children's learning and introduce them to the language of human rights. The keywords can also be used as a reflective or evaluative tool. Teachers can encourage children to explain the keywords, offer their own understanding of it, write a story about it, illustrate it or develop a role-play about it. It also enables teachers to revise lessons during the course and at the end of the module. It is suggested that teachers might support the children to gradually compile their own human rights dictionaries. Alternatively, a class human rights dictionary might be developed during the course of the module and displayed in the classroom.

### Human Rights Corner/Wall

Creating a human rights corner in the classroom can help bring this module alive. Teachers can display a copy of the Convention of the Rights of the Child (CRC) and the Universal Declaration of Human Rights (UDHR) in the corner as well as allowing extra space for the display of children's worksheets and any other materials they develop as part of the module. This corner can be used throughout the year, as a means of ensuring that children remain aware of the importance of human rights after the module is complete.



# 1. Identity

## Teachers' Notes



A person's **identity** is *who a person is and what makes them who they are*. A person has their own individual identity and identity based on the groups they belong to. Some parts of a person's identity are fixed and they choose others. Identity can also be defined as the characteristics, traditions and beliefs used by an individual or group to define themselves as being the same as or different from other individuals or groups.

How we define and see ourselves impacts directly on how we relate to others and how we live the values inherent in **human rights**. As the importance of valuing diversity and human rights are fundamentally linked, a focus on identity forms the starting block to this resource.

It is important to remember that identity is not neutral. The concept of identity can be interpreted differently and has both positive and negative dimensions. We know how group identity can create a welcome sense of belonging or solidarity. However, divisions based on group identity have also led to polarisation, stigmatisation and the abuse of human rights.

In this lesson the children will celebrate their own identity by exploring the meaning of their names ('We have the right to a name'; Articles 7 and 16 of the United Nations **Convention on the Rights of the Child**). The children very quickly see they share some similarities and differences with the other children. These activities aim to develop self-esteem, appreciation of the **uniqueness** of every individual and celebrate diversity.



**Objectives** – To enable the children to:

- Explore the concept of identity, and the practices of self-definition and naming;
- Investigate identity in terms of rights and thereby become familiar with the UN Convention on the Rights of the Child;
- Reflect on the practices of sharing information and respecting privacy;
- Develop self-esteem and appreciate the uniqueness of every individual;
- Practice and develop the skills of research (information gathering), analysis, discussion and decision-making, interviewing, co-operative learning and creative self-expression.



**Resources**

- Poster of the Convention on the Rights of the Child
- Passport Worksheet 1.1 or 1.2 (page 83) depending on the needs/abilities of the children for Activity B.
- Summary of Convention on the Rights of the Child (page 103) for Activity B.

## A. What's in a Name?

Give the children a moment to consider how they would answer the question 'who am I?' in one or two words. Invite the children to share their one or two words with the rest of the class and to say why they chose the word(s).

Suggest to the children that many people are likely to answer the question 'who am I?' with their name. Ask the children what the following names might suggest about the people who have them:

| Name                | Name suggests ...     | So the name might tell us ...   |
|---------------------|-----------------------|---|
| Sarah Byrne         | girl or woman         | ... whether a person is male or female  |
| François Truffaut   | French                | ... a person's nationality or where they come from                              |
| Seán Óg             | young + father's name | ... a person's age and/or that they share their name with their father          |
| Melanie Klein       | small ('klein')       | ... a person's height   |
| Aonghus MacDiarmuid | son of Diarmuid       | ... about our relationship to a particular family member and what their name is |
| Peter Baker         | baker                 | ... the person's job or that of their ancestors                                 |
| Robert Kindness     | kindness              | ... something about a person's character  |

Give the children one or two examples of names and naming systems from other parts of the world (see below). You could also invite ideas from the children themselves.

| Name            | Name suggests ...      | So the name might tell us ...   |
|-----------------|------------------------|---|
| Sukhvinder Kaur | 'Kaur' means princess  | ... that the person is a girl or woman. In the Sikh naming system, the family surname is not always used for religious reasons. Instead a person will have a first name and second name, where the latter is 'Kaur' (princess) for a girl and 'Singh' (lion) for a boy.         |
| Kwadwo          | Boy + born on a Monday | ... that the person is a boy or man and what day of the week he was born on. The Ashanti people of Ghana name their children after the day of the week on which the child is born. All the days of the week are named after gods, and have a male and female form. <sup>1</sup> |

<sup>1</sup> Examples taken from Jill Rutter, *Refugees: A Resource Book for Primary Schools* (1998: Refugee Council UK, London), pp. 129.

Using the poster of the Convention on the Rights of the Child, point out to the children that every child has the right to a name (Article 7). Explain that in this context a 'convention' is an agreement that sets out rules or laws that governments agree to uphold.

Depending on whether the children have learned about human rights before, ask them:

- Can you remember what a 'right' is?
- What do you think a 'right' is?



Without undermining their ideas, suggest to the children that many people understand human rights to be **basic human needs**. Human rights have been created to try and make sure that our basic needs are met – for example, we all have rights to food and clean water because we need them. As every human being has the same basic needs, every human being has the same rights equally.

Finally, ask the children:

- Are you surprised that governments around the world think having a name is so important that they agreed we all have a right to a name?
- Do you think having a name is important? Why? Why not?

## B. My Human Rights Passport

Begin this activity with a discussion about passports and its uses

- What is a passport?
- Who has seen what a passport looks like?
- Can you describe it?
- When do we use passports?
- Do you have your own passport?

Give each child a copy of the Passport Worksheet (page 83/84). (Either Worksheet 1.1 or 1.2 can be used depending on the needs/abilities of the children).

Explain to the children that they are going to make their own passport, either as a group or individually. In the case of pairwork/groupwork, the children can interview each other and complete each other's passport.

Before the children start to work on their passports, return to the poster of the Convention on the Rights of the Child and point out Article 16, which states that *every child has the right to privacy*. Tell them that they do not have to answer one or more of the questions if they do not wish to.

After completing the worksheet, give the children a copy of the summary of the Convention on the Rights of the Child (page 103).

Ask them to find a right that corresponds to each of the questions in their passport marked with an asterisk (\*).

Bring the class together again and ask each group in turn to suggest a right that corresponds to a given question.



The Human Rights Passport activity invokes:

**Article 7 and Article 16** – Right to a name and to have their name respected

**Article 6** – Right to life

**Article 7** – Right to a nationality

**Article 18 and Article 20** – Right to be looked after by their parents or guardians

**Article 27** – Right to a home

**Article 28** – Right to education

**Article 27** – Right to good health care, healthy food and clean water

**Article 14** – Right to freedom of thought, conscience and religion

**Article 30** – Right of children belonging to minorities to use their own language, enjoy their own culture and practice their own religion

**Article 31** – Right to rest, to play and to participate in recreational, cultural and artistic activities

**Article 13 and 17** – Right to get and share information (including through the mass media) as long as the information is not damaging to them or others

## C. Positive Self-Image

Read out I'm Special to the class and use the following questions to facilitate a class discussion:

- Do you think that the fact that all people are different from one another is part of what makes everyone special?
- Do you agree that all people are different and equal?

### I'm Special

Author Unknown

I'm special, in all the world there's nobody like me. Since the beginning of time, there has never been another person like me. Nobody has my smile. Nobody has my eyes, my nose, hands, voice. I'm special.

No-one can be found who has my handwriting. Nobody anywhere has my tastes—for food, music, or art. No-one sees things just as I do. In all of time, there's been no-one who laughs like me, no-one who cries like me. And what makes me laugh and cry will never provoke identical tears and laughter from anyone else.

No-one responds to any situation just as I would respond. I'm special. I'm the only one in all creation who has my set of abilities. Of course there will always be somebody who is better at one of the things I'm good at, but nobody in the universe can reach the quality of my contributions of talents, ideals, abilities and feelings. It's like having a room full of musical instruments. Some may excel alone, but no-one can match the symphony of sound when all are played together. I am a symphony.

Through all of eternity, no-one will ever look, talk, walk, think or do things like me. I'm special. I'm rare and in all the rarity there is great value. Because of my great value, I need not attempt to imitate others.

I will accept – yes, celebrate – my differences.

I'm special.<sup>2</sup>

<sup>2</sup> From: School of Practical Childcare, *Special needs Assistants Course (classroom)*, p.4

## Optional Extension Activities

### 1. Keywords

Choose from a number of the suggested activities below to develop the children's understanding and usage of the following keywords from the Unit.

- Identity
- Unique
- Human Rights
- Convention
- Equality

Decorate the words on 'brick' templates and add to the human rights wall.

Find as many smaller words as they can within the word.

Dictionary work:

Match the word with the definition the teacher calls out (see glossary at page 111 of this resource)

The teacher could also call out a number of definitions for a particular word and the children have to choose the correct one. Alternatively, the children could make up definitions of the word and record them in a human rights dictionary. (See Supporting Activities for Use Throughout this Programme at page 12 of this resource).

### 2. Reflection Diary Work

You may wish to give the children an opportunity to write down their feelings in their reflection diaries.

They can record what they learned, how they feel, something that they are concerned about, etc

### 3. Circle Time Naming Game

When seated in a circle, explain to the children that we learned during the lesson we all have the right to a name (article 7, CRC). Not only do we have this right, we also have the right to have our good name (reputation) respected and protected (article 16, CRC). Explain that they are going to play a naming game. Ask each of them to think of a word that says something positive and respectful about the person sitting on their left. The word should begin with the same letter as the first letter of that person's name – for example, 'Katy is kind'. Go round the circle asking each child to say the word they have thought of. Ask the children what it feels like to be complimented. Ask them to agree that everyone in the class, will call each other by their name or a name they like and help protect each other's right to their good name, both in and outside of school.

### 4. Discussion: Name-Calling

If inappropriate name-calling is a particular issue in the school community, you may wish to take this opportunity to discuss further the negative affects and consequences of name-calling. The discussion can be based on Article 16 CRC, which states we have the right to a name, and for that name to be respected. Exploring the theme of 'nicknames' with the children (Do you have one? Do you like your nickname?) Discuss the negative feelings created by name calling. Ask the children to compare these feelings to the feelings they get when their real name or positive terms are used.

## 5. Class Finger Print Collage

To reinforce the concept of unique identity and group identity, the class could develop a collage of their fingerprints. Give each child a piece of sellotape. Ask them to dip one of their fingers into black ink/shoe polish, etc (note: black paint does not work well) and put the finger print on the 'sticky' side of the sellotape. Stick this fingerprint onto the collage.

## 6. Exploring Our Identities: Individual and Group Identities

Ask the children to write down five things about themselves on post-its. These five pieces of information about themselves can be about their individual characteristics (colour hair, eyes, etc), hobbies, likes/dislikes, teams/groups they belong to, interests, etc. Explain that these are all aspects of identity.

Once they have written these five things, ask them to stick the post-its to themselves. The children then walk around the room and look for post-its which have similar information written on them. They form groups with the children they find things in common with. In the new groups, they decide which aspects of their identity fits in with the group and which don't.

The teacher can use the following questions to aid discussion...

What aspects of your identity did you focus on?

Was it difficult to find others with similar identities?

Which aspects of identity are people born with and which ones do we choose?

## 7. Whole School Activity – Tackling Bullying

The discussion on the right to a name and the negative feelings created by name calling can be used to form the basis of an anti-bullying code of practice, which the children would be actively involved in drafting. The activities in this unit are suitable for use part of a special day of events to explore the theme of bullying. Following on from these activities, other forms of behaviour which children may engage in, without realising that they are hurting others can be explored. A school motto, which encapsulates respect for one another, might be another good outcome from this day of events.



## 8. Inter-School Linking (including through ICT)

The children might make a passport-style booklet that includes the information in their human rights passport and exchange it with that of a child in the class/school with which your class/school is twinned.

As is noted in Worksheet 1, this exercise contains potentially sensitive questions and should be adapted as necessary when being used as an interlinking activity. You may also choose to get the children to create a fictional identity for themselves, thus turning the activity into a creative writing exercise.

Alternative ideas include children undertaking to find out more about their own first and/or family name and exchanging what s/he has learned with a child in the other school.

If your class/school is twinned with another class/school and both have access to email or video-conferencing, you might use these technologies to enable the children to introduce themselves and interview each other based on the questions and answers contained in their human rights passport.

## 2. Me and You

### Teachers' Notes:



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.

Many of the activities in this lesson focus on the concept of perspective. It is often difficult for us to see things from a different point of view and this skill needs to be developed. Indeed, throughout every Unit, the children are continually encouraged to look at situations and scenarios 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.



**Objectives** – That the children will be enabled to:

- Explore their relationships with other people, and the significance of interdependence;
- Practice and develop the ability to see something from a different point of view (perspective);
- Develop skills such as investigation, active listening, empathy, discussion, oral presentation, collaborative learning and creative expression;
- Identify responsibilities that inform the children's relationships with other people.



**Resources**

Blank paper

Colouring pencils/markers

Worksheet 2 for Optional Extension Activity 4

### A. No One is an Island

The objective of this exercise is to help children to see that our lives are full of different relationships with different people.

Ask the children if they have ever heard the expression 'No one is an island' Ask them what they think it means.

Discuss other expressions of similar meaning to signify the importance of interdependence and relationships, Ask the children for their opinions on the meanings of some common expressions, such as 'United we stand', 'Two heads are better than one', 'There's strength in numbers'

Can they think of any other similar expressions?

Explain to the children that they are going to name and explore some of the relationships they have with other people.

Draw a line down the middle of the board. Write up 'Who Am I?' on the top left hand column.

Explain to the children that they are going to think about the different roles they have in their daily lives (son, student, friend, etc). Start the children off by giving them the first two roles:

| Who Am I?           |  |
|---------------------|--|
| I am a pupil        |  |
| I am a son/daughter |  |

Ask the children to add up to five more roles to the list (friend, team captain, prefect, nephew etc). Suggest that these could be roles that they have in relation to people in their family, in their school or in their communities.

Depending on the class, children could work alone or this could be done as a brainstorming activity.

Label the right hand column on the board 'To Whom?'. The children should think about who they have these relationships with and complete the exercise individually or as a class.

| Who Am I?               | To Whom?                |
|-------------------------|-------------------------|
| I am a pupil ...        | ... to my teacher       |
| I am a son/daughter ... | ... to my mother/father |

## B. How Other People See Me

Read the following poem to the children. When you finish reading the poem ask the children what they think the poem was about.

### How Other People See Me

To my parents I'm untidy and late for meals,  
To my brothers and sisters I'm a BIG NUISANCE!  
To my neighbours I'm the good boy who does their errands,  
To my friends I'm fun and one of the gang,  
To my teacher I'm getting too big for my boots,  
But to myself I'm just ME!<sup>3</sup>

<sup>3</sup> In English Alive, Level 3 (1991: London, HarperCollins), p. 7. In this publication, the poem is presented as having been written by a child called Daniel.

## Perspectives

Ask the children to choose two people whom they have a relationship with (they can pick from their 'To Whom' column) and imagine how they think those people would describe them. This can be interesting if they pick a friend. Afterwards they can ask their friend how they would describe them and see how close they were. They can also do this with the parents-or teacher (the revelations could be interesting!). Ask them to write three ways they might be described by these people and to think of reasons why they would be characterised in this way.

**Optional Extension Activity 4:** Ask the children to complete the Interview Worksheet 2 page 85).

## Responsibilities

Building on the concepts of interdependence, relationships and perspective, the following questions about responsibility/responsibilities aim to raise awareness among children of the way that people's lives impact on each other in both a positive and a negative way.

What responsibilities do you feel you have in relation to the two relationships you have just been thinking about?

What responsibilities do you think the two people you have been thinking about have towards you?

## 'Important' Relationships

Of the relationships you identified in the first activity, which ones are the most important to you? Why?

All relationships are important, but some relationships are particularly important for children growing up. This is recognised in the Convention on the Rights of the Child.

Looking at the simplified version of the rights of the child with the children (this might be good revision before going on to the Universal Declaration of Human Rights (Unit 3) if children have already used the Lift Off materials), ask children to find rights which relate to our relationships with others.

### Teachers' Notes for the above discussion on important relationships:



Suggested Articles in the Convention on the Rights of the Child which refer to relationships:

**Article 18 and Article 20** – Right to be looked after by their parents or guardians (Right to a family)

**Article 28** – Right to education (a teacher is needed for this)

**Article 30** – Right of children belonging to minorities to use their own language, enjoy their own culture and practice their own religion (Right to a community)

**Article 31** – Right to play (inclusion in games, sharing toys and sports equipment)

## C. Poetry: Exploring Perspective

The following poem, *Elephants Are Different to Different People* by Carl Sandburg, is a useful resource to explore perspective with the class. It may be particularly useful in encouraging children to develop their own opinions, rather than simply go along with the opinions of their friends or those they look up to.

Read the poem aloud to the children. After you have finished reading the poem, you can engage the children either in groupwork or a class discussion about the message and ideas contained within the poem.

### ***Elephants Are Different to Different People*<sup>4</sup>**

**by Carl Sandburg**

Wilson and Pilcer and Snack stood before the zoo elephant.

Wilson said, 'What is its name? Is it from Asia or Africa? Who feeds it? Is it a he or a she? How old is it? Do they have twins? How much does it cost to feed? How much does it weigh? If it dies, how much would another one cost? If it dies, what will they use the bones, the fat and the hide for? What use is it except to look at?'

*Pilcer didn't have any questions: he was murmuring to himself, 'It's a house by itself, walls and windows, the ears came from tall cornfields, by God; he stands like a bridge out across deep water; the face is sad and the eyes are kind; I know elephants are kind to babies.'*

Snack looked up and down and said to himself, 'He's a tough son-of-a-gun outside and I'll bet he's got a strong heart. I'll bet he's as strong as a copper-riveted boiler inside.'

They didn't put up arguments.

They didn't throw things in each others' faces.

Three men saw the elephant three ways and let it go at that.

They didn't spoil a sunny Sunday afternoon;

'Sunday comes only

'Once a week', they told each other.

### **Class Discussion:**

Use this text as the basis for a class discussion on how easy/difficult it is to:

- Accept that others may hold different opinions or see something (a situation or a thing) differently

Follow-up by asking the children to think about the importance of the elephant's perspective on himself and what this might be. Invite the children to write about or draw how they think the elephant might see himself and would like to be seen by people.

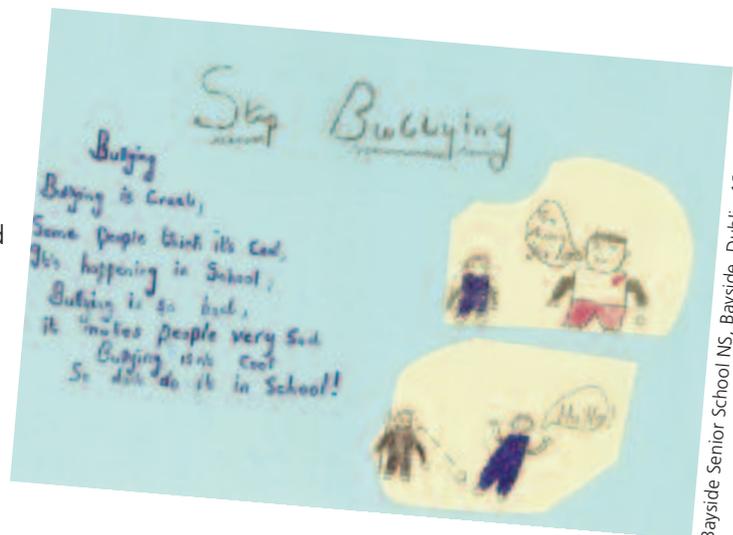
<sup>4</sup> In Niall McMonagle (Ed.), *Real Cool: Poems to Grow Up With*, Mercier Press.

## Optional Extension Activities

### 1. Keyword

Choose from a number of the suggested activities below to develop the children's understanding and usage of the following keywords from the Unit.

- Perspective
- Interdependence
- Relationship
- Respect



Decorate the words on 'brick' templates and add to the human rights wall.

Find as many smaller words as they can within the word.

Dictionary work:

Match the word with the definition the teacher calls out (See glossary at page 111 of this resource)

The teacher could also call out a number of definitions for a particular word and the children have to choose the correct one. Alternatively, the children could make up definitions of the word and record these in a human rights dictionary. (See Supporting Activities for Use Throughout this Programme at page 12 of this resource).

### 2. Reflection Diary Work

You may wish to give the children an opportunity to write down their feelings in their reflection diaries. They can record what they learned, how they feel, something that they are concerned about, etc.

### 3. How Other People See Me

Following on from reading *How Other People See Me* with the class, ask the children to work together individually, in pairs or in small groups to:

- Write their own version of the poem *How Other People See Me*

OR

- Paint a picture or make a collage to represent how they think they are perceived by others.



### 4. Whole School Activity – Interviews

Before undertaking this activity, ask all staff members whether they would be willing to assist with a lesson you are teaching on relationships by letting the children in your class interview them.

If so, and depending on the number and variety of staff in your school, divide the class into pairs or small groups. Each pair/group will take responsibility for interviewing one member of the school staff. The roles of staff taking part should be as diverse as possible.<sup>5</sup> Give each pair/group a copy of Worksheet 2.

Before conducting the interview, the children could fill in the worksheet and make possible predictions about answers that their interviewee will give.

<sup>5</sup> In other words, staff members taking part should include members of the teaching staff with different roles (permanent staff, substitute teachers, special needs teachers or assistants and other ancillary staff) as well as the principal and/or vice-principal, administrative staff, cleaning and maintenance staff, etc.

Remind the children that everyone has the right to privacy and that they can respect this by telling the staff member they are interviewing that s/he does not have to answer a question if s/he does not want to.

- Ask each pair/group to elect one child to take responsibility for writing down the answers they get.
- When they return from the interview, ask them to report back to the rest of the class.
- Then ask each pair/group to put their completed sheet on the wall, so as to form a display.
- Suggest that the children look at the display now and again to remind themselves of what the people they interviewed said, especially as regards what the children might do to help make their roles in the school easier and more enjoyable.

This activity can be used to form the basis of a more in-depth project on human rights. See Unit 10 for further guidelines.

### Teachers' Notes



If the number of staff in your school is too small to undertake the above activity effectively, consider ways in which you might adapt it – for example, you could:

- Support the children to elect a small number of their peers to undertake the interview(s) on their behalf. Based on the interview findings, the children could work together as a class to draw up a list of things they will do to enhance the daily lives of other members of the school community.
- Consider enabling the class to undertake an equivalent activity with different people working in the local community.
- An alternative to pupils actually undertaking this activity with individuals from their community in person might involve communicating with the interviewees by email or by letter.
- There is also plenty of scope for a creative writing or role play activity based on this exercise. The children can devise written or oral scenarios, which would involve putting themselves in the role of a person from their community, such as a policeman or a doctor.



### 5. Inter-School Linking (including through ICT) – Compare and Contrast Responsibilities

Ask the children to identify one role that they all have in common (for example, pupil). Support them to undertake a class project in which they compare and contrast the responsibilities and expectations associated with their experience of this role with those held by children:

- A. During a period of history which they are exploring as part of the history curriculum
- OR B. In another country and/or culture which they are finding out about as part of their learning about the world around them.
- OR C. If your class/school is linked with another class/school, you could use this project as an opportunity to compare and contrast school life in the two school communities.

Alternatively, project A or B could be undertaken as a joint project, if your class/school is linked with another class/school, with the children from each school sharing their perspectives and knowledge with each other, including through ICT.

# 3. Universal Declaration of Human Rights

## Teachers' Notes:



In the second resource of this series, Lift Off (which ideally precedes this resource), the children were introduced to the **Convention** on the Rights of the Child (CRC).

Although not easily defined, a common definition of human rights is that they are the rights people are entitled to simply because they are human beings, irrespective of their 'race', sex, sexuality, ethnicity, language, citizenship, nationality or abilities. In simpler, more accessible language for children, you may wish to define them as the things all humans need in order to live long, happy, healthy, safe lives. They are basic human needs and minimum standards of living.

In this lesson, the children are introduced to the rights (and corresponding responsibilities) contained in the **Universal Declaration** of Human Rights (UDHR). They will explore the historical context that led to the UDHR and the evolution of human rights in general.

Additionally, this lesson aims to enable children to develop an understanding of the basic reason that we all have **equal** human rights: the fact that all human beings have dignity. By enabling the children to put themselves in the shoes of Hana Brady, a 13-year-old girl, who died in Auschwitz, this lesson aims to make children aware that all people are entitled to the same human rights because of our common humanity or **dignity**.

## Jargon Buster!



**Declaration:** In the context of the United Nations, a declaration (like the Universal Declaration of Human Rights) is a serious expression of opinion and intent made by governments, but it is not the law.

**Convention:** These are stronger than declarations because they are legally binding for governments that have signed them e.g. United Nations Convention on the Rights of the Child. (The CRC is the most widely ratified document in existence. Only the US and Somalia have not ratified it).



## Objectives

- To introduce the children to the Universal Declaration of Human Rights (UDHR);
- To allow the children to gain an insight into how the UDHR came about and to enable them to realise the historical relevance and future potential of the UDHR and the Convention on the Rights of the Child (CRC);
- To enable the children to develop attitudes such as empathy, and skills such as investigation, reflection, shared decision-making, collaborative working, active listening and imagination.



## Resources

For Activity A:

- Poster of the Convention on the Rights of the Child
- Poster of the Universal Declaration of Human Rights
- Worksheet 3.1, (page 86).

For Activity B:

- Worksheet 3.2, (page 87).

For Optional Extension Activities 6 and 7:

- Poster of Human Rights Timeline
- Worksheet 3.3, (page 88).



## A. The ABC's of the Universal Declaration of Human Rights!

Ask the children if they can remember the definition of human rights (human rights as basic needs).

Before introducing the Universal Declaration of Human Rights (UDHR), you may wish to brainstorm what human rights the children can remember from the Convention on the Rights of the Child (CRC.) The children will have learned about the CRC in *Lift Off*, the resource that precedes this resource.

When they have been given a chance to remember as many as they can, you can refer to the CRC poster to see if they omitted any rights.

After you have done this, you can refer to the poster of the UDHR.

Ask the children to compare and contrast the rights which appear in one of them but not the other.

Point out that the UDHR recognises that all human beings have the same basic needs and hence that every human being has the same and equal rights.

### Teachers' Notes:



'The right to marry' appears in the UDHR (Article 16), but not in the CRC;

'The right to vote' appears in the UDHR (Article 21), but not in the CRC;

'The right to play' appears in the CRC (Article 31). However, in the UDHR they mention the right to 'rest' and 'leisure' (Article 24);

'The right to be taken care of by those who care for them' appears in the CRC (Article 7).

Hand out a copy of the 'Universal Declaration of Human Rights Alphabet', for each child. This names the rights in the UDHR using single words.

Go through the alphabet to make sure the children understand each of the words and/or support the class to devise their own UDHR alphabet.

Alternative ideas include the children using the initials of the UDHR, CRC, the word RIGHTS or any of the keywords which have been introduced so far to make short poems about human rights, along the same lines of the alphabet activity.

The children could also make crosswords or word searches in order to familiarise themselves with the concepts they have learned so far. Depending on the children's aptitude and/or the class response to the lesson, teachers may ask the class to write or draw the corresponding clues for these activities.

**Optional Extension Activity 5:** Media Work offers further opportunity for you to explore the rights contained in the UDHR with the children.

## B. Historical Context to the Universal Declaration of Human Rights

This activity looks at the historical context within which the UDHR emerged.

You may wish to begin this activity by telling the children the story of how the UN came about. The Teachers' Notes below are intended to help you to tell this story. Further information on the history of the UN and the evolution of human rights throughout the ages are included for your information at the back of this resource in the appendices section (page 105). If you wish to emphasise the fact that human rights are not something which emerged in the West in the 20th Century, it is suggested that you do **Optional Extension Activities 6 and/or 7** on the history of human rights' with the children. Alternatively, these activities are ideal for use upon completion of this resource, as a means to consolidate the children's learning and further develop their critical thinking skills.

### Teachers' Notes:



The United Nations was set up following two world wars at the beginning of the 20th Century. Its purpose is to bring all nations of the world together to work for peace and development. The ideas behind the UN are developed in the Universal Declaration of Human Rights, which the UN agreed in 1948. The introduction to this Declaration recognises:

- People's outrage at "barbarous acts" such as those of World War II;
- People's aspiration to live in a world "in which human beings shall enjoy freedom of speech and belief and freedom from fear and want";
- The dignity of every human being and the importance of human rights;
- The UN's promise to promote respect for human rights and freedoms among all people.

Having looked at the human rights contained in the UDHR, which everyone has in theory, ask the children whether they can think of any group in history whose rights were not respected.

Explain to the children that you are going to read a short piece about a thirteen-year old Jewish girl named Hana who lived in Czechoslovakia during the World War II.

Ask them to close their eyes and/or lay their heads on their desks and to listen very carefully to the words. Explain that when you have finished reading, you would like them all to close their eyes, if they wish, and to reflect quietly on how they feel in response to the text you are going to read to them.

Introduce and read the text of the poem *Hana's Suitcase* (Worksheet 3.2).

Once the children have had some quiet time to reflect, invite them to think of a word and/or a colour and/or an image to communicate how the piece they heard made them feel.

Support the children to discuss the question 'Are human rights important?' based on what they have learned and felt.

## Optional Extension Activities

### 1. Keyword

Choose from a number of the suggested activities below to develop the children's understanding and usage of the following keywords from the Unit.

- Universal
- Declaration
- Convention
- Dignity
- Equality
- Freedom

Decorate the words on 'brick' templates and add to the human rights wall.

Find as many smaller words as they can within the word.

Dictionary work:

Match the word with the definition the teacher calls out (See glossary at page 111 of this resource)

The teacher could also call out a number of definitions for a particular word and the children have to choose the correct one. Alternatively, the children could make up definitions of the word and record them in a human rights dictionary. (See Supporting Activities for Use Throughout this Programme at page 12 of this resource).

### 2. Reflection Diary Work

You may wish to give the children an opportunity to write down their feelings in their reflection diaries. They can record what they learned, how they feel, something that they are concerned about, etc

### 3. Artwork

Ask the children to draw a picture of what they think Hana may have looked like. You may wish to support this activity by asking the children to do an internet search to see if they can find any photographs of Hana.

### 4. Children and War

If you wish to provide the class with an opportunity to explore the genocide of World War 2 in more depth, you might consider:

Linking this work to Holocaust Memorial Day, which is held annually in the Republic of Ireland and Northern Ireland on 27th January, the date Auschwitz was liberated in 1945. Useful background information is available on the BBC website [www.bbc.co.uk/history/war/ww2](http://www.bbc.co.uk/history/war/ww2).

Alternatively, following on from Hana's suitcase, you may wish to explore the issue of child soldiers through the theme of children and war.

## 5. Media Work

Divide the class into pairs and facilitate each pair to work together over the course of up to a month:

To gather information from appropriate media sources that illustrates the meaning of a particular UDHR right in the world today (i.e. information and images about its protection and/or violation in one or more ways)

To think about how they would like to present what they have learned to the rest of the class and thereby share it with them (for example, a talk, a wall-chart, a collage, a scrapbook, a short role-play or drama).

### Teachers' Notes



1. You may wish to use your own discretion in narrowing down the rights the children will research for this project on the basis of the complexity of the rights in question or the age appropriateness of the subject matter.
2. Use the UDHR alphabet as a starting point for this project. Ask each pair to choose a word/right from the alphabet as the focus for their project.
3. Ideally, each pair will research a different right. However, if several pairs wish to research the same right, you can support them to do so in a way that sees them exploring different facets of it (for example, looking at its relevance to a particular group of people or issues arising in relation to it in a particular country).

**Activities 6 and 7 are ideal for use upon completion of this resource, as a means to consolidate the children's learning and further develop their critical thinking skills.**

## 6. Dice Game

To support the children's understanding of the history and evolution of human rights over time, they can play the dice game "Human Rights Timeline" on the poster accompanying this book. They will need dice and counters for this. Further instructions appear on the poster.

## 7. History of Human Rights

To further supplement the children's understanding of the history of human rights and compliment the above mentioned dice game, 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 was born 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 3.3, "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'.

Invite feedback from the children. Ask them to identify the places named on the timeline on a map.

Explain to the children that not only the language, but also the meaning of human rights has evolved over time. 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 themselves about some of the examples.



| Timeline Item   | Emphasis on ...   |
|---|---|
| <b>1200s</b><br>Magna Carta   | ... rights of a specific group: feudal barons who hold privileges and power   |
| <b>1700s</b><br>American and French Constitutions                               | ... a key human rights principle: equality<br>... a specific group of rights: civil and political rights                                  |
| <b>1800s</b><br>Karl Marx<br>The Abolition of Slavery<br>New Zealand            | ... the rights of a specific group: workers<br>.....African Americans<br>... a specific right for a specific group: womens' right to vote |
| <b>1900s</b><br>UDHR, CRC<br>Amnesty International<br>India, South Africa, Iran | ... International developments for human rights<br>... Campaigning for human rights through non-violence                                  |

## 8. Discussion – “If we do not understand the past, we are condemned to repeat it”.

Use a further reading of Hana’s Suitcase as the basis for a class discussion:

- Do we learn about history so as to learn from history?
- What can we learn from history?
- What is the value of remembering or commemorating past events?



## 9. Whole School Activity – Bringing Human Rights Home

Following on from Activity C, ‘Hana’s Suitcase’ teachers could ask the class whether they know of somebody in their community, on a national level or on an international level, whose human rights are not respected.

This may lead to a class project which could take various forms.

In the case where the focus is on a community or a national level, the class might try to arrange an interview with or a class visit from an individual who belongs to a group that are discriminated against or have been discriminated against in the past.

In the case where this is not possible, the class could research the human rights situation of a particular group using ICT.

The findings of this project could be presented as a wall display in the class or in a communal area, which the whole school could see. Alternatively, the class could make a presentation of the results of their project at a school assembly.



## 10. Whole School/Class Activity –

### Integrating an understanding of human rights into the life of the school

Select some core human rights principles which are enshrined in the UDHR (e.g. dignity, equality, universality, respect, freedom, justice, peace).

Introduce the class to one of these values on a fortnightly or monthly basis and work with the children to integrate it into curriculum learning, classroom activities and/or the daily life of the school during that period. If possible, the class might take the lead on integrating the principle on a whole school basis – for example, by:

- Conducting an assembly on the principle;
- Working in pairs to visit other classes in the school to talk with them about it;
- Translating the principle into manageable daily action within the school;
- Making a large collage or equivalent display piece on the principle in question and inviting other classes throughout the school to do accompanying pieces that could be displayed together.

# 4. Responsibility

## Teachers' Notes

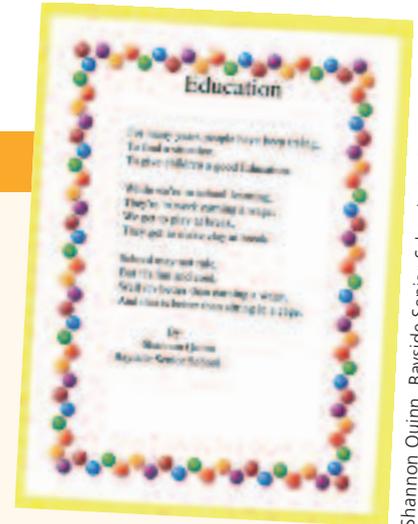


A famous judge once explained the relationship between rights and responsibilities by saying “My **right** to swing my fist stops where your nose begins”. In other words, human rights are not without limits. While we do have rights, we also have certain responsibilities to see that others’ rights are also respected and not infringed upon.

In this lesson, the children shall explore the concept of **responsibility**, with special reference to rights and responsibilities in education.

Rights and responsibilities are like two sides of the one coin. They are inextricably linked – you cannot have one without the other. In addition to having human rights ourselves, we have a **duty** to **respect** the rights of others. For example, while I have the right to express my opinion, I also have a responsibility not to say things about others that are hurtful, untrue or slanderous. Or, taking the example of ‘the right to play’, while all children have the right to play, if there is only one ball the children have a duty to share the ball or take turns playing with it.

Also, if the children happen to see a child in the schoolyard who doesn’t have someone to play with, they may ask him/her to play with them. As this last example shows, having a responsibility not only involves a duty not to do something which would interfere with another person’s human rights. It also implies a duty to do something if you can help someone who is in need. Approaching responsibility in this manner is seen as something that is positive and empowering for the children.



Shannon Quinn, Bayside Senior School, Dublin 13

UNIT FOUR



**Objectives** – To enable the children to:

- Explore the concept of ‘responsibility’ and reflect on daily responsibilities
- Consider the relationship between rights and responsibilities
- Reflect on the importance of education and learn about rights and responsibilities in education
- Raise children’s awareness of their own education system and the responsibilities of different participants in it
- Practice and develop skills such as empathy, analysis and critical thinking, group discussion and co-operative learning



**Resources**

For Activity B: Worksheet 4.1 (page 89)

For Activity C: Worksheet 4.2 (page 90)

For Activity D: Poster of the Convention on the Rights of the Child and/or  
Poster of the Universal Declaration of Human Rights

## A. In Our Hands

Read out the following excerpt<sup>1</sup>, which introduces the children to the idea of responsibility.

In 1993, the African-American woman writer Toni Morrison won the Nobel Prize for Literature. This is an excerpt from the lecture she gave on 7th December 1993, when she went to receive her prize in Sweden.

'Once upon a time there was an old woman. Blind but wise ... The woman lives alone in a small house outside of town. Her reputation for wisdom is ... without question ... The honour she is paid and the awe in which she is held reach beyond her neighbourhood to places far away ...

One day the woman is visited by some young people who seem to be bent on ... showing her up for the fraud they believe she is ... They stand before her, and one of them says, "Old woman, I hold in my hand a bird. Tell me whether it is living or dead."

She does not answer, and the question is repeated. "Is the bird I am holding living or dead?"

Still she doesn't answer. She is blind and cannot see her visitors, let alone what is in their hands ... She does not know their colour, gender or homeland. She knows only their motive.

The old woman's silence is so long, the young people have trouble holding their laughter.

Finally she speaks and her voice is soft but stern. "I don't know", she says. "I don't know whether the bird you are holding is dead or alive, but what I do know is that it is in your hands. It is in your hands."

Her answer can be taken to mean: if it is dead, you have either found it that way or you have killed it. If it is alive, you can still kill it. Whether it is to stay alive, it is your decision. Whatever the case, it is your responsibility.'

### Teachers' Notes:



For parading their power and her helplessness, the young visitors are reprimanded, told they are responsible not only for the act of mockery but also for the small bundle of life sacrificed to achieve its aims. The blind woman shifts attention away from assertions of power to the instrument through which that power is exercised.

Having read the excerpt, engage the children in discussion using the following questions:

Why do the young people go to the old woman and ask her the question?

(They are mocking her/they think she's a fraud).

Why do you think the old woman answers the young people in the way she does?

(She does not like their behaviour. She thinks it is irresponsible).

Do you agree with what she says? Do you think she is as wise as everyone in the neighbourhood thinks?

Why/why not? Who is more wise? The old woman or the young people who try to outsmart her?

How does the writer explain the old woman's response to the young people? What does she mean?

<sup>1</sup> Permission kindly granted by the Nobel Foundation

What do you think of the young people's behaviour?

How does her explanation make you feel about the idea of having responsibilities?

(For example, is having responsibility an opportunity, an honour, a challenge, daunting, limiting, fair or unfair? Does it depend on what the particular responsibility is?)

There is potential for the children to carry out creative writing activities or drama following on from this exercise.

They could consider what happened next. Do the young people apologise? Do they realise that they have behaved badly? Does the old woman talk to them a bit more about responsibility or what they should do now?

## B. Taking a Closer Look at Responsibility

Explain to the children that we are going to spend some time exploring the idea of 'responsibility'.

You could start this activity by asking the class to do some dictionary work. Ask them to look up the word in their dictionary. Its definition can be read out, written on the board, copied and written into their human rights diary, if they have one. At the end of the lesson, you may wish to give the children the opportunity to decorate this definition by including an image which reminds them of the word or helps them understand it.

Present them with Worksheet 4.1 and tell them that you want them to think about responsibility.

Reassure them that if they have any difficulty completing one of the statements, they can leave it blank.

Come together as a class and look at the different ideas which the children have about responsibility.

This activity can easily be done as a whole class activity in the event of time being an issue or depending on the class level. The teacher can facilitate a class brainstorm on each of the questions. A list of example answers are included in the Teachers' Notes on pages 36/37.

## C. Our Rights and Responsibilities

This activity can be done as a whole class activity or in pairs or small groups:

Copy the template onto the board or give each child a copy of Worksheet 4.2 and ask them to work in pairs or small groups.

In the case of either way of doing this activity, start with the first right on the list, 'the right to a name and to have my name respected'.

Ask the children what responsibilities they have or what they must do in order to ensure that other people are able to enjoy this right. The Teachers' Notes accompanying this activity include a list of possible answers.

In the case of pair/group work, bring the class back together and ask each pair/group to feed back its ideas.

Complete this activity by asking and, where necessary, assisting the children to forge links between rights and responsibilities. For example, to consider that:

- Rights and responsibilities go together, like two sides of a coin;
- We all have a responsibility to respect that every human being holds the same rights;
- We also have a responsibility to practice our rights in ways that don't disregard the rights of others.

## D. Looking at our Rights and Responsibilities in Education

This section will look at the rights that have direct relevance to their lives in school. They will discuss what corresponding responsibilities they have with these rights.

Ask the children which articles they think are of relevance to them in school. They can choose these articles from the poster of the CRC and/or UDHR.

Ask them to justify their choices and what they think the corresponding responsibilities for each would be.

### Teachers' Notes:



Examples:

**The right to education** Corresponding responsibilities include not distracting others from learning, undertaking any actions that will disrupt the classroom learning environment, talking while the teacher is trying to teach something, etc.

**The right to be safe and not to be hurt** Corresponding responsibilities include not doing anything which may put the safety of themselves or others in jeopardy (E.g. throwing paper planes, bringing dangerous objects to school, etc.) This conversation could lead into the necessity for school and classroom rules.

**The right to express themselves and voice their opinion** Corresponding responsibilities include listening, not saying things that may hurt others, or which may be untrue or slanderous.

**The right to a name** Corresponding responsibilities may include making the time and effort to learn the names of children, particularly new children whose names may be initially difficult to remember or pronounce. We also have a responsibility to protect the good name of others and not to name-call.

**The right to privacy** Corresponding responsibilities include respecting the privacy of others, (not searching in their bags, taking their possessions etc.).

**The right to play** Corresponding responsibilities include the duty to share toys, take turns, play fair and include everyone.

Continue with this discussion until you have discussed all the rights that the class feel have relevance to their daily school life.

In **Optional Extension Activities, Activity 3** there are further debate questions which may be used to develop this discussion.



Express your thoughts on 'responsibility' by completing the sentences below.

**Things I have responsibility for are ...**

| At home                             | At school                      |
|-------------------------------------|--------------------------------|
| To do my homework                   | To listen to the teacher       |
| To take care of my dog and feed him | To include others in groupwork |
| To keep my room clean               | Not to distract others         |

**Having responsibility for these things makes me feel ...**

Possible answers include: Annoyed, grown-up, trusted, good about myself, important, proud, equal and respected.

These answers can be used by teachers as prompts to start a class brainstorm on how responsibility makes us feel.

Following on from this, children can be asked to think of examples of how different responsibilities make them feel. For example, while they generally like taking care of their younger brother or sister, they might sometimes get annoyed if this responsibility stands in their way of playing with their friends. You could base this exercise on the responses given by children to part 1 of this activity.

**I know a person who is responsible. I think ..... (name) is responsible because:**

Make children aware that this person can be someone from home, school or their community.

Examples of possible responses include: I think my Mum is responsible because...

She always gets things done.

When she's sick she still gets up and goes to work and takes care of me.

She pays the bills.

**I think that someone is responsible if they ...**

Look after/help others.

Keep their room tidy.

Don't blame things on others.

Help others handle difficult situations.

Are nice to people and respect them.



| My Rights  | My Responsibilities  |
|--|--|
| I have the right to a name and to have my name respected   | I have a responsibility to respect other peoples' names. This could involve not making fun of other people's names or calling others names. It also entails making a special effort to learn how to say the names of international children. |
| I have a right to life   | I have a responsibility not to take a life or injure others.   |
| I have a right to a nationality  | I have a responsibility to respect other peoples' nationality and recognise that we all have a nationality and that no nationality is superior.  |
| I have a right to be looked after by my parents or guardians   | I have a responsibility to listen to my parents or guardians/to be helpful.  |
| I have a right to a home   | I have a responsibility to respect the rights of others to live in their home and the rights of my neighbours.   |
| I have a right to education  | I have a responsibility not to interfere with the rights of others by not being disruptive in class. I also have a responsibility not to leave others out of groupwork. I have a personal responsibility to try my best                      |
| I have a right to good health care, healthy food and clean water   | I have a responsibility to protect the environment and not to waste food or water.   |
| I have right to think freely and to have and practice a religion   | I have a responsibility, to respect all religions and beliefs.   |
| I have a right to rest and play and to take part in artistic activities                                  | I have a responsibility to include all children in games, to play by the rules and to share or take turns when there is a shortage of resources.   |
| I have the right to get and share information as long as the information does not harm me or anyone else | I have a responsibility to respect others' privacy, to not gossip/spread rumours, to share a computer, to bring books back to the library, to listen and give people information.  |
| I have a right to know what my rights are  | I have a responsibility to know my responsibilities in relation to those rights and act accordingly. I also have a responsibility to make sure others know about their rights.   |

## Optional Extension Activities

### 1. Keyword

Choose from a number of the suggested activities below to develop the children's understanding and usage of the following keywords from the Unit.

- Rights
- Responsibility
- Duty
- Respect

Decorate the words on 'brick' templates and add to the Classroom/Assembly Hall human rights wall.

Find as many smaller words as they can within the word.

Dictionary work:

Match the word with the definition the teacher calls out (See glossary at page 111 of this resource).

The teacher could also call out a number of definitions for a particular word and the children have to choose the correct one. Alternatively, the children could make up definitions of the word and record these in their human rights dictionary. (See Supporting Activities for Use Throughout this Programme at page 12 of this resource).

### 2. Reflection Diary Work

You may wish to give the children an opportunity to write down their feelings in their reflection diaries.

They can record what they learned, how they feel, something that they are concerned about, etc.

### 3. Discussion

Facilitate a class discussion that enables the children to debate:

- Which responsibilities they feel are appropriate for children of their age to have at home and at school.
- Do they think that, as a rule, children of their age are given too much or too little responsibility.

#### Teachers' Notes



Use your discretion and knowledge of the children's circumstances to facilitate the discussion in a way that takes account of sensitivities that may be touched on inadvertently.



### 3. Whole School Activity – Charter of Rights and Responsibilities

Following on from either the discussion on rights and responsibilities in our daily lives or in education, suggest to the class setting down in writing a Charter of Rights and Responsibilities, which could be referred to by the class, particularly when rights or individuals come into conflict.

Brainstorm with the class what every person needs in order to be happy and able to learn in the class.

Ask the class what we need to do in order to make sure that every single person is able to enjoy the rights set down in the Charter.

If possible, enable the class to bring their charter to their school council and/or to the principal and to propose its use as a template for a school charter that articulates the school's commitment to making sure that everyone in the school feels that their differences are valued equally.



St. Catherine's NS, Rush, Co. Dublin

# 5. Gender

## Teacher Notes



The Universal Declaration of Human Rights (1948) refers to the *'inherent dignity' and equal rights 'of all members of the human family'*.

Unfortunately, in practice, certain people are denied access to their human rights because they possess certain characteristics or belong to a particular group.

Building on what the children have learnt about the persecution of the Jews in Nazi Germany and Occupied Europe in Unit 3, they shall explore the fact that governments, societies, communities and individuals do not always recognise or treat every human being as **equal**. The activities in the lesson are aimed at enabling children to challenge their preconceptions about people based on characteristics such as their **gender**, ethnicity, religion, socio-economic status or any special needs they might have. They will be encouraged to call into question **prejudice**, by calling into question the **stereotypes** upon which these prejudgments are based.

Throughout the lesson the children will explore some of the rights that women (as well as other groups in society) have been denied and continue to be denied in some parts of the world. This unit contains a particular focus on the right to education. The interdependence of rights, and how all rights are inextricably linked will be explored in the process. For example, if women don't get an education this can affect their ability to work in the future, pay for food, water and clothes, and makes them more vulnerable.



St. Catherine's NS, Rush, Co. Dublin

## Jargon Buster!



**Sex and Gender:** People are born female or male (sex), but learn to be girls and boys who grow into women and men (gender). They are taught what the 'right' behaviour and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour is what makes up gender identity, and determines gender roles.

**Sexism:** Discrimination because you are male or female (your gender) is called sexism.

**Prejudice:** Discrimination often happens because people make decisions about people which are not based on genuine reasons, i.e. they are prejudiced. Usually they think the other person is inferior because of their religion, race, gender, etc

**Stereotyping:** Making a decision which is not based on a genuine reason e.g. if you met one red-haired person, say, who was quick-tempered and then presumed that all red-haired people are. This is called stereotyping.



**Objectives** – To enable the children to:

- Explore the significance of group identity and investigate gender stereotyping
- Consider the extent to which belonging to a particular group can contribute to a person's inclusion or exclusion from the wider society;
- Investigate gender stereotyping and explore gender in education, so that children can understand how our rights to participate are often influenced by gender roles;
- Practice and develop skills such as reflection, cooperative learning, group discussion, investigation and interpretation.



**Resources**

For Activity A:

- A copy of Worksheets 5.1 and 5.2 (pages 91 and 92), and a pair of scissors for each group
- Poster of the Universal Declaration of Human Rights
- Poster of the Convention on the Rights of the Child

For Optional Extension Activity 4:

- Worksheet 5.3 (page 93)
- A map of the world
- Post-its or pieces of paper and blu-tak
- (Cardboard, clothes pegs and a long length of string may also be used for this activity)

## A. Gender and Occupations

Divide the class into small groups. Give each group a copy of Worksheet 5.1 (page 91), 'Occupations in Words'. Ask one child in each group to cut the worksheet into cards.

Ask the children to sort the occupations into two groups, based on categories they identify themselves. You can ask the groups to nominate a spokesperson to report back.

Invite each group to report to the rest of the class on which two groups they divided the word cards into and which occupations are in each group.

Give each group a copy of Worksheet 5.2, 'Occupations in Pictures' (page 92) Ask another member of each group to cut this worksheet into cards. Ask the children to match the 'Occupations in Words' cards to the 'Occupations in Pictures' cards.

Ask each group to feedback one match in turn.

Facilitate a class discussion that enables the children to explore the word/picture matches in terms of gender:

- Are you surprised by any of the word/picture matches? If so, why?
- Does it surprise you that the mechanic is a woman? If so, why?
- Does it surprise you that the hairdresser is a man? If so, why?
- What qualities do you think are really important for each of the jobs presented on these cards? Does it matter whether the person is a man or a woman?

Using the poster of the UDHR and the CRC, point to Article 2 in each case and remind the children that both treaties say that:

- *Every human being is equal,*
- *Every human being has equal rights,*
- *Every human being has the right to be treated equally.*

Invite comment and feedback from the children on this vision of equality.

## B. Gender and Education

Explain to the children that they are going to do an activity that will give them an opportunity to think about whether children's chances and choices in education are affected by whether they are a boy or girl.

### 1. Right to Education Debate

The UDHR (Article 26) and the CRC (Article 28) both recognise education as a basic human right and say that everyone has the right to education.

**Use the following statements to spark a class discussion on the status of education as a fundamental human right.**

'Education is a basic human right and it is fundamental to the fight for human dignity and freedom.' – *Global Campaign for Education*

'Millions of parents, teachers and children around the world are calling on their governments to provide free, good quality, basic education for all the world's children ... we add our voice to their call.' – *Nelson Mandela and Graca Machel (April 2002)*

'In at least 25 countries in the world there is no ... compulsory education.' – *Angela Melchiorre, At What Age? (Right to Education Project, 2004)*

Use the following questions to guide discussion:

- Ask the children what education means to them.  
*How important is it for their future?*
- Ask the children what they think the statements in the box mean.  
*Do they agree or disagree with them?*  
*Do they think education is important? Why/Why not?*  
*What are the advantages/possible disadvantages of receiving an education?*  
*What are the (possible) consequences of those who do not receive an education?*  
*How different might their lives be if they did not receive an education?*

There are further opportunities to develop this activity in the optional extension section (Activity 3).

## 2. Girls and Education

Read out the following statements to the children or display them on the board:

In 2000 ...

- ... girls had a 20% less chance of starting school than boys in 11 countries in the world.
- ... 104 million children were not attending primary school. A significant majority (57%) of these children were girls.
- ... almost two-thirds of the 860 million non-literate people in the world were women.<sup>6</sup>

**Invite comment from the children by asking them the following questions:**

- How do they feel about the statements?
- Are they surprised?
- Do they think the situation is fair/unfair to girls/boys?
- What might be the causes of this situation?

Point out that the three facts they have just been given all relate to unequal access to education.

Suggest that while girls and boys in Northern Ireland/the Republic of Ireland may have more or less equal access to education, there are still differences within education that have to do with whether you are a girl or a boy. The choices children have or make in schools here can depend on whether they are a girl or a boy. Brainstorm what these possible differences might be with children.

For example possible areas of difference may be subject choice/curriculum, sports, uniforms, expectations of roles and behaviours, playground games, etc.

**Follow-up with a class discussion:**

- Select one or two of the points made and discuss the social attitudes to girls and/or boys that might have created these differences.

OR

- Allocate one point to each group and ask them to discuss the point in their groups before reporting back to the rest of the class.

**Finally, ask the children:**

- Do any of these differences bother you? Why/why not?
- Where do you think these attitudes develop?
- Should girls and boys have the same choices and chances in education?

<sup>6</sup> UNESCO Publishing, Gender and Education for All. The Leap To Equality (2003: UNESCO, Paris), p.2 and p.6.

## Optional Extension Activities:

### 1. Keywords

Choose from a number of the suggested activities below to develop the children's understanding and usage of the following keywords from the Unit.

- Gender
- Equality
- Stereotype
- Prejudice

Decorate the words on 'brick' templates and add to the human rights wall

Find as many smaller words as they can within the word

Dictionary work:

Match the word with the definition the teacher calls out (See glossary at page 111 of this resource)

The teacher could also call out a number of definitions for a particular word and the children have to choose the correct one. Alternatively, the children could make up definitions of the word and include these in their human rights dictionary. (See Supporting Activities for Use Throughout this Programme at page 12 of this resource).

### 2. Reflection Diary Work

Give the children an opportunity to write down their feelings in their reflection diaries. They can record what they learned, how they feel, something that they are concerned about, etc

### 3. Education Debate

Ask the children to respond and debate one or more of the following questions:

1. The Universal Declaration of Human Rights (Article 26) says that everyone has a right to education. Is education really so important that it should be a basic human right just like the right to enough food, clean water and to shelter?
2. The Convention on the Rights of the Child (Article 28) says that primary education should be compulsory and free for every child. Do you agree with this? Why/why not?
3. Does getting an education have benefits for a) the individual person, b) the community in which the person lives, c) the society or country in which the person lives? If so, what do you think the benefits are in each case?

#### 4. Human Rights and Women

This activity aims to encourage students to explore the inequality in enjoyment of rights between men and women and the effects of this.

Stick a map of the world on the wall.

Divide the class into teams: A, B, C, and so on; and give each team a set of post-its or pieces of paper and blu-tac.

You can either choose to call out the statements (but not the statistics) in the **Women and Human Rights Factbox** to the class or distribute Worksheet 5.3 which omits the statistics.

Read out the statements in the **Women and Human Rights Factbox**, but not the corresponding statistics. Each team should write their team letter, the number of each statement and the percentage they think applies on a post-it.

When all the statements have been read and the post-its filled out, read the statements again, one-by-one, and ask a representative from each team to come up to the map of the world, read out the figure they have decided on, and stick the post-it either along the side of the map (for general statements) or on the relevant country.

#### Teachers' Notes



##### Women and Human Rights

- |  |      |
|--|------|
| 1. Percentage of world's poor who are women              | 70   |
| 2. Percentage of world's income earned by women          | 10   |
| 3. Percentage of world's illiterate people who are women | 66   |
| 4. Percentage of parliamentary leaders who are women     | 10.7 |

##### India

- |   |   |
|---|---|
| 5. Number of minutes per day women have for leisure time (men have 2 hours) | 5 |
|---|---|

##### Niger

- |   |    |
|---|----|
| 6. Percentage of girls enrolled in primary school | 23 |
| 7. Percentage of girls who are illiterate         | 92 |

##### Argentina

- |   |    |
|---|----|
| 8. Percentage of landowners who are women | 14 |
|---|----|

##### Afghanistan

- |  |     |
|--|-----|
| 9. Percentage of women already married, aged between 15-19 | 40+ |
|--|-----|

When all the post-its have been stuck to the map, go through the statements again, reading out the teams' answers and the correct figure, in each instance awarding a point to the team whose estimate is closest.

Discuss the following with the children:

- Which statistic surprised you most?
- Why do these inequalities exist?
- What connections are there between the various facts? Do inequalities in certain areas lead to inequalities in others?
- What are the effects of these inequalities?

### Imagine...

Now give each student either a piece of card cut into the shape of a cloud and a peg; or a post-it.

On the top of the card or post-it, ask students to write: *Imagine a World Where Men and Women are Equal...* Underneath this line, each child should write one statement about how the world, or their life, would be different if men and women had equal power.

If using cloud cut-outs, students should peg these to a "washing-line" strung across the classroom. If using post-its, students should stick these to the wall.

Allow students time to look at all of the other statements and think about these.

### 5. Project on Education:

Undertake a class project on the right to education in Northern Ireland and/or the Republic of Ireland and/or other countries. The project might focus on the matter of gender and/or on other issues that can affect children's equal right to education – for example, their socio-economic status, the ethnic group they belong to, their society's and/or family's cultural and religious beliefs, their particular educational needs stemming from any physical disability or learning difficulty they may have.

#### Teachers' Notes



You will find background information on access to education from a global perspective on a number of websites – for example:

- Global Campaign for Education, [www.campaignforeducation.org](http://www.campaignforeducation.org) (This website also includes suggestions for activities you can do with your class to support further learning on this issue).
- UNICEF, Girls' Education, [www.unicef.org/girlsed](http://www.unicef.org/girlsed)
- See <http://www.genderequity.org/book/contents.html> for more general gender discussion ideas.

## **6. Inter-School Linking – Working with Literature**

Read Gene Kemp's *The Turbulent Term of Tyke Tyler* or Anne Fine's *Bill's New Frock* with the class and explore the issues that are raised in the book in relation to gender. If your class/school is twinned with another class/school, the two classes might read the book together and use ICT to share with each other what they have learned from the book about the significance of gender.

# 6. Valuing Difference

## Teachers' Notes:



Building on the previous Unit's activities on **prejudice** and stereotype, in this Unit the children will be encouraged to call into question how we judge other people and who we decide to treat well or unfairly. The activities in this Unit will encourage children to appreciate and respect all forms of **diversity**, including cultural, ethnic and religious diversity, as well as difference in ability and interest.

As well as consolidating what the children have learnt in relation to why we all have human rights and the difficulties faced by people who are **discriminated** against on the basis of their group identity, this Unit aims to raise awareness among children of the fact that we all have a right to be different and that this difference has great potential to enrich our daily lives.

**Objectives** – To enable the children to:

- Reflect on what we value and what we value in other people
- Appreciate people's similarities and differences
- Explore the experiences of being and not being valued
- Develop empathy, respect and tolerance
- Practice skills such as reflection, group discussion, cooperative learning and creative expression

## Resources

For Activity A:

- Worksheet 6 (page 94)

For Activity B:

- Summary of the Convention on the Rights of the Child (page 103)
- Summary of the Universal Declaration of Human Rights (104)

## A: Passing Judgement – Prisoner and Judge

This activity aims to raise awareness among children of how our expectations and/or prejudices colour our view of people and situations.

Read out the poem *Prisoner and Judge* to the class and/or make copies of Worksheet 6 and ask the children to read the poem quietly to themselves. Give the children an opportunity to identify and discuss the themes of the poem by asking them:

- What are the differences in the two men's dress, facial features and environments?
- What opinions did people form about the two men?

- Do you think these opinions are based on fact?
- Do you think that other people's impressions are always accurate?

Ask the children whether people in general can be like the people in the poem: Do they form opinions and make judgements about people they do not know based on what they look like, how they dress, what they do, where they live, etc.?

Before putting the questions below to the children, reassure them that we can all misjudge other people sometimes.

**Explain to the children that you would like them to reflect quietly on the following questions:**

- Can you think of a person you judged in some way, only to realise later that you had made a mistake?
- What do you think caused you to misjudge the person?
- What made you change your mind?
- How did it feel when you realised you had the wrong idea about the person?

## B. Valuing Difference

You could start this activity by asking the class to do some dictionary work. Ask them to look up the word 'value' in their dictionary. Its definition, can be read out, written on the board, copied and written into their human rights diary, if they have one. At the end of the lesson, you may wish to give the children the opportunity to decorate this definition by including an image which reminds them of the word or helps them to understand it.

Brainstorm the word 'value' with the children. What does it mean? Can they think of any words which have similar meaning? (appreciate, respect, important etc.) How do they value something? If you value something/someone, how do you treat it?

**The following questions can be used with the children to discuss the feelings associated with being valued:**

- Who are the people in your life whom you value? Why?
- What qualities do you value in people – for example, in members of your family, your friends, people you meet every day in school or in your community, well-known people you look up to?
- List the qualities in your friend/teacher/parents.
- Are the qualities you value in a person always the same or does it depend on your relationship to them or what they do (for example, are there differences in the qualities you value in a teacher and in a friend)?
- What words, actions or gestures do you use to let someone know you value them?

- What words, actions or gestures let you know that someone values you?
- How does it feel to know that you are valued by other people?

Using their summaries of the UDHR and the CRC, ask the children to work in pairs/small groups, to identify rights in both treaties that directly or indirectly argue:

- That diversity is something we should value,
- That we are not only all different, but all equal.

Come back together as a class and feedback the rights they identified.

If time allows, follow up with a short class discussion based on the question 'Should we value differences between people?'



Kate Finnegan, St. Joseph's Convent PS, Newry, Co. Down

### Teachers' Notes



The following are examples of articles in the UDHR and CRC that assert the importance of respecting the equality and diversity of all people.

#### Universal Declaration of Human Rights

Articles 2 and 7: *Everyone* has the same rights. We all have the right to be treated equally and the right to be protected from discrimination.

Article 19: *Everyone* has the right to express their opinions

Article 18: *Everyone* has the right to think freely and to practice their religion

Article 27: *Everyone* has to right to take part in the cultural life of their community.

#### Convention on the Rights of the Child

Article 2: *Every child* has equal rights and must be protected from all forms of discrimination.

Article 12 and 13: *Every child* has the right to have a say and to be heard. All children have the right to express themselves freely.

Article 14: *Every child* has the right to think freely and to practice their religion

Article 30: *Every child* has the right to learn about and enjoy his/her own culture, customs and language.



Malvern PS, Belfast, Co. Antrim

## Optional Extension Activities

### 1. Keywords

Choose from a number of the suggested activities below to develop the children's understanding and usage of the following keywords from the Unit.

- Valuing
- Diversity
- Discrimination
- Prejudice

Decorate the words on 'brick' templates and add to the Classroom/Assembly Hall human rights wall.

Dictionary work:

Match the word with the definition the teacher calls out (See glossary at page 111 of this resource).

The teacher could also call out a number of definitions for a particular word and the children have to choose the correct one. Alternatively, the children could make up definitions of the word and include these in their human rights dictionary. (See Supporting Activities for Use Throughout this Programme at page 12 of this resource).

### 2. Reflection Diary Work

You may wish to give the children an opportunity to write down their feelings in their reflection diaries. They can record what they learned, how they feel, something that they are concerned about, etc.

### 3. Media Work

Undertake a class media project that enables the children to engage with the question of whether their community, society and/or the media itself values difference and diversity. You might ask the class to vote on a particular aspect of diversity that would provide a focus for their project-age, ethnicity, gender, religion, language, etc.

The children could examine newspapers and magazines for images, headlines and articles that represent people's diversity being valued and/or not valued, and compile their findings into a class scrapbook or display. You can facilitate children's critical engagement with the extent to which our society and the media value diversity by asking them questions about what they have found out:

- What kind of people are/are not being valued?
- What is it about the image, headline or story that suggests to you that the person or people in question are/are not being valued?
- What do you think it is about the people in question that is/is not being valued?
- Do you think that the way the people in question are being represented is accurate? Do you think it is fair?
- How would you change the image or story to make it more fair or accurate?



#### 4. The Benefits of Difference

As a class, reflect on how difference within a group can be its strength. Ask the class to think back to the Carl Sandburg poem "Elephants are different to different people" explored in Unit 3 and ask them what are the advantages of the men having different ways of seeing the elephant.

Ask them to work in groups to think how difference can be a strength – eg. the benefits of having different skills within a football team or lots of different tasty ingredients in a cake. Ask the class what makes a good football team/cake? (That everything works together?)

Encourage them to think of different ways of getting across the message that there is strength in diversity. In their groups, ask them to create a poster with their idea. Ideally, these posters could then be displayed in a communal place in the school.

### **5. Whole School Activity – Charter on Valuing Difference**

In groups or in pairs, ask the children to make a list of the words, gestures and actions which they identified in Activity B as ways of letting people know that they value and respect them, as well as words, gestures and actions, which indicate the opposite.

Following on from a discussion on the impact of how we treat others can have on them, explore how we can hurt others, without even really meaning to, by not realising the consequences of our actions.

This activity can be used as the basis for a Class Charter that outlines how the children are going to demonstrate their commitment to respecting equality and valuing the different perspectives, experiences and traditions represented in their class and in the school community generally.

If possible, enable the class to bring their Charter to their school council and/or to the principal and to propose its use as a template for a School Charter that articulates the school's commitment to making sure that everyone in the school feels that their differences are valued equally.

### **6. Whole School Activity – School Motto**

Suggest that the class design a School Crest that represents the school's commitment to equality and diversity. It could be presented at a school assembly and its messages explained.

# 7. Case Study – Child Labour

## Teachers' Notes



The challenges involved in implementing human rights are explored through the theme of child labour. The importance of education, play and children being taken care of (all of which are rights contained within the CRC) are explored, along with the difficulty faced by families living in the developing world. This Unit shall look at the complexity of the problem and enable the children to explore how such a problem should be tackled. Skills such as seeing the other person's **perspective** and **compromise** in order to reach a **solution**, which suits everyone, are explored.

By raising awareness of the complexity of a particular human rights issue, this unit aims to enable children to apply this understanding of the complexity of human rights to problematic issues in their own country or community. By focusing on the issue of Fair Trade, children will see that they can have a real impact on the lives of other children, who are just like them in so many ways, but who may not enjoy the same freedom.

**Objectives** – To enable the children to:

- Reflect on the differences between 'childhood' and 'adulthood'
- Learn about the issue of child labour
- Appreciate that realising human rights can be a challenge
- Practice and develop skills such as reflection, analysis, empathy and problem-solving



Naomi Somerville, Foxall, Bayside Senior School, Dublin 13

## Resources

Activity B: For each of the four groups, one of the four 'Perspectives on Child Labour' cards on Worksheet 7 (a different card for each group, page 95/96) and a copy of the summary of the Convention on the Rights of the Child (page 103).

## A. What is Childhood?

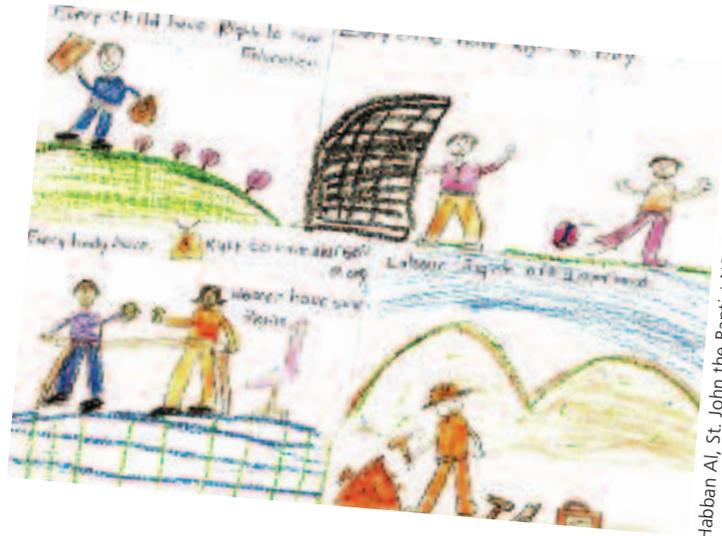
The aim of this activity is to raise awareness among children of different experiences, particularly between generations. In addition to increasing understanding between generations through the interview process, this Unit aims to allow the children to explore the differences between 'childhood' and 'adulthood'.

Ask the children to interview a person from an older generation from their family or community.

These interviews can be carried out individually, in pairs or groups.

**Possible Questions:**

- Could you tell me about your childhood?
- What's your happiest memory?
- What's the difference between being a child and being an adult?
- Would you like to be a child growing up now? Why/Why not?
- In what ways is it better to be a child growing up now?
- In what ways was it better to be a child when you were young?



Habban Al, St. John the Baptist NS, Cashel, Co. Tipperary

Brainstorm other possible questions with the children.

Following on from the interviews, facilitate a group discussion on the class findings. Were they given more or less similar responses by the various interviewees? Did they learn anything that they were surprised about? Did they enjoy carrying out the interviews?

Ask the children to state what they think the differences between 'Childhood' and 'Adulthood' are, based on their interview experiences.

Encourage the children to give their own opinions as well. Asking them to think about differences between children and adults which help us to tell one from the other might yield some interesting results.

Finally, compare the CRC and the UDHR. Ask the children to reflect on how children's rights differ from the rights that everyone has and why this is so.

**Teachers' Notes:**



A lot of the rights in the CRC refer to children's rights to be taken care of and protected.

'The right to be with their parents or with those who will care for them best'

'The right not to be hurt or neglected in any way'

'The right not to be used as cheap labour'

'The right not to be used as a soldier in wars'

## B. Perspectives on Child Labour

Photocopy the 'Perspectives on Child Labour' cards on Worksheet 7. Divide the class into four groups. Give each group one of the four cards. Make sure the children also have their copy of the CRC. Ask each group to read their card and to work together to identify children's rights issues that come up in the scenario presented on their card.

Ask each group to nominate one person who will read the scenario on their card to the rest of the class and one person who will tell the rest of the class what children's rights issues their group identified in the scenario.

Bring the class back together and ask the children in question to read out the four scenarios and present their list of rights issues in turn. Make a note of these on the board or flipchart.

### **Class Discussion:**

Follow up with a class discussion that enables the children to agree on:

- What children's rights are being protected?
- What children's rights are not being protected?
- Do any of the children's rights issues conflict with each other?

If necessary, give the children an example of how rights come into conflict in the scenario:

- Children's right to have a say and be heard when decisions are being made that affect them (Jai wants to work) vs. children's right to rest and play (the social worker says Jai has no free time to rest and play).
- Might protecting Jai's rights also mean having to look at the rights of Jai's parents? If so, what rights? (Refer the children to the poster of the UDHR when looking at this question).
- Might any of the children's rights issues raised in the scenario be particularly difficult to find a solution to? Why?

Make a note of the children's responses on the board or flipchart.

### **Role-play:**

Ask for four volunteers from the class to take on the roles and therefore represent the perspectives of Jai's parents, the social worker and Jai.

Explain to the rest of the class that they are going to take on the role of a 'child labour court'. They are going to listen to the views put forward by Jai's parents, the social worker and Jai. As members of the court, they can 'cross-examine' or put questions to each person after s/he has presented his/her case, to ensure they have fully understood the person's perspective.

When each case has been heard, ask the class to work together to agree on a compromise or a solution to the dilemma. This solution should be acceptable to each of the people concerned and that protects their rights. To ensure that an acceptable compromise has been reached, the four children playing the parts should indicate whether or not they agree with the recommendation that has been made.

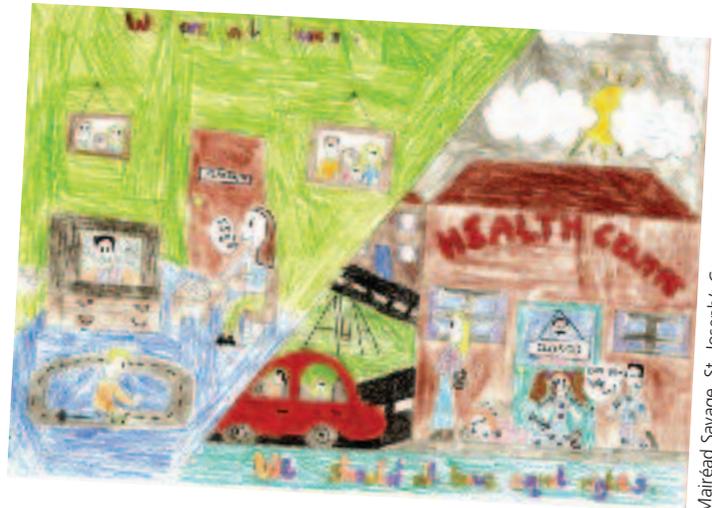
If time does not allow for the use of role-play, facilitate a class discussion focusing on finding and agreeing a compromise or solution to the dilemma presented by the scenario.

## Optional Extension Activities

### 1. Keywords

Choose from a number of the suggested activities below to develop the children's understanding and usage of the following keywords from the Unit.

- Childhood
- Adulthood
- Perspective
- Compromise
- Solution



Mairéad Savage, St. Joseph's Convent PS, Newry, Co. Down

Decorate the words on 'brick' templates and add to the Classroom/Assembly Hall human rights wall.

Dictionary work:

Match the word with the definition the teacher calls out (See glossary at page 111 of this resource).

The teacher could also call out a number of definitions for a particular word and the children have to choose the correct one. Alternatively, the children could make up definitions of the word and include these in their human rights dictionaries. (See Supporting Activities for Use Throughout this Programme at page 12 of this resource).

### 2. Reflection Diary Work

Give the children an opportunity to write down their feelings in their reflection diaries. They can record what they learned, how they feel, something that they are concerned about, etc.

#### Imagine...

Ask the children to reflect on what their life would be like if they had been born in another part of the world. Would they still be the same person? Would they still like to laugh and play with their friends? What would be different?

If time allows, feedback some of the children's response to the class.

### 3. Discussion

Following on from activities A and B, ask the children to reconsider their earlier definitions of 'childhood' and 'adulthood'.

#### Possible discussion questions:

- Are there any changes you would make to your definitions of childhood and adulthood?

- Do you think childhood means the same thing for every child, regardless of the country in which a child lives, the customs and traditions of a child's community, the circumstances of a child's family, etc.?
- Do you think childhood should be a similar experience for every child? You might preface this question by highlighting a point made by one of Jai's parents: "Besides, I feel that children should help contribute to the support of their families, as they have always done in our society."
- If you, as a class, had responsibility for creating an ideal childhood that was for every child, what would that childhood be like?

#### 4. Artwork

Ask the children to represent their shared conception of an ideal childhood using one or more media of expression (words, pictures/photographs, mime/role-play, sounds/music, textures/colours, etc.)

#### 5. Project

Support the class to use the internet and/or other resource materials to research the issue of child labour in more depth.

They could make a wall display based on what they have found and display it in a prominent common area, so that other children in the school have the opportunity to learn about human rights.

#### Teachers' Notes



Background information on the theme of child labour can be found on:

- Stop Child Labour, [www.schoolisthebestplacetowork.org](http://www.schoolisthebestplacetowork.org)
- Global March Against Child Labour, [www.globalmarch.org](http://www.globalmarch.org)
- International Programme for the Elimination of Child Labour (International Labour Organisation programme) [www.ilo.org/public/english/standards/ipecc](http://www.ilo.org/public/english/standards/ipecc)

## 6. Whole School Activity – Fair Trade:

Activity B, Perspectives on Child Labour, might also be used as a stepping-stone to explore the issue of Fair Trade with the children.

If you plan to explore the issue of fair trade with the children, bear in mind that *Fairtrade Fortnight* takes place during the first two weeks of March each year.

### Explore the scope for:

- Undertaking a whole school activity, which aims to raise awareness of fair trade among members of the school community;
- Supporting your class and/or the school as a whole to raise awareness of fair trade in the local community.

### Teachers' Notes



Information on fair trade, including *Fairtrade Fortnight*, as well as online educational resources can be found on:

Fairtrade, UK, [www.fairtrade.org.uk/downloads/pdf/fairtradeinyourschool.pdf](http://www.fairtrade.org.uk/downloads/pdf/fairtradeinyourschool.pdf)

FairTrade, Republic of Ireland, [www.fairtrade.ie/cspe](http://www.fairtrade.ie/cspe) (resources targeted at second level, but may be adapted for use with the senior classes at primary level)

## 7. Inter-School Linking – Exchanging Perspectives:

If your class/school is twinned with another school, support the children to use email or another form of communication to exchange their perspectives on what childhood means to them and/or what an ideal childhood might be with children in the other school.

# 8. Conflict and Dialogue

## Teachers' Notes:



Building on what the children have learned in Units 2 and 7 of this resource, this Unit sets out to examine issues related to having an **opinion** and exercising it in more depth. It starts off by looking at children's right to have a say in issues that affect them (Article 12, CRC) and aims to explore with the children the issues they should have a say in and how this right can be exercised.

Further activities focus on enabling children to exercise their right to have a say responsibly by calling into question how opinions are formed and developing skills, such as **dialogue, negotiation** and problem solving which are necessary to resolve **conflict** successfully.

This Unit offers particular scope to teachers, who are interested in engaging in activities on a whole school level. The 'Listening School' activity offers a practical template through which children can make a positive contribution to the policies and practices of their school. The children's 'co-ownership' of the decision-making process has been shown to have a very positive effect on behaviour and a real impact on the whole school environment.

**Objectives** – To enable the children to:

- Reflect on how we form our opinions and factors that many influence them
- Explore children's right to have a say and be heard
- Investigate why conflicts arise and approaches to their resolution
- Practice and develop skills such as group discussion, dialogue, negotiation and problem-solving

### Resources

- Poster of the Convention on the Rights of the Child
- A copy of Worksheet 8 (page 97/98) for each child for Activities A and C.

## A. Children Having a Say

Write the statement “Children Should be Seen and Not Heard” on the board.

Ask the children to debate it.

Help them to summarise the points ‘for’ and ‘against’ the motion and record these on a flipchart or the board. If you choose to do Activity C with the class, you will need these points for later.

Give each child a copy of Worksheet 8. Ask them to check it against the list of for and against which they made as a class. This can be done in groups, pairs or individually.

If they find any new points of view, ask them to put them in their own words and record these new points on the board.

Finally, referring to the poster of the CRC, ask the children whether they can find anything in the Convention, which supports or contradicts the old saying: “Children should be seen and not heard”.

### Teachers’ Note:



#### **Article 12, CRC**

1. States Parties [to the Convention] shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

## B: Where do my opinions come from?

Ask the children to define in their own words what an ‘opinion’ is. You may wish to ask a student to find the word in the dictionary and compare the dictionary definition to the definition decided upon by the class.

Following on from this facilitate a class discussion on where we get our opinions from.

### **Discussion Questions:**

- Are you born with your opinions?
- Are your opinions shaped by other people? If so, which people influence you most and why?
- What else might help shape your views? Does the country or area you were born in and/or are growing up in make a difference? What about your daily experiences – what you do, what you see? Or what you learn in school? Or read in books or magazines? Or see on TV?
- Who/what do you think has the most influence on what you think about things?

Refer the children to the poster of the CRC or the UDHR. Ask them if they can find any right which relates to having an opinion.

After they have identified “The right to have ideas and say what they think” as the right in question, ask them what are the corresponding responsibilities (to listen, to respect other people’s points of view etc....)

If they have done unit 4, you can refer them back to Worksheet 4.2.

#### Teachers’ Notes:



The right to freedom of thought conscience and religion: Article 14, CRC; Article 18, UDHR

The right to freedom of expression: Article 13, CRC; Article 19, UDHR

## C: Problem-Solving

### Discussion:

Refer the children back to the list of points for and against the statement “Children should be seen and not heard” which they made as part of Activity A.

Ask the children to think of a word or short phrase to characterise the relationship between the two sets of statements in Worksheet 8.

Write these words/phrases on the board or flipchart. If necessary, support them to recognise that the statements represent two perspectives that are in opposition to or in conflict with one another.

Suggest to the children that there are many reasons why conflicts can arise. Recalling Activity B, the ‘Perspectives on Child Labour’ activity in Unit 7, ask the children if they can think of some reasons that conflicts arise. (Different viewpoints, experiences, interests, needs, hopes and aims).

Write their answers on the board or flipchart.

Ask the children to think of as many ways as they can that people use to address and resolve conflicts. You might facilitate them by inviting them to think about conflict situations they have heard or read about or seen on television. Again, write their answers on the board or flipchart.

When you have done this, ask the children to identify which of these methods they think are most likely to:

- Help solve a problem;
- Prove unhelpful;
- Make the problem worse.

**Role Play:**

Returning to the 'Yes' and 'No' statements, divide the class into two groups with one group representing the 'Yes' perspective and the other representing the 'No' perspective.

Explain that they are going to do a role-play: each group must represent the 'side' they find themselves on and hence the opinions of that side, even if they do not themselves agree with these opinions.

**Explain that you are inviting them to tackle three challenges and they will have to decide on how they do this:**

- Firstly, both groups must agree on the method they are going to use to address the conflict arising from their opposing 'Yes' and 'No' perspectives (eg. debate/discussion with everyone taking turns to speak)
- Secondly, they must follow the method they agree on in a way that enables both sides to participate equally in it.
- Thirdly, they must work through the conflict to reach a compromise or solution that is acceptable to both sides.

**Facilitate the class to address each of the challenges in turn, intervening as required**

- a) to remind them that their response to each of the challenges must be agreeable to both the 'Yes' and 'No' camps and
- b) to assist them if their response to one or more of the challenges is not working – for example, if they decide on dialogue as a method and the dialogue breaks down, support the children to consider why this might be (e.g. one or both groups is/are talking, but not listening) and to identify an alternative.

When the children have worked through all three challenges, bring the class back together and ask them to:

- Identify up to five rules-of-thumb they think should be used if problems are to be solved a) peacefully and b) in a way that is acceptable to all sides;
- Share their own views on whether or not 'children should be seen and not heard';
- Articulate the kinds of issues in school and/or in their community on which they would like to have a say.

## Optional Extension Activities

Could explore the issue of why conflicts arise, the idea of including the perceptions exercise here was also discussed.

### Keywords

Choose from a number of the suggested activities below to develop the children's understanding and usage of the following keywords from the Unit.

- Opinion
- Dialogue
- Conflict
- Negotiate

Decorate the words on 'brick' templates and add to the human rights wall.

Find as many smaller words as they can within the word.

Dictionary work:

Match the word with the definition the teacher calls out (See glossary at page 111 of this resource).

The teacher could also call out a number of definitions for a particular word and the children have to choose the correct one. Alternatively, the children could make up definitions of the word and record these in their human rights dictionary. (See Supporting Activities for Use Throughout this Programme at page 12 of this resource).

### 2. Reflection Diary Work

Give the children an opportunity to write down their feelings in their reflection diaries. They can record what they learned, how they feel, something that they are concerned about, etc.

### 3. Drama and Role-Play: Really Listening

This activity invites the children to explore the extent to which meaningful opportunities to 'have a say' are opportunities that enable a person to express themselves and to be heard.

Divide the class into pairs. As the children will already have copies of Worksheet 8, they might use this as a 'script'.

Ask each pair to explore the importance that being heard has to giving meaning and value to 'having a say' by acting out some of the following short scenarios with each other:

#### SCENARIOS

- One child reads out the 'Yes' statements and the other child reads out the 'No' statements simultaneously.
- One child reads out either the 'Yes' or the 'No' statements while the other child covers his/her ears.

- One child reads out the 'Yes' or the 'No' statements while the other child fails to make eye contact with them.
- One child reads out the 'Yes' or the 'No' statements while the other child pretends to talk to someone else and/or gets on with doing something else entirely.
- One child reads out the 'Yes' or the 'No' statements while the other merely pretends to be listening carefully to what they are saying, but when asked afterwards makes it clear that they haven't and aren't really interested.

When the children have finished acting out these scenarios together, bring the class back together and invite some of the pairs to act out one of the scenarios for the rest of the class.

Follow up by inviting the children to express how they felt when they were playing their parts in the different scenarios.

Then facilitate the class to come up with a short, alternative scenario that represents a meaningful exchange in which a person has the opportunity to express their views and is being heard.

Finally, support the children to come up with a short list of 'Dos' and 'Don'ts' that encapsulate the class views on how people can communicate in such a way that everyone has a chance to have their say and be heard.

If appropriate and the class is happy to do so, this list could be developed as a poster that is displayed in the class and possibly in other relevant places in the school.

#### **4. Hearing Different Voices:**

Invite the children to act out the scenarios in the previous Optional Extension Activity as a preface to enabling them to explore the question of 'majority' and 'minority' voices, i.e. that some people speak more loudly and/or are more likely to be heard than others.

You could start their exploration of this issue by building on Units 5 and 6 and asking them to think about the differences between people that make a person more or less likely to have opportunities to have their say and be heard.

#### **If necessary, you can support them by asking questions like:**

- Does age make a difference?
- What about if a person is a man or a woman, a girl or a boy?
- What about if a person has difficulty with reading and writing?
- What about if a person has a disability of some kind?
- What about if a person lives in a small, remote village in the country rather than in a big city?



If you decide to ask the children questions along these lines, use your knowledge of their circumstances to ensure that the questions you ask and the way you phrase them reassures them that it is the fairness of the society in which they live that you are focusing on and that they themselves are not being labelled or judged in any way.

Ask the children to explain their views and to say whether they think the status quo is fair or not.

You might develop this activity further by supporting the children to write, for example, to their local county council or the Equality Authority (RoI)/Equality Commission for Northern Ireland (see websites appendix). The children can tell them what they have learned and ask for more information about what's being done to make sure that people have more equal opportunities to have their say and be heard at local/national level.

### 5. Whole School Activity – 'The Listening School'

Develop Activity C 'Problem-Solving Talk' by enabling the children to address the question of having a say about issues arising in school:

#### Discussion Questions:

- Are you interested in having your say about aspects of school life?
- What aspects of your daily life at school are you interested in having a say about? (To support them with responding to this question, you could select examples from the list of sample whole school issues below or from your school's own school plan).

Ask the class to agree on up to five issues/areas around which they would like to be supported to have their say. Then ask the children to respond to the following questions:

- What methods do you feel might best support you to express your views/ideas about these areas of school life? (You could give them some examples from the list below to stimulate their thinking on this question.)
- When and how often would you like to have your say?
- Who would you feel most comfortable communicating your views to and/or would you prefer to communicate them anonymously?
- Would you like the opportunity to express your views/ideas as an individual and/or as a class?

After the children have explored these questions, invite them to:

- Consult with other children in the school on this issue by devising a short questionnaire based on the questions they have just explored and to collate the findings. (You will need to support them to agree on the minimum age of the children they are going to consult and to devise a short questionnaire that will be understood by other, possibly younger, children in their school. Advise them on devising a questionnaire that will enable them to collate the findings easily, i.e. to use questions that invite yes or no answers as well as multiple choice questions so that the findings can be presented numerically).

*&/OR*

- To present the findings of their own discussion and/or of their questionnaire to the principal and to request that s/he gives them feedback on their findings and lets them know, for example, the extent to which and how their findings might form the basis for enhancing the school's status as a 'Listening School'.

### Teachers' Notes



The feasibility of the above activity will depend on a variety of factors, including the interest levels of pupils, the circumstances of your school and the extent to which it has previous experience in the area of involving pupils in planning and decisions relating to whole school issues. You can adapt the activity to accommodate these and other factors.

If the children are interested in this issue and your school has no previous experience of involving pupils in decision-making on whole school issues, the class might be encouraged to do a brief research project to gather information that could be given to the principal as a contribution to enabling the school to consider ways in which it might develop practices that would enhance its status as a 'Listening School'.

Alternatively, you could do an equivalent activity that enables the children to reflect on and find out more about opportunities for them to become involved in decision-making at local community level.

In both cases, good starting points for information may include:

- Republic of Ireland – Office of the Ombudsman for Children and the National Children's Office.
- Northern Ireland – Northern Ireland Commissioner for Children and Young People (NICCY), the Children's Law Centre and Save the Children.

### 9. Inter-School Linking – Inter School Discussion

If your class/school is twinned with another class/school, both classes might exchange information on one or more of the following questions:

- What experience have they got of being involved in school decision-making and/or what opportunities would they welcome to get involved?
- What methods have they used and/or would they like to use and why?
- What were the findings of their school questionnaire, if they undertook one?
- What have they learned about this issue that they feel would be especially useful for children in their twinned class to know or think about?

#### Background Information for Teachers on Involving Children in Decision-Making

##### Involving Children in Decision-Making: Sample Methods

- Peer-elected student council
- Peer-elected pupil committees
- Peer-elected representation on relevant school committees or working groups
- Facilitated group discussion or meeting
- One-to-one interview
- Questionnaire
- Individual writing (comments, suggestions, queries, complaints)
- Arts activities (painting, drawing, model-making, sculpture, collage, etc.)
- Games
- Drama and role-play
- Suggestion boxes
- Graffiti wall

### **Examples of Whole School Issues**

School ethos, climate and atmosphere

- Key principles
- Strategies to realise these principles

### **Equality**

- Policy development and implementation on equality issues, inclusion and diversity

### **Health and safety**

- Policy development and implementation on issues such as child protection, anti-bullying, substance use, code(s) of behaviour
- Promotion/marketing of commercial products

### **Food**

- Schools meal schemes
- Promoting healthy eating (healthy lunches, etc.)

### **Uniform**

- Uniform policy
- Policy on jewellery and/or other accessories

### **Curriculum and extra-curricular activities**

- Homework
- ICT and internet use
- Links between subject areas/curriculum learning and whole school activities
- Assessment and self-assessment
- Contact with other schools (educational links, etc.)
- Extra-curricular activities

### **Environment**

- Respect for school and individual property
- Building maintenance
- Environmental protection of outdoor areas/school grounds
- Combating littering
- Recycling schemes

### **Information**

- Access to information (transparency and accountability)
- Privacy policies (respect for privacy; confidentiality/consent regarding requests for and provision of information)
- Protection from harmful information (internet, mobile phones, etc.)

### **Participation**

- Identifying, planning, implementing and evaluating methods for involving members of the school community (including pupils) in school decision-making

# 9: Children's Rights Promoters and Defenders

## Teachers' Notes



Following on from what the children have learned about their right to have a say in things that affect them (Article 12, CRC) in the previous Unit and their right to be taken care of (This is a central element of the CRC. See for example Article 3) in Unit 7, this Unit shall focus on people whose job it is to **promote** and **protect** childrens' rights. Depending on whether you are teaching in Northern Ireland or the Republic of Ireland, this Unit will focus on the role of the Northern Ireland **Commissioner** for Children and Young People (NICCY) or the **Ombudsman** for Children, Republic of Ireland (OCO).

In addition to learning about the existence of these offices and the services provided by them, it is hoped that this unit will enable children to develop the skills needed to promote and protect human rights themselves. Moreover, building on what the children have learned in Units 1, 2 and 4, this Unit aims to empower children to take concrete steps to improve the human rights situation for all in their school community, as well as the wider community.

**Objectives** – To enable the children to:

- Become aware of the work of the Northern Ireland Commissioner for Children and Young People and the Ombudsman for Children (RoI)
- Reflect on the meanings of 'promoting' and 'defending' human rights and the differences between these two activities
- Identify issues in the local community that are of particular interest/concern to children
- Practice and develop skills such as investigation, group discussion, problem-solving and collaborative learning

## Resources

Activity A: For each child, paper and pens/pencils and for each pair/group of children, a copy of Worksheet 9 (page 99/100)

Activity B: For each pair/group of children, paper and pens/pencils; some sheets of A4 paper for a pair of children and art materials for the rest of the class.

## A. Champions and Watchdogs for Children

Depending on whether you are teaching in Northern Ireland or the Republic of Ireland, write the word 'Commissioner' or 'Ombudsman' on the board or a flipchart. Give the children three minutes to make as many different words as they can from the letters that make up the word. Invite suggestions from the children and write the words they come up with on the board.

Ask the children if they have ever heard the word 'Commissioner'/'Ombudsman' before and, if so, where/when?

Ask the children if they have heard that there is a Commissioner for Children and Young People in Northern Ireland/Ombudsman for Children in the Republic of Ireland. What do they think the person who has this job does?

Divide the class into pairs or small groups. Give each pair/group a copy of the relevant fact file on Worksheet 9 (i.e. the fact file on the NICCY for children in Northern Ireland or the fact file on the Ombudsman for Children in the Republic of Ireland). Ask them to read it together and underline any words they don't understand fully.

Facilitate an informal, oral comprehension that clarifies that the children understand the underlined words in the text as well as any additional words they may have identified themselves.

Ask the children a small number of key questions to ensure they have absorbed and understand the key points – for example:

### Key Questions

- Is the role of the Commissioner for Children and Young People/Ombudsman for Children written down in law? If so, what is the law called? Why do you think it might be important that there is such a law?
- What is the name of the current NI Commissioner for Children and Young People/Ombudsman for Children?
- What are his/her main roles?
- In which of these roles is the NI Commissioner for Children and Young People/Ombudsman for Children acting as a 'champion for children' (i.e. promoting children's rights) or a 'watchdog for children' (i.e. defending children's rights)?

## B. Working with the Watchdog!

Imagine the Ombudsman/Commissioner is looking for a child to help them do an even better job helping children. Every child has the right to apply for the job. You decide to apply for it because you think you would be a very good candidate and have great ideas.

**Ask the children to reflect on the following questions for a minute:**

- Why you think you would be a good candidate?
- Have you ever helped children? How?
- How would you help the Ombudsman?/Commissioner?

Divide the children into pairs/small groups so that they can brainstorm ideas. Ask each group to come up with a number of points that they would include in their application.

**Suggest that they provide information on the following in their application:**

- Things they have done to help children in their class, school and/or local community (including any examples of behaviour which has had a positive effect on children and adults they know);
- Talents they have that would be particularly useful to their role assisting the Commissioner/Ombudsman;
- Examples of anything they have done to effect positive change;
- Examples of things they believe should and could be done to improve the lives of children in their area.

When each pair/group has made its list, ask them to agree on three key points from it.

Then bring the class back together and ask each pair/group to feedback their three points. Write these on the board or flipchart. When each group has fed back, ask the class if there is anything else they would like to add to the list.

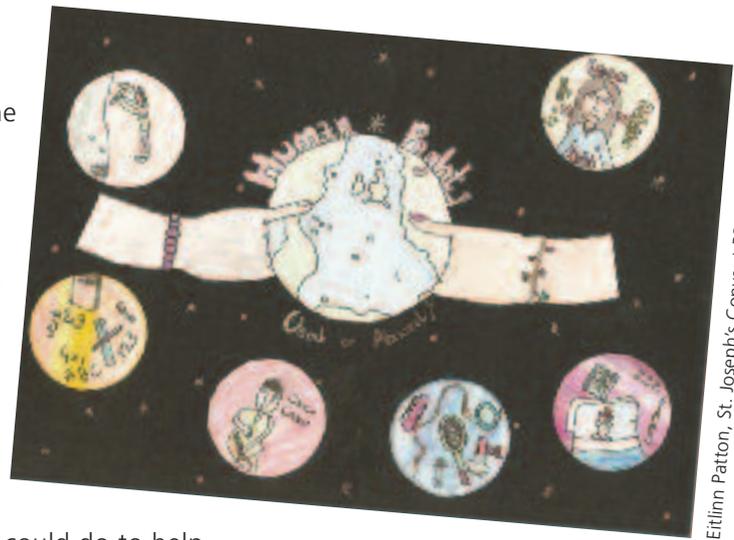
Remind the children that one of the roles of the Commissioner/Ombudsman is to find out what children think is important and to listen to what they have to say.

Propose that the class use the list of points as the basis for a letter to the Commissioner/Ombudsman.

**Suggest ways in which they might re-present the points in the letter – for example, they could:**

- Say that they have been learning about the work of the Commissioner/Ombudsman in class
- Give some examples of things they have done to help children/young people in their school/local community
- Identify what they regard as the main issues for children in their area and give some suggestions as to what might be done to improve children's daily lives in their area

- Ask for information about what the Commissioner/Ombudsman is currently doing for children or planning to do in the near future
- Ask the Commissioner/Ombudsman whether there are ways in which children and young people can support the work of the Commissioner/Ombudsman
- Ask for feedback from the Commissioner/Ombudsman on any suggestions they may have on what they could do to help promote/defend children's rights in their area.



Eilinn Patton, St. Joseph's Convent PS, Newry, Co. Down

Facilitate the class to prepare a formal letter as a group by writing the letter on the board/flipchart as the children make their points.

Invite the class to nominate two people to work together to write out the letter. While they are doing this, the other children might prepare illustrations about the points in the letter. Invite each child to sign the letter and post it along with the accompanying illustrations to the Commissioner/Ombudsman (see [www.niccy.org](http://www.niccy.org) or [www.oco.ie](http://www.oco.ie) for contact details).

- If necessary, follow-up by telephoning the Commissioner's/Ombudsman's office to ask when the class might expect to receive a response.

## Optional Extension Activities

### 1. Keywords

Choose from a number of the suggested activities below to develop the children's understanding and usage of the following keywords from the Unit.

- Commissioner
- Ombudsman
- Promote
- Protect

Decorate the words on 'brick' templates and add to the human rights wall.

Find as many smaller words as they can within the word.

Dictionary work:

Match the word with the definition the teacher calls out (See glossary at page 111 of this resource).

The teacher could also call out a number of definitions for a particular word and the children have to choose the correct one. Alternatively, the children could make up definitions of the word and record these in their human rights dictionary. (See Supporting Activities for Use Throughout this Programme at page 12 of this resource).

### 2. Reflection Diary Work

You may wish to give the children an opportunity to write down their feelings in their reflection diaries.

They can record what they learned, how they feel, something that they are concerned about, etc.

### 3. Promoting and Defending Human Rights around the World

There are a number of countries around the world that have offices with equivalent roles to those of the NICCY and OCO.

Information about these offices and access to their respective websites is available via the NICCY or OCO websites, [www.niccy.org](http://www.niccy.org) and/or [www.oco.ie](http://www.oco.ie). See also the European Network of Ombudsmen for Children: [www.ombudsnet.org](http://www.ombudsnet.org).

Using this website, make a list of countries that have a Commissioner/Ombudsman for Children and Young People. Ask the children to find the countries in question on a map of the world.

#### **4. Whole School Activity – Children Promoting Human Rights**

Using the feedback the class has received from the Commissioner/Ombudsman as a starting point, support the children to find out what age-appropriate opportunities there are for them to become actively involved in defending human and/or children's rights in their school and/or in their community.

##### **Issues that you and they may wish to consider include:**

- Environmental protection schemes (recycling; community gardening or park schemes; litter control; etc.)
- Health promotion schemes (raising awareness and providing information to children and their parents/guardians about healthy eating for children; the risks of smoking; etc.)
- Children's participation in school and the local community (use the learning from Units 8 and 9 as a basis for supporting the children to become involved in opportunities to contribute to decision-making in school and/or their local community)
- Equality and diversity activities (use the learning from Units 2, 5 and 6 to support the children to become involved in age-appropriate activities on equality and diversity issues in school and/or their local community).

#### **5. Inter-School Linking (including through ICT) – Inter-school Discussion**

If your school/class is twinned with a school/class in the Republic of Ireland/Northern Ireland, arrange for both classes to do this lesson simultaneously and then support the children to use ICT or other communication methods to:

- Exchange information with each other about what they have learned about the NICCY/OCO;
- Share their views on what should be done to improve the lives of children in their respective areas.

# 10. Taking Action

## Teachers' Notes



Recognising that human rights education involves children learning through human rights, as well as about human rights, this Unit offers children the opportunity to put the knowledge, skills and attitudes they have acquired through this programme into practice. By setting out some concrete ideas of projects they can engage in, it aims to raise awareness among children that human rights are not only issues that concern adults or people somewhere else.

This Unit provides a template through which children can choose, develop and implement or engage in a project on a whole school, local, national or international level. The activities contained in this Unit are aimed towards enabling children to consolidate the team-working skills, which have been promoted throughout this resource, such as negotiation and listening. Moreover, it is hoped that by participating in such a project that children will carry with them an understanding of the process of asserting and advocating for their rights and the rights of others.

**Objectives** – To enable the children to:

- Understand the importance of any action for human rights (however small) which they undertake;
- Put into practice what they have learnt in previous Units;
- Practice and develop skills such as active listening, discussion and decision-making while they chose and plan the human rights project.

## Resources

Poster of the Convention on the Rights of the Child

Worksheet 10.1 for one half of the class and Worksheet 10.2 for the other half.

## A. Children, Human Rights and Action

Write the following statement on the board:

"Human rights are essentially adult issues. While children should learn about them in class, only adults can act for human rights".

Ask the children what they think of the statement and whether they agree or disagree with it. Divide the board into two and record their points under the headings 'agree' and 'disagree'.

To encourage the children to take action for human rights, remind them of Anita Roddick's quote: *"If you think you are too small to make an impact, try going to sleep with a mosquito in the bed."*

Alternatively, show them the list of quotes which appear here and discuss which one they like the most.

What does their favourite quote mean?

### Inspiring Quotes

*"A journey of one thousand kilometres always begins with a single step."*

Lao-Tse

*"Young people are not only the future ... we are the present."*

Special Session on the Rights of the Child, Budapest 2001

*"How wonderful it is that no one needs to wait a single moment before starting to improve the world."*

Anne Frank

*"If we are to have real peace in the world, we will have to begin with the children."*

Mahatma Gandhi

*"If you think you are too small to make an impact, try going to sleep with a mosquito in the bed."*

Anita Roddick

### Teacher's Note



#### Possible Responses:

##### Agree

They may point to their rights in the CRC.

Children are the future.

Children can have an impact on human rights in their school

##### Disagree

Children have to do what their parents tell them.

Children don't make laws or vote. Adults do.

Finish off this activity by referring the children to the poster of the CRC and asking them to identify the rights which children can call upon when they take action for human rights.



### Rights at stake when children act for human rights:

Article 12, CRC–The right to have a say and be heard when decisions are being made that affect them.

Article 14 and Article 13 CRC–The right to have ideas and say what they think.

Article 15–The right to meet with other children.

Article 13–The right to get the information they need.

### B. From Spectators to Actors: Playing an Active Role in a Human Rights Project:

Before embarking on a specific human rights project with the children, discuss with them how the type of action they will take, in addition to the potential impact of their action, will depend on the scale of the problem they propose to tackle.

For example, by making an effort to respect the school's charter of human rights and ensure that no-one is being left out of games in school, they may have a big impact on the human rights situation in their school. On the other hand, in order to have an impact on a human rights problem such as homelessness on a national level or child labour on an international level, they will have to join with others outside of their school community.



Kim O'Hare, St. Joseph's Convent PS, Newry, Co. Down

At this stage, distribute Worksheet 10.1 and 10.2, which outline some actions that different schools have taken for human rights.

Give Worksheet 10.1 to one half of the class and Worksheet 10.2 to the other.

Divide the class into groups. Ask them to read their respective worksheets and to prepare a summary of the action undertaken by the school groups in their worksheets to the class. Ask a person from each half of the class to present their summary, with children from other groups chipping in additional information.

After the children have heard the two stories of the other class group, ask them to identify differences in the type of actions undertaken by the two school groups.



### Possible Responses

The group from Termoncanice PS set about raising awareness about and improving the human rights situation of their school.

The group from St. Vincent de Paul GNS decided to raise awareness about human rights around the world and the work of Amnesty International. They also raised money, which they donated to Amnesty International

Both projects involved a certain amount of information gathering and creativity.

### C. Organising a Human Rights Project

Introduce the class to the idea of undertaking a human rights project themselves.

Explain to them that not only will they have to agree upon what human rights issue they are going to work on, but how they are going to go about it.



### Guidelines for Children on Taking Action for Human Rights

When we take action for human rights, we should take special care that we respect human rights, for example we should make sure that everyone in the group has a say in what we are doing and that the action we take does not interfere in anyone else's human rights.

Use the testimonials from schools on Worksheet 10.1 and 10.2 as a starting point for a discussion on the type of project they would like to undertake.



Human Rights Day at St. Vincent's GNS, Marino, Dublin 3



## Starting Points

### If the Children Decide to Work on Human Rights within the School

The Human Rights Audit, which Termoncanice PS embarked upon was based on Optional Extension Activity 4, which appears in Unit 2 of this resource.

The Whole School Activities which appear in each Unit of this resource offer great starting points for human rights projects.

There is also list of ideas to enable you to guide this process on page 70 of this resource.

### If the Children Decide to Work on an International Human Rights Issue

To help children to focus on human rights issues on a national or international level, ask them to bring in some photos from newspapers and talk about the human rights story that the picture tells.

Alternatively, you could refer the children to CRC and/or the UDHR and ask them to identify human rights issues, which they would like to work on.

Possible questions:

Which human right do you feel is most important?

Which human right do you feel that you could have a role in improving, particularly through campaigning on a local level or in your school?



# 1. Identity

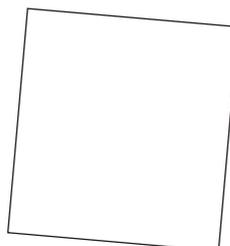
## Worksheet 1.1



Name ..... Date .....

### My Human Rights Passport

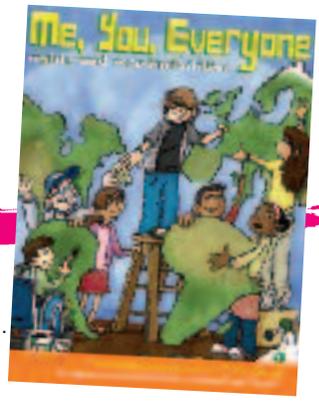
1. What is your full name?\* .....
2. When were you born?\* .....
3. Where were you born and what is your nationality?\*  
Place of birth ..... Nationality.....
4. What is the name of your parent(s) or guardian(s)?\* .....
5. Where do you live? .....
6. What school do you go to? What class are you in?\*  
School ..... Class.....  
How do you get to and from school? .....
7. Do you know the name of your nearest hospital? .....
8. Do you have a religion? If so, what is it?\* .....
9. What language do you speak at home?\* .....
- What language do you speak in school?.....
10. What do you like to do in your free time?\* .....
- What is your favourite game, sport or hobby? .....
- Where is your favourite place to play?.....
- What is your favourite music/song?.....
- What is your favourite book?.....
- What is your favourite TV programme?\* .....
11. Where did you first hear about human rights and responsibilities?  
.....
12. Write your signature here .....
13. Put your photograph, thumbprint or fingerprint here



Parent's/Guardian's Signature .....

# 1. Identity

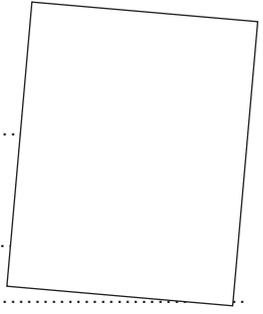
## Worksheet 1.2



Name ..... Date .....

### My Human Rights Passport

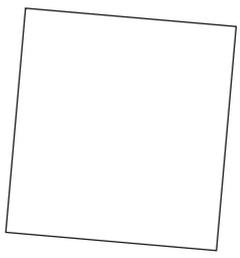
Please use block capitals in blue or black ball point pen to complete the following



1. Full name: .....
2. Date of birth:..... (d)..... (m).....(y)
3. Place of birth: ..... Nationality:.....
4. Next of kin (name of parent /guardian):.....
5. Place of residence: .....
6. School attended: ..... Class:.....
7. Mode of transport to school: .....
8. Nearest hospital: .....
9. Do you practise a religion? Yes  No  (please tick box appropriately)  
If yes, what religion? .....
10. Mother tongue (as spoken in the home):.....  
Language spoken in school:.....
11. Choice of activity in spare time: .....
- Favourite game, sport or hobby: .....
- Favourite place to play: .....
- Favourite music /song:.....
- Favourite book:.....
- Favourite TV programme: .....
12. Where did you first hear about human rights and responsibilities?  
.....

Signature .....

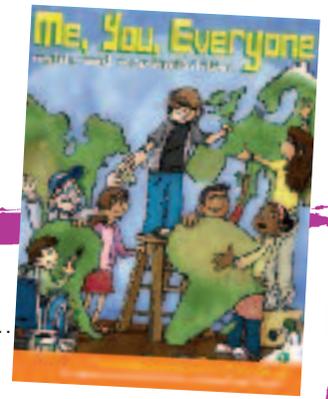
Alternatively place your thumb or fingerprint in the box provided



Parent's/Guardian's Signature .....

## 2. Me and You

# Worksheet 2



Name ..... Date .....

### Interview

1. What is your name? .....

2. What is your role in the school?  
.....  
.....

3. What do you like most about your job/role? What do you like least?

Most: .....

Least: .....

4. How do you think other people in the school see you?  
.....  
.....

5. What do you think they expect from you?  
.....  
.....

6. Are there things that we and other children in school can do to make your job easier and more enjoyable?  
.....  
.....

Names of Interviewers: .....

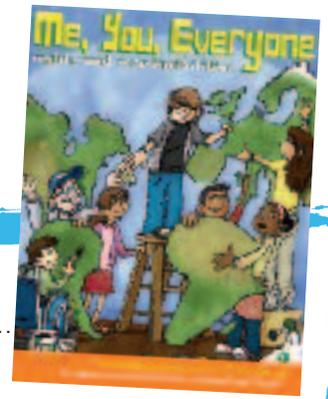
Signature of Interviewee: .....

Date: .....

Parent's/Guardian's Signature .....

# 3. Universal Declaration of Human Rights

## Worksheet 3.1



Name ..... Date .....

### Universal Declaration of Human Rights Alphabet<sup>1</sup>

|          |                        |                    |
|----------|------------------------|--------------------|
| <b>A</b> | Assemble               | (article 20)       |
| <b>B</b> | Birthright             | (article 1)        |
| <b>C</b> | Conscience             | (article 1)        |
| <b>D</b> | Difference             | (article 2)        |
| <b>E</b> | Equality               | (articles 1 and 2) |
| <b>F</b> | Fairness               | (article 10)       |
| <b>G</b> | Government             | (article 21)       |
| <b>H</b> | Home                   | (article 17)       |
| <b>I</b> | Innocent               | (article 11)       |
| <b>J</b> | Justice                | (articles 6 and 7) |
| <b>K</b> | Kindness               | (article 5)        |
| <b>L</b> | Life                   | (article 3)        |
| <b>M</b> | Marriage               | (article 16)       |
| <b>N</b> | Nationality            | (article 15)       |
| <b>O</b> | Opinion                | (article 19)       |
| <b>P</b> | Possessions            | (article 17)       |
| <b>Q</b> | Question               | (article 19)       |
| <b>R</b> | Religion               | (article 18)       |
| <b>S</b> | School                 | (article 26)       |
| <b>T</b> | Travel                 | (article 13)       |
| <b>U</b> | Union                  | (article 23)       |
| <b>V</b> | Vote                   | (article 21)       |
| <b>W</b> | Work                   | (article 23)       |
| <b>X</b> | X-ray                  | (article 25)       |
| <b>Y</b> | Your culture           | (article 27)       |
| <b>Z</b> | Zzzz, rest and leisure | (article 24)       |

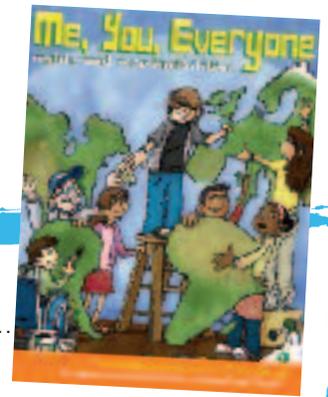
<sup>1</sup> In Margot Brown (ed.), Our World, Our Rights: Teaching about Rights and Responsibilities in Primary School (1996: London, Amnesty International UK), p. 33.

Parent's/Guardian's Signature .....

Worksheet 3.1

### 3. Universal Declaration of Human Rights

## Worksheet 3.2



Name ..... Date .....

### Hana's Suitcase

In March 2000, a suitcase arrived at the children's Holocaust Education Centre in Tokyo, Japan. On the outside, in white paint, were these words: Hana Brady, May 16, 1931, and Waisenkind – the German word for orphan.

Children who saw this suitcase on display were full of questions. Who was Hana Brady? What happened to her? They wanted Fumiko Ishioka, the centre's curator, to find the answers.

The children of the Holocaust Centre, who are called 'Small Wings', wrote this poem and read it to George Brady on his visit to the Centre in March 2001.

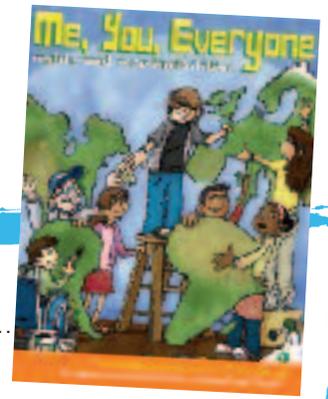
Hana Brady, thirteen years old, was the owner of this suitcase.  
Fifty-five years ago, May 18, 1942—two days after Hana's eleventh birthday – she was taken to Terezin in Czechoslovakia.  
October 23, 1944, crowded into the freight train, she was sent to Auschwitz.  
She was taken to the gas chamber right after.  
People were allowed to take only one suitcase with them.  
I wonder what Hana put in her suitcase.  
Hana would have been sixty-nine years old today, but her life stopped when she was thirteen.  
I wonder what kind of girl she was.  
A few drawings she made at Terezin—these are the only things she left for us.  
What do these drawings tell us?  
Happy memories of her family?  
Dreams and hopes for the future?  
Why was she killed?  
There was one reason.  
She was born Jewish.  
Name: Hana Brady. Date of Birth: May 16, 1931. Orphan.  
We, Small Wings, will tell every child in Japan what happened to Hana.  
We, Small Wings, will never forget what happened to one-and-a-half million Jewish children.  
We children can make a difference in building peace in the world—  
so that the Holocaust will never happen again.<sup>2</sup>

<sup>2</sup> Permission kindly granted by George Brady and David Brady.

Parent's/Guardian's Signature .....

# 3. Universal Declaration of Human Rights

## Worksheet 3.3



Name ..... Date .....

### Human Rights Timeline

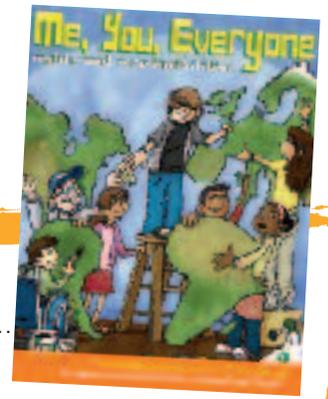
| When?     | Where?             | Who and What?   |
|-----------|--------------------|---|
| 2200 BC   | The Persian Empire | The Emperor of Persia creates the first written legal code. It promises to make justice reign in the kingdom and promote the good of the people.  |
| 1300 BC   | Egypt              | Moses, Jewish leader and prophet, receives and preaches the ten commandments at Mount Sinai.  |
| c.600 BC  | India              | Buddha preaches morality, reverence for life, non-violence and right conduct.   |
| c.500 BC  | Greece             | The Ancient Greeks use words for 'freedom of speech' (isogoria) and for 'equality before the law' (isonomia).   |
| c.400 BC  | China              | Mozi, a philosopher, travels around China trying to stop rulers from starting wars.   |
| 0 AD      | Palestine          | Jesus Christ preaches equality, tolerance, forgiveness and love among people.   |
| 500 AD    | Saudi Arabia       | Muhammad Ibn Abdullah, founder of Islam, preaches that the one true God, Allah, is compassionate, just and peaceful. His teachings are recorded in the Holy Qu'ran.   |
| 1215 AD   | England            | King John of England signs the Magna Carta. It gives rights mainly to feudal barons. It also says that no freeman should be imprisoned or exiled unless the law allows it.  |
| 1789      | USA and France     | The American Constitution protects freedom of speech, religion and peaceful gatherings. In the same year in France, the National Assembly passes the Declaration of the Rights of Man and the Citizen. It says that: "Men are born free and remain free and remain free and equal in rights". |
| 1800s     | Karl Marx          | In 1848 Karl Marx publishes the Communist Manifesto. He calls for workers' rights and an end to poverty.  |
| 1800s     | USA                | Following the American Civil War, slavery is abolished.   |
| 1893      | New Zealand        | New Zealand becomes the first country in the world to grant women the vote.   |
| 1916–1945 | India              | Gandhi preaches non-violence. He campaigns for equality and understanding between the different people of India.  |
| 1945      |                    | After World War II (1939-1945), the United Nations is created "to reaffirm ... the dignity and worth of every human person". The Universal Declaration of Human Rights follows and is accepted by the UN in 1948.   |
| 1961      |                    | Amnesty International is founded.   |
| 1989      |                    | The United Nations adopts the Convention on the Rights of the Child   |
| 1994      | South Africa       | South Africa holds its first free elections following the abolition of apartheid, which treated non-white people as second-class citizens. Its new constitution guarantees the human rights of all its people.  |
| 2003      | Iran               | Shirin Ebadi wins the Nobel Peace Prize in recognition of her work for womens' and childrens' rights.   |

Parent's/Guardian's Signature .....

Worksheet 3.3

## 4. Responsibility

# Worksheet 4.1



Name ..... Date .....

### All About 'Responsibility'

Express your thoughts on "responsibility" by completing the sentences below.

Things I have responsibility for are .....

.....  
.....  
.....

Having responsibility for these things makes me feel.....

.....  
.....

I know a person who is responsible. I think.....(name) is responsible because:

.....  
.....

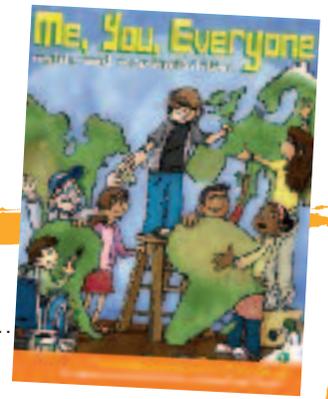
I think that someone is responsible if they.....

.....  
.....

Parent's/Guardian's Signature .....

## 4. Responsibility

# Worksheet 4.2



Name ..... Date .....

### My Rights and Responsibilities

#### My Rights

I have the right to a name and to have my name respected

I have a right to life

I have a right to a nationality

I have a right to be looked after by my parents or guardians

I have a right to a home

I have a right to education

I have a right to good health care, healthy food and clean water

I have a right to think freely and to have and practice a religion

I have a right to rest and play and to take part in recreational and artistic activities

I have the right to get and share information as long as the information does not harm me or anyone else

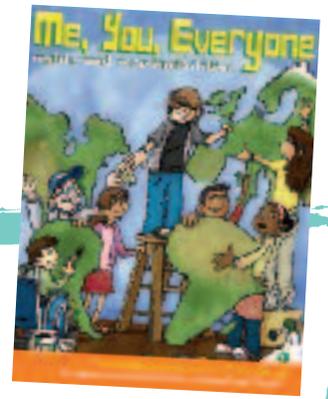
I have a right to know what my rights are

#### My Responsibilities

Parent's/Guardian's Signature .....

## 5. Gender

# Worksheet 5.1



### OCCUPATIONS in WORDS

**Nurse**

**Mechanic**

**Lawyer**

**Hairdresser**

**Nursery Teacher**

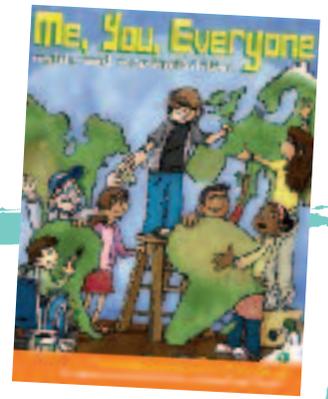
**Surgeon**

**Farmer**

**Receptionist**

# 5. Gender

## Worksheet 5.2

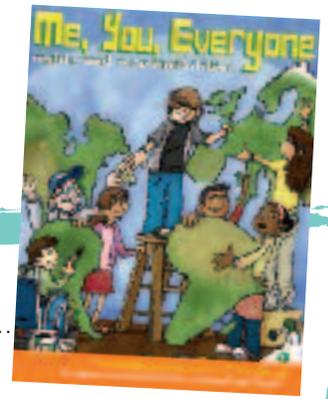


### OCCUPATIONS in PICTURES



## 5. Gender

# Worksheet 5.3: Team Version



Name ..... Date .....

**On a piece of paper/post-it note each team should write:**

- 1. Their team letter**
- 2. The number of each statement**
- 3. The percentage they think applies to it**

1. Percentage of world's poor who are women
2. Percentage of world's income earned by women
3. Percentage of world's illiterate people who are women
4. Percentage of parliamentary leaders who are women

### **India**

5. Number of minutes per day women have for leisure time (men have 2 hours)

### **Niger**

6. Percentage of girls enrolled in primary school
7. Percentage of girls who are illiterate

### **Argentina**

8. Percentage of landowners who are women

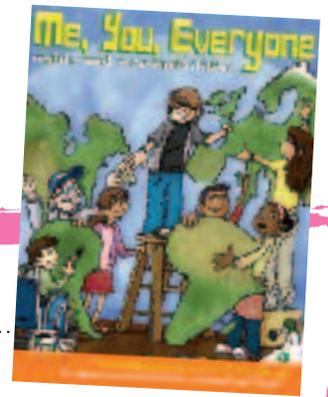
### **Afghanistan**

9. Percentage of women already married, aged between 15-19

Parent's/Guardian's Signature .....

## 6. Valuing Difference

# Worksheet 6



Name ..... Date .....

### Prisoner and Judge<sup>3</sup>

*Ian Serraller*

The prisoner was walking round and round the prison yard.  
He had a low forehead and cruel eyes:  
You couldn't trust him anywhere.

He dressed up as a judge; he put on a big wig and robes  
And sat in court in the judge's place.  
And everyone said:  
"What a deep forehead he has, what learned eyes!  
How wise he looks!  
You could trust him anywhere."

The judge was sitting in the court in the judge's place.  
He had a deep forehead and learned eyes;  
You could trust him anywhere.

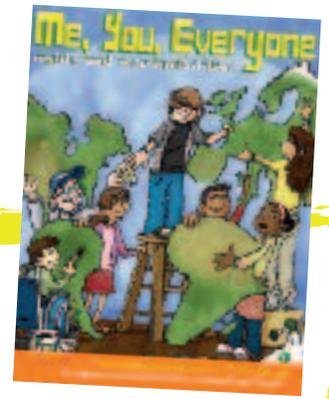
He dressed up as a prisoner; he put on prisoners' clothes  
And walked round and round the prison yard.  
And everyone said:  
"What a low forehead he has and what cruel eyes!  
How stupid he looks!  
You couldn't trust him anywhere!"

<sup>3</sup> Permission kindly granted by Jane Serraller.

Parent's/Guardian's Signature .....

## 7. Case Study: Child Labour

# Worksheet 7



### Perspectives on Child Labour<sup>4</sup>

#### Parent No. 1

Last year, my child Jai, who is now 13 years old, started picking fruit on a farm for a couple of hours after school each day. This year, Jai left school and began working full time on the farm. Having Jai work full time has made a big difference to our family. There are very few jobs available in our town. I have never been to school or had any special training, so the wages I can earn are always low. We have had trouble earning enough to feed our four children, even with both parents working whenever they can. Now with Jai bringing home some money every day, we can buy a little more food, new clothes, or medicine when one of the children gets sick.

Jai is as strong as any adult, and is perfectly able to work a full day. Besides, I feel that children should help contribute to the support of their families, as they have always done in our society. I am proud of Jai for being so responsible, and I hope that all my children grow up to be just as hard-working and reliable.

#### Social Worker

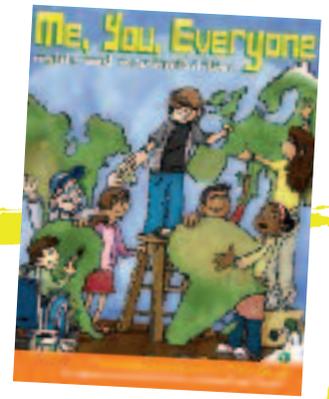
I am very concerned about Jai, who at the age of 12 started working part time picking fruit on a farm. Jai has dropped out of school, and at the age of 13, is now working full time. The work is back-breaking. Jai always seems tired and is suffering from pain in one shoulder. I would like Jai to see a doctor who can tell what long-term effect this job might have on Jai's health.

I really feel that this child should be in school with other children of the same age. Jai has no free time to rest, play, join a youth group or take part in the kinds of activities that are available in our town for young people. These types of activities are important if children are to grow up healthy and know how to get along with others. No child of Jai's age should be working with adults all day long. Many of the farm-workers smoke cigarettes, drink alcohol, and some may even be using drugs—Jai is too young to understand that these types of things are dangerous.

<sup>4</sup> In UNICEF, Talking rights; taking responsibility, 'Activity 1.4. Shifting Perspectives', (1999: UK, UK Committee for UNICEF), pp.30-33.

## 7. Case Study: Child Labour

# Worksheet 7



### Perspectives on Child Labour<sup>4</sup>

#### Child

I am Jai. I started school when I was six. When I was 12, I started to work picking fruit on a farm from the time school finished until dusk. I did it because my parents needed more money to buy food for our family.

Now I'm 13, and I have left school. I work full time on the farm. I like working better than going to school. I was bored with school. I never knew why we had to learn the things they taught us. I couldn't see how learning the things would help me get a job. I wanted to get a job and work in the real world, not sit in school all day.

I like the people I work with on the farm, even though they are older than me. I learn a lot by talking to them. I start work at six in the morning, take a break for lunch and work until dusk. Then I take all the fruit I have picked and have it weighed. I get paid by the kilo, so the more I pick, the more I earn. Then I take my pay home to my parents and eat dinner. I go straight to bed, so I can be ready for the next day.

#### Parent No. 2

Last year, my child Jai, who is now 13 years old, started picking fruit on a farm for a couple of hours after school each day. This year, Jai left school and began working full time on the farm.

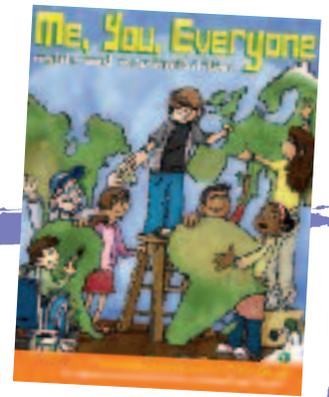
I don't want Jai to work full time. It would be better for all of us if Jai got an education. Everyone knows that children who finish school can get better jobs and earn more money. If Jai would finish school and get a good job, we would be better off from the extra money.

Jai got very good grades in the first few years of school, although they went down last year. But the teachers always said that Jai could be a top student, maybe even go on to university. I had hoped Jai would set an example for our younger children by working hard and staying in school. I don't want my children to follow Jai's example by dropping out of school to work picking fruit. I love my children; I want Jai, and all of them, to have a good future.

<sup>4</sup> In UNICEF, Talking rights; taking responsibility, 'Activity 1.4. Shifting Perspectives', (1999: UK, UK Committee for UNICEF), pp.30-33.

## 8. Conflict and Dialogue

# Worksheet 8



### Should children be seen and not heard?

**NO!**

**1.**

Children have a right to have a say and be heard when plans or decisions are being made that affect them.

**2.**

Not all adults know, say or do what's best for children all the time.

**3.**

Adults don't know what it's like to be a child right now. They're out of times. It's really important for adults to know how children experience certain things. And what matters to children.

**4.**

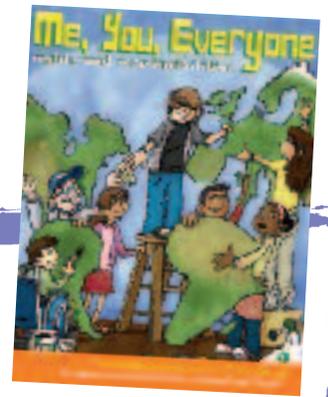
Children don't have to speak like adults. It's up to adults to make sure they understand what children are saying. And, if children want support with making themselves heard and understood, adults should give it to them.

**5.**

Just because children have a right to be heard, doesn't mean they have to be involved. It means they should have chances to have their say if they wish to.

## 8. Conflict and Dialogue

# Worksheet 8



### Should children be seen and not heard?

**YES!**

**1.**

Children do have a right to be heard. But children's parents and guardians should protect this right by speaking for children.

**2.**

Children aren't old or wise enough to have opinions that are really new, useful or helpful. What can adults learn from children that they don't already know?

**3.**

Children aren't as good as adults at saying what they mean. They don't talk the same as adults. And they don't always have the words or ways to say what they want to say.

**4.**

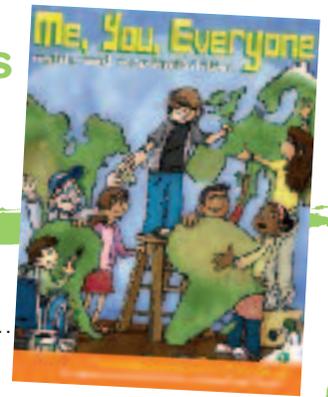
Not all children want to have a say, even if it's about something that's going to affect them. And anyway, it's getting children to grow up too soon.

**5.**

OK, so let's say they have their say. What happens then? Do you think adults are going to take children's opinions and ideas seriously?

## 9. Children's Rights Promoters and Defenders

# Worksheet 9



Name ..... Date .....

### FACT FILE: Ombudsman for Children (Republic of Ireland)

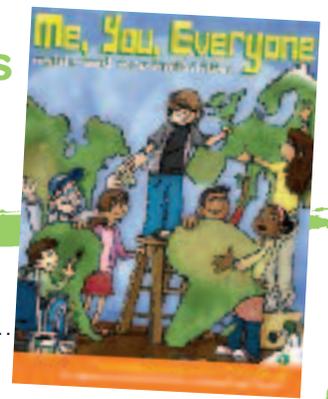
- **In 2000, the Irish Government published a *National Children's Strategy*,** a plan on how to make life better for all children in the Republic of Ireland. One of the promises the Government made in this plan was to create an Ombudsman for Children Office.
- **In 2002, the Irish Parliament passed the *Ombudsman for Children Act, 2002*.** This law said:
  - An Ombudsman for Children Office must be set up by May 2004.
  - The Ombudsman for Children will be independent and look after children's best interests.
  - The Ombudsman for Children will listen to what children have to say.
- **In the autumn of 2003, children and young people helped choose the Republic of Ireland's first Ombudsman for Children:**
  - 64 young people shared their ideas on what kind of person would make a good Ombudsman for Children.
  - 15 young people helped write the job description and advertisement for the job of Ombudsman for Children.
  - 3 young people helped decide who should be interviewed for the job and 12 young people helped interview people for the job.
- **On the 18th December 2003, the President appointed the Republic of Ireland's first Ombudsman for Children. Her name is Emily Logan.**
- **The Ombudsman for Children has 3 roles:**
  - 1. To look into complaints made by children and adults** about government services for children under the age of 18 – for example, services like hospitals and schools. The person making the complaint must first complain directly to the organisation concerned and give them a chance to sort things out. Only if the person is still not happy with the organisation can the Ombudsman for Children look into it. If the child has made a complaint, then the Ombudsman has to let the child's parents/guardians know before she looks into it. After she has investigated the complaint, she can suggest ways of making things better for children.
  - 2. To promote children's rights and welfare.** The Ombudsman for Children can do this by :
    - Giving the Government advice on its plans and services for children.
    - Promoting respect for children's rights.
    - Telling people what issues are of concern to children. She talks to children to find out what these are.
  - 3. To collect and share information on children's rights.** This is to make sure that everything the Ombudsman does to help children is based on really good and correct information.
- **To find out more about the Ombudsman for Children, visit the website www.oco.ie. Or you can email oco@oco.ie or phone 1890 654 654 (LoCall). You can also write to: Millennium House, 52-56 Great Strand Street, Dublin 1.**



Parent's/Guardian's Signature .....

## 9. Children's Rights Promoters and Defenders

# Worksheet 9



Name ..... Date .....

### FACT FILE: Northern Ireland Commissioner for Children and Young People

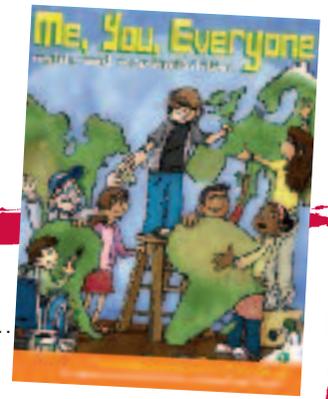


- **The Commissioner for Children and Young People (Northern Ireland) Order 2003** describes in law what the roles of the Northern Ireland Commissioner for Children and Young People are.
- **Children and young people played an important part in choosing Northern Ireland's first Commissioner for Children and Young People:**
  - Some 9 young people helped to agree the job description and to choose who should be interviewed for the job.
  - 4 young people were involved in interviewing people for the job. 4 other young people did a role-play with each candidate, which they had written themselves.
- **The Commissioner's name is Barney McNeany.**
- **The Northern Ireland Commissioner for Children and Young People (NICCY) has 3 roles:**
  - 1. To promote children's rights.** The NICCY can do this by:
    - a) Letting children, young people and adults know what children's rights are and telling them all about the Convention on the Rights of the Child and why it's important
    - b) Promoting respect for children's rights among all people in Northern Ireland
    - c) Advising the Northern Ireland Executive and ministers about how to protect children's rights, including when they are making new laws
    - d) Helping to make sure that policies and services that impact on children are in keeping with children's rights.
  - 2. To deal with complaints from children, children's parents or guardians about services provided by the government** – for example, services like education, health, road safety and youth justice. The Commissioner can look into the complaint himself if there is no other organisation that can do it. In some cases, the Commissioner can also represent a child in making a complaint.
  - 3. To collect and share information on children's rights.** This is to make sure that everything the NICCY does to help children is based on really good and correct information. The NICCY is also allowed to find out what people who provide services for children are doing to listen to children's complaints and get their views.
- **To find out more about the Northern Ireland Commissioner for Children and Young People, visit the website HYPERLINK "<http://www.niccy.org>" [www.niccy.org](http://www.niccy.org). Or you can email [info@niccy.org](mailto:info@niccy.org) or phone 028 9031 1616.**

Parent's/Guardian's Signature .....

# 10. Taking Action

## Worksheet 10.1



Name ..... Date .....

### St Vincent de Paul GNS

After learning a bit about human rights, 6th class from St. Vincent de Paul GNS, Dublin decided to find out more about human rights and spent weeks organising a Human Rights Day in their school.

Below they describe what they did in their own words:

We wanted to do something different so a Funday seemed like the perfect way to get the human rights message across to the other pupils. There were games and music from around the world. The Director of Amnesty also came to talk to us about Amnesty's work. We made a prison and locked in classes as they went into our classroom to simulate being a prisoner of conscience. The day was amazing and it will be remembered hopefully for years to come. In ten years I think the thing I'll remember is the song "Imagine all the people, living life in peace."

**Fiona McGinn**

On the walls of the corridor we put the Universal Declaration of Human Rights and a lot of other information for all classes to read. My group was in charge of "Rights and Responsibilities" and we were also in charge of the game "A Refugee's Journey". My group also organized the fashion show, where everybody in our class dressed up in a recycled costume or a traditional dress from around the world. It was great!

**Claudia Murray**

The 5th class students took the lyrics of a well-known song and altered them to suit the Human Rights theme. All the entries were brilliant and the winners were superb. The winners performed their songs beautifully and were given their prizes afterwards.

The stalls were: Fair Trade; Water; Equality; Women in the World; Auction; Rights and Responsibilities; Hunger; Child Labour; Education; Arms Trade and games like A Refugee's Journey, Musical Chairs, Ball in the Bucket, Hook a Hoop and Hit a Face. There was also a jail outside the classroom, beside the classroom. People were put into the jail and when you bought something you got a ticket to free a prisoner. The weeks building up to "Imagine Day" were unbearable. The excitement was bubbling up inside us and we couldn't wait for the 22nd June.

**Irene Dempsey**

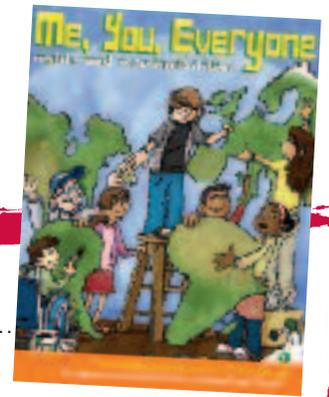
Our group decided on a hat parade for our second class. They made hats from all over the world. Then my group also organised a food stall with a human rights theme. I felt really good after the day because everyone had great fun and because all the money raised is going to a very good cause. I am really proud about the whole day and I'd love to do something like that again.

**Julie Donohoe**

Parent's/Guardian's Signature .....

## 10. Taking Action

# Worksheet 10.2



Name ..... Date .....

### Termoncanice PS

After learning a bit about human rights, particularly the rights and responsibilities we all have within the school community, the children of Termoncanice PS decided to do some research on how happy everyone in the school community really was.

They interviewed everyone in the school—all of the staff and all of the children. They asked everyone what they liked most about their job or role, how they felt other people saw them and what people could do to make their job easier and more enjoyable.

They asked questions like:

- What is your role?
- What do you like most about your job/role? What do you like least?
- How do you think other people in the school see you?
- What do you think their expectations of you are?
- Are there things that we and other children in the school can do to make your job easier/more enjoyable?

The children also took on the responsibility of organising a wall display, which was displayed in the main corridor of the school, entitled: 'Roles and Responsibilities'. The display featured photographs and interviews with members of the school community, which the children took on their digital camera and interviews with members of the school community, as well as information about how the project was organised, which the children wrote up on the computer.

The beautiful wall display, which the children created, raised awareness about what everyone could do in order to make each other's roles in the school easier and more enjoyable. It also had an impact on other schools in both Northern Ireland and the Republic of Ireland, who heard about the good work that Termoncanice PS had done and decided to organise similar projects themselves.

Parent's/Guardian's Signature .....

# Convention on the Rights of the Child

All children, from birth to 18 years of age, have:

- The right to life;
- The right to a name and nationality;
- The right to be looked after by their parents or with those who will care for them best;
- The right to have a say and be heard when decisions are being made that affect them;
- The right to have ideas and say what they think;
- The right to practice their religion;
- The right to meet with other children;
- The right to get and share information;
- The right to privacy and to have their good name respected;
- The right to special care, education and training if they need it;
- The right to health care and to be looked after if they get sick;
- The right to enough food, clean water and a home;
- The right to free education;
- The right to rest, play and leisure;
- The right to speak their own language;
- The right to learn about and enjoy their own culture;
- The right not to be used as a cheap worker;
- The right not to be hurt or neglected in any way;
- The right not to be used as a soldier in wars;
- The right to be protected from danger and to be cared for if they come to harm;
- The right to know and understand their rights and responsibilities.

With rights, come responsibilities. We all have a responsibility to respect other people and to remember that they have rights too. When we put our rights into practice, we have a responsibility not to ignore other people's rights.

# Universal Declaration of Human Rights

The rights in the Universal Declaration of Human Rights are for every human being. The Declaration says that we are all born free and equal. We all have:

- The right to life and to live in freedom and safety;
- The right not to be made or treated as a slave;
- The right not to be hurt or tortured;
- The right to be treated fairly by the law, which should be the same for everyone;
- The right to ask the law to help us if we are not treated fairly;
- The right not to be put in prison without a good reason or to be sent away from our country;
- The right to be tried in public;
- The right not to be blamed for doing something until it is proved that we did it;
- The right to our good name;
- The right to privacy - no one should come into our home, open our letters or bother us or our families without a good reason;
- The right to travel freely in our own country and to go abroad if we wish;
- The right to go to another country if we are frightened of being badly treated in our own country;
- The right to belong to a country;
- The right to marry and have a family;
- The right to own things and not to have these things taken from us without a good reason;
- The right to our beliefs and to have a religion;
- The right to have ideas and say what we think;
- The right to meet other people and assemble in a peaceful way;
- The right take part in the government of our country and the right to vote if we are old enough;
- The right to a home, enough money to live on and health care if we get ill;
- The right to share in the cultural life of our community;
- The right to a job, a fair wage for our work and to join a trade union;
- The right to rest from work, to relax and play;
- The right to a good life and to receive care and support if we need it;
- The right to go to school and to receive free primary education;
- The right to our own way of life and to enjoy the good things that science and learning can bring.

The Declaration also says that everyone must respect the 'social order' so that we can all enjoy rights and freedoms in our own country and all over the world. We also have a responsibility to respect the rights of other people, the community and public property.

# Additional Teachers' Notes on the History of Human Rights

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

– Universal Declaration of Human Rights, Article 1.

All human beings have human rights simply because they are human, in other words human rights are "inherent" to them, as expressed in the Universal Declaration of Human Rights. However, these rights have not always been respected. The concept of human rights has been challenged throughout history. There has always been strong resistance to the development of human rights from a number of powerful people around the world. People have been reluctant to accept human rights, seeing them as a threat to their power base and position. They did not want those whom they saw as beneath them to have the same right as they had.

Contrary to popular belief, human rights are not a Western ideal, but as is evident from the Human Rights Timeline (See the poster accompanying this resource and/or page 88 in Unit 3), the theory and practice of protecting human rights reflects ideologies, movements and beliefs that have been evident throughout human history.

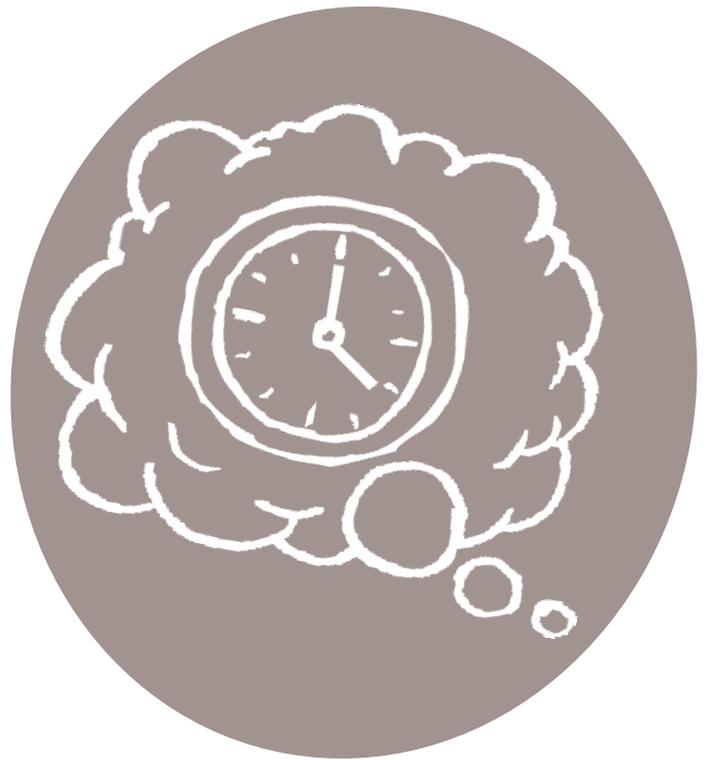
Some interpretations of human rights tend to focus on the ideal of individual freedom epitomised by the French and American Revolutions of the late 1700s. This conception of human rights is far too narrow, however, as it excludes the human rights traditions of developing countries, which are equally important to the understanding of human rights.

For example, while the West has concentrated on the rights of the individual, the notion of collective rights or the rights of the entire community is far more developed within Asian and African cultures. Furthermore, the belief that we all have responsibilities towards our fellow human beings is a central tenet of all of the world's religions.

All of these traditions and conceptions of human rights are reflected in the Universal Declaration of Human Rights, which was drafted by a Commission, whose members were drawn from a range of cultures and perspectives. Moreover, the rights of women and ethnic minorities, which were historically disputed, are recognised in the Universal Declaration of Human Rights.

Even though all human beings have always had human rights, the framework of human rights has evolved over time, giving increased protection to women, minority ethnic communities and children, as is evident from the Human Rights Timeline. The framework of human rights continues to evolve and by educating about the importance of human rights, we have the chance to ensure that it continues to move forward rather than backwards.

# Reflection Time



**1.**

What I learned in class today

**2.**

How I felt during the lesson

**4.**

What I felt strongly about

**3.**

How well did I listen and was I listened to by others?

**5.**

What I could do to change things (either by myself or with others)

# Relaxation Script

Relaxation work can be used at anytime throughout the day with students. It can be a particularly helpful and supporting tool to assist the teaching and learning process. It can help enable the children to focus and reflect more on the issues being discussed within this resource. It also helps them to get in touch with their feelings and emotions.

You may wish to begin or end each HRE session with a few minutes of relaxation work. It can also be used to support their entries into the Reflection Diary.

We have included a long and a short version for the teacher to choose from depending on availability of time.

## Long Version

(Some of the language in the script may use imagery that may be considered too 'babyish' for more mature classes/ students. Feel free to adapt, if necessary.)

### Introduction

Today we're going to practice some special kinds of exercises called relaxation exercises. Throughout these exercises, pay attention to how your muscles feel when they are tight and when they are loose and relaxed.

First, get as comfortable as you can in your chair. Sit back, get both feet on the floor, and just let your arms hang loose. Now close your eyes. Remember to follow my instructions very carefully, try hard, and pay attention to your body. Here we go.

### Hands and Arms

Imagine you have a whole lemon in your left hand. Now squeeze it hard. Try to squeeze all the juice out. Feel the tightness in your hand and arm as you squeeze. Now drop the lemon. Notice how your muscles feel when they are relaxed. Take another lemon and squeeze. Try to squeeze this one harder than you did the first one. That's right. Real hard. Now drop the lemon and relax. See how much better your hand and arm feel when they are relaxed. Once again, take a lemon in your left hand and squeeze all the juice out. Don't leave a single drop. Squeeze hard. Good. Now relax and let the lemon fall from your hand.

(Repeat the process for the right hand and arm.)

### Arms and Shoulders

Imagine you are a lazy cat. You want to stretch. Stretch your arms out in front of you. Raise them up high over your head. Way back. Feel the pull in your shoulders. Stretch higher. Now just let your arms drop back to your side. Okay, let's stretch again. Stretch your arms out in front of you. Raise them over your head. Pull them back, way back. Pull hard. Now let them drop quickly. Good. Notice how your shoulders feel more relaxed. This time let's have a great big stretch. Try to touch the ceiling. Stretch your arms way out in front of you. Raise them way up high over your head. Push them way, way back. Notice the tension and pull in your arms and shoulders. Hold tight, now. Great. Let them drop very quickly and feel how good it is to be relaxed. It feels good and warm and lazy.

# Relaxation Script *continued*

## **Jaw**

Imagine you have a giant jawbreaker bubble gum in your mouth. It's very hard to chew. Bite down on it. Hard! Let your neck muscles help you. Now relax. Just let your jaw hang loose. Notice that how good it feels just to let your jaw drop. Okay, let's tackle that jawbreaker again now. Bite down. Hard! Try to squeeze it out between your teeth. That's good. Now relax again. Just let your jaw drop off your face. It feels good just to let go and not have to fight that bubble gum. Okay, one more time. We're really going to tear it up this time. Bite down. Hard as you can. Harder. Good. Now relax. Try to relax your whole body. You've beaten that bubble gum. Let yourself go as loose as you can.

## **Face and Nose**

Here comes a pesky old fly. Imagine he has just landed on your nose. Try to get him off without using your hands. That's right, wrinkle up your nose. Make as many wrinkles in your nose as you can. Scrunch your nose up real hard. Good. You've chased him away. Now you can relax your nose. Oops, here he comes back again. Right back in the middle of your nose. Wrinkle up your nose again. Hold it just as tight as you can. Okay, he flew away. You can relax your face. Notice that when you scrunch up your nose your cheeks and your mouth and your forehead and your eyes all help you, and they get tight too. So when you relax your nose, your whole body relaxes too, and that feels good. Let's try it out again, let's make lots of wrinkles. Hold tight, now. Now you can just relax. Let your face go smooth, no wrinkles anywhere. Your face feels nice and smooth and relaxed.

## **Stomach**

Hey! Here comes a cute baby elephant. But he's not watching where he's going. He doesn't see you lying in the grass, and he's about to step on your stomach. Don't move. You don't have time to get out of the way. Just get ready for him. Make your stomach very hard. Tighten up your stomach muscles real tight. Hold it. It looks like he is going the other way. You can relax now. Let your stomach go soft. Let it be as relaxed as you can. That feels so much better. Oops, he's coming this way again. Get Ready. Tighten up your stomach. Real hard. If he steps on you when your stomach is hard, it won't hurt. Make your stomach into a rock. Okay, he's moving away again. You can relax now. Kind of settle down, get comfortable, and relax. Notice the difference between a tight stomach and a relaxed one. That's how we want to feel---nice and loose and relaxed. You won't believe this, but this time he's coming your way and no turning around. He's headed straight for you. Tighten up. Tighten hard. Here he comes. This is really it. You've got to hold on tight. He's stepping on you. He's stepped over you. Now he's gone for good. You can relax completely. You're safe. Everything is okay, and you can feel nice and relaxed.

This time imagine that you want to squeeze through a narrow fence and the boards have splinters on them. You'll have to make yourself very skinny if you're going to make it through. Suck your stomach in. Try to squeeze it up against your backbone. Try to be skinny as you can. You've got to be skinny now. Just relax and feel your stomach being warm and loose. Okay, let's try to get through that fence now. Squeeze up your stomach. Make it touch your backbone. Get it real small and tight. Get it as skinny as you can.

# Relaxation Script *continued*

Hold tight, now. You've got to squeeze through. You got through that narrow little fence and no splinters! You can relax now. Settle back and let your stomach come back out where it belongs. You can feel really good now. You've done fine.

## **Legs and Feet**

Now pretend that you are standing barefoot in a big, fat mud puddle. Squish your toes down deep into the mud. Try to get your feet down to the bottom of the mud puddle. You'll probably need your legs to help you push. Push down, spread your toes apart, feel the mud squish up between your toes. Now step out of the mud puddle. Relax your feet. Let your toes go loose and feel how nice that it feels to be relaxed. Back into the mud puddle. Squish your toes down. Let your leg muscles help push your feet down. Push your feet. Hard. Try to squeeze that puddle dry. Okay. Come back out now. Relax your feet, relax your legs, relax your toes. It feels so good to be relaxed. No tenseness anywhere. You feel kind of warm and tingly.

Stay as relaxed as you can. Let your whole body go limp and feel all your muscles relaxed.

(At this stage, you can explain to the children that you are about to read out a poem, story, play music, etc and would like them to just listen to it. After you have finished reading you can give the children some time to reflect on what was just read, before going into the conclusion section).

## **Conclusion**

Stay as relaxed as you can. Let your whole body go limp and feel all your muscles relaxed. In a few minutes I will ask you to open your eyes, and that will be the end of this practice session. As you go through the day, remember how good it feels to be relaxed. Sometimes you have to make yourself tighter before you can be relaxed, just as we did in these exercises. Practice these exercises everyday to get more and more relaxed. A good time to practice is at night, after you have gone to bed and the lights are out and you won't be disturbed. It will help you get to sleep. Then, when you are really a good relaxer, you can help yourself relax at school. Just remember the elephant, or the jaw breaker, or the mud puddle, and you can do our exercises and nobody will know. Today is a good day, and you are ready to feel very relaxed. You've worked hard and it feels good to work hard. Very slowly, now, wakey-wakey. Open your eyes, wiggle your muscles around a little. Welcome back to the classroom. Well done.

# Relaxation Script

## Short Version

Sit comfortably close your eyes and think of nothing.

Now make your hands into fists, go on really squeeze those fists. Feel that tight feeling, — feel that tight feeling. — And now relax/go floppy. — Think of that lovely feeling of relaxation (or think of that lovely floppy feeling for younger children).

Make your hands into tight fists again and bring your hands up to touch your shoulders. Feel that tight feeling along your arms. Feel the tight feeling and relax, think of that lovely feeling of relaxation (or think of that lovely floppy feeling).

Now relax your arms, let them hang loosely by your side. Push your shoulders up and try and touch your ears. Go on really push upwards. Feel that tight feeling in your shoulders. Feel the tight feeling and relax, think of that lovely feeling of relaxation (or think of that lovely floppy feeling).

This time scrunch up your face. Really scrunch up your face. Feel that tight feeling in you face and relax, think of that lovely feeling of relaxation (or think of that lovely floppy feeling).

Now make your tummy muscles tight go on really tighten those muscles. Feel that tight feeling. Feel the tight feeling and relax, think of that lovely feeling of relaxation (or think of that lovely floppy feeling).

Push your tummy forward this time, make your back arch, feel the tight feeling all along your back, feel that tight feeling and relax, think of that wonderful feeling of relaxation.

Tighten the muscles in your legs, feel those muscles tightening, feel that tight feeling and relax. Feel that tight feeling along your arms. Feel the tight feeling and relax, think of that lovely feeling of relaxation (or think of that lovely floppy feeling).

Now make yours toes into fists, really scrunch up those toes. Feel that tight feeling. Feel the tight feeling and relax, think of that lovely feeling of relaxation (or think of that lovely floppy feeling).

Take a deep breath hold that breath, feel that tight feeling in your lungs, feel the tight feeling now let the breath out slowly and feel all the tightness go away. Think of that lovely feeling of relaxation (or think of that lovely floppy feeling).

Keep your eyes closed, we are going to check each part of your body to see if there is any tightness. Think of your hands and arms if there is any tightness just let go of it. Now check your shoulders, neck and face. If you find any tightness just let go. Check your back and shoulders, your legs and feet. If you find any tension just let go.

You should now be feeling wonderful and relaxed/floppy. Just enjoy that wonderful feeling and when you feel ready open your eyes.

# Glossary for Teachers

|                       |  |
|-----------------------|--|
| <b>Adulthood</b>      | The age of majority (18 years of age in Northern Ireland and the Republic of Ireland).   |
| <b>Appoint</b>        | Officially assign a person to a position or a responsibility   |
| <b>Assembly</b>       | A number of people gathered together, especially for a formal meeting held at regular intervals. The UN General Assembly comprises the member states of the United Nations.  |
| <b>Best Interests</b> | In the context of the UN Convention on the Rights of the Child, the best interests of the child is identified as having to be a primary consideration in all decisions affecting children.   |
| <b>Childhood</b>      | The age of minority. A 'child' is defined in Article 1 of the UN Convention on the Rights of the Child as "every human being below the age of eighteen years, unless, under the law applicable to the child, majority is attained earlier."  |
| <b>Citizen</b>        | A member of a state, nation or other political community with corresponding rights and duties.   |
| <b>Coexistence</b>    | The capacity to exist together in peace at the same time or in the same place.   |
| <b>Commissioner</b>   | A person invested with certain powers; can be a type of civil servant and/or be a member of a commission, a government body empowered to exercise administrative, judicial or legislative authority.   |
| <b>Community</b>      | A group of people living in one locality and/or having cultural, religious or other characteristics in common.   |
| <b>Compromise</b>     | A settlement of a dispute by each party giving up some demands.  |
| <b>Conscience</b>     | The sense of right and wrong that governs a person's thoughts and actions  |
| <b>Convention</b>     | In the context of the UN, a convention is an international agreement or treaty. When a country ratifies a UN convention, it makes a commitment under international law to abide by and implement the provisions of that convention.  |
| <b>Conflict</b>       | An extended struggle, fight, battle or sharp disagreement (as between ideas, interests or purpose)   |
| <b>Culture</b>        | Belief, behaviours and overall way of life shared by a group of people; a network or system of beliefs, ideas, symbols, values, behaviours and social relations together with its tools, buildings, works of art and other forms of artistic expression transmitted from one generation to the next. |
| <b>Declaration</b>    | In the context of the UN, a declaration (like the Universal Declaration of Human Rights) is a serious expression of opinion and intent, but it is not law.   |
| <b>Defend</b>         | To protect from harm or danger or support in the face of criticism.  |
| <b>Dialogue</b>       | A conversation or discussion involving an exchange of opinions between two or more people  |

# Glossary for Teachers *continued*

|                       |  |
|-----------------------|--|
| <b>Dictatorship</b>   | A country ruled by a person who exercises absolute power or authority.   |
| <b>Dignity</b>        | The state or quality of being worthy of honour.  |
| <b>Discrimination</b> | The denial of equal treatment to a person based on a particular characteristic attributed to that person; action based on prejudice.   |
| <b>Diversity</b>      | The state or quality of being different or varied.   |
| <b>Duty</b>           | A task or action that a person is bound to perform for legal or moral reasons.   |
| <b>Empathy</b>        | The capacity to understand or imagine another person's feelings.   |
| <b>Equality</b>       | The state of being equal by virtue of having identical privileges, rights, status, etc.  |
| <b>Ethnic group</b>   | A group of people who see themselves, or are seen by others, as sharing common geographical origins, the same language or cultural and religious traditions.   |
| <b>Exile</b>          | A prolonged, usually enforced absence from one's home or country.  |
| <b>Freedom</b>        | The state of being free and being released from something usually unpleasant. The ability to act and move freely.  |
| <b>Gender</b>         | The attributes associated with being male and female; a set of learned behaviours, shaped by expectations which stem from the idea that certain qualities, behaviours, characteristics, needs and roles are "natural" and desirable for men, while others are "natural" and desirable for women. |
| <b>Genocide</b>       | The deliberate and systematic destruction of a racial, ethnic, religious or cultural group.  |
| <b>Guardian</b>       | Someone legally appointed to manage the affairs of a person who is recognised as being incapable of acting for themselves.   |
| <b>Holocaust</b>      | The mass murder of the Jews by the Nazis between 1941 and 1945.  |
| <b>Humanitarian</b>   | Believing in the value of all human beings and the importance of helping fellow human beings in distress.  |
| <b>Human Rights</b>   | Human Rights are all the things that people need in order to live long, happy, healthy, safe lives. They are basic human needs and minimum standards of living.  |
| <b>Identity</b>       | The state of having unique identifying characteristics; the individual characteristics by which a person is recognised.  |
| <b>Immigrant</b>      | A person who settles or is settled in a country of which s/he is not a native for a certain period of time defined by the law of that country.   |
| <b>Independent</b>    | Free from control in action, judgement, etc.; capable of acting for oneself or empowered to act on one's own.  |

# Glossary for Teachers *continued*

|                              |   |
|------------------------------|---|
| <b>Indigenous People</b>     | People originating in a country or place; can refer to peoples or groups who suffer marginalisation or discrimination.  |
| <b>Intercultural Society</b> | A society in which the cultures of all racial or ethnic groups are allowed and supported to flourish together.  |
| <b>Interdependence</b>       | Relationship or connection characterised by a state of mutual dependency.   |
| <b>International</b>         | Concerning or involving two or more nations or nationalities.   |
| <b>Justice</b>               | The principle of fairness that like cases should be treated alike; the administration of law according to prescribed or accepted principles.  |
| <b>Local</b>                 | Characteristic of, association or concern with a particular locality or area.   |
| <b>Multicultural Society</b> | A society with a number of racial or ethnic groups.   |
| <b>National</b>              | Characteristic of a nation; of or relating to a nation as a whole.  |
| <b>Nationality</b>           | The fact of being a citizen of a particular nation.   |
| <b>Negotiate</b>             | To talk with and/or achieve agreement with others.  |
| <b>Nobel Prize</b>           | A prize established in 1901 after the Swedish chemist and philanthropist Alfred Nobel; can be awarded annually for outstanding contributions to chemistry, physics, physiology or medicine, literature, economics, and peace. |
| <b>Ombudsman</b>             | A government official whose job is to examine and report on complaints made by ordinary people about the government or public authorities.  |
| <b>Opinion</b>               | A judgement about a person or thing based on experience and on seeing certain facts that falls short of positive knowledge.   |
| <b>Perspective</b>           | A way of regarding situations, facts, etc. and judging their relative importance.   |
| <b>Preconception</b>         | To form an opinion or idea beforehand (preconceived notions)  |
| <b>Prejudice</b>             | An opinion formed beforehand, especially an unfavourable one based on inadequate facts.   |
| <b>Principle</b>             | A standard or rule of personal conduct; a set of moral rules.   |
| <b>Promote</b>               | To work for, encourage or advance the progress of something or someone.   |
| <b>Protection</b>            | The act of defending or the condition of being defended from trouble or harm.   |
| <b>Racism</b>                | A set of mistaken assumptions, opinions and actions resulting from the belief that group is inherently superior to another.   |
| <b>Relationship</b>          | The state of being related or a state of affairs existing between those having shared dealings.(family relationship or good doctor-patient relationship)  |

# Glossary for Teachers *continued*

|                       |  |
|-----------------------|--|
| <b>Responsibility</b> | The state of having control or authority and of being accountable for one's actions or decisions.  |
| <b>Respect</b>        | Relation to something specified with high or special regard and / or expressions of regard or courtesy.  |
| <b>Right</b>          | A claim or entitlement that is morally just or legally granted as allowable to or due to a person.<br><br><b>Civil and Political rights</b> recognise every person's entitlement to civil and political security and equality (e.g. the right to non-discrimination, to vote, to justice and a fair trial, to freedom of information and expression).<br><br><b>Social and Economic rights</b> recognise every person's entitlement to social and economic security (e.g. the right to food, shelter, social security and health care).<br><br><b>Cultural rights</b> recognise every person's entitlement to preserve and enjoy his/her cultural identity and development (e.g. the right to leisure and to participate in the cultural life of the community). |
| <b>Society</b>        | The totality of social relationships among organised groups of human beings; a system of human organisations generating distinctive cultural patterns and institutions.  |
| <b>Solution</b>       | A specific answer to or way of answering a question or a problem.  |
| <b>Stereotype</b>     | A statement about a person or group of people on the basis of one of their characteristics; usually not based on fact and can be insulting, diminishing or abusive.  |
| <b>Strategy</b>       | In politics or business, a long-term plan for success.   |
| <b>Tolerance</b>      | The capacity to endure or accommodate the beliefs, actions, etc. of others.  |
| <b>Trade union</b>    | An association of employees formed to improve their incomes and working conditions by collective bargaining.   |
| <b>Treaty</b>         | A formal, binding agreement.   |
| <b>Unique</b>         | Being the only one of its kind and very unusual.   |
| <b>Universal</b>      | Common or applicable to all.   |
| <b>Value</b>          | To estimate the worth of something or to think highly thereof.   |
| <b>Welfare</b>        | Health, happiness, prosperity and well-being in general.   |

# Resources

## **Banners and Dragons – The complete guide to creative campaigning**

*Amnesty International, 2003*

This practical workbook shows you how to campaign effectively, whatever your resources. Full of simple low-cost and spectacular campaigning techniques, it is illustrated with foolproof instructions and pictures. This book draws on the famously wide range of campaigning activities used by Amnesty members and supporters. Author Dan Jones, Veteran artist, teacher and activist is in constant demand amongst human rights activists from Togo to Mongolia. Here he shares a life times worth of campaigning secrets that are inventive, inspiring and fun. Highly recommended for any serious campaigner and art teachers.

## **Compass – A Manual on Human Rights Education with Young People**

*Council of Europe Publishing, 2002*

Compass is a manual on human rights education providing youth leaders, teachers and other educators, whether professionals or volunteers, with concrete ideas and practical activities to engage, involve and motivate young people to form a positive awareness of human rights in their own ways and in their own communities. It promotes a broad understanding of human rights education – educational programmes and activities that focus on promoting equality and human dignity.

## **Equality Stories: Recognition, Respect and Raising Achievement**

*Robin Richardson & Berenice Miles, 2003*

This is a practical handbook for planning, staff training and professional development. It tells the story of high quality in-service training on race and equality issues and provides a model for other schools.

## **Games, Games, Games**

*The Woodcraft Folk, 2001*

With about 250 games in sections for work with each age range, this book has different topics and subject headings. Easily used as a valuable, practical resource, it's a must for everyone working with children and young people.

## **Imagine**

*Amnesty International, 2003*

This video of children from around the world singing the famous John Lennon song is accompanied by teaching materials which will help children respond creatively to its inspiring message.

## **Lift Off – Introducing Human Rights Education within the Primary Curriculum**

*Cross Border Primary Human Rights Education Initiative 2003, Age 8-10*

Lift Off is ten week programme designed to support primary teachers to teach children's rights and responsibilities through areas of the primary curriculum in Northern Ireland and the Republic of Ireland. For use with 3rd and 4th class (RoI) / P4 and P5 (NI) children, the book contains structured lesson plans, teacher guidelines, pupil worksheets and colourful posters. The module was developed by practising teachers and piloted in schools in Northern Ireland and the Republic of Ireland.

# Resources *continued*

## **The World in the Classroom**

*CDU, Mary Immaculate College of Education, 2000*

This teachers' handbook outlines opportunities and practical ideas for the inclusion of human rights, development and diversity issues across the Republic of Ireland Primary Curriculum.

## **These Rights are Our Rights Poster**

*Amnesty International UK, Ages 4-12*

A poster for primary school children, which explains the articles of the Universal Declaration of Human Rights in child-friendly words and pictures.

## **Values and Visions**

*DEP/Christian Aid/Cafod 1995, Age 4-12*

A handbook for spiritual development and global awareness, which offers guidelines for teachers and a range of practical classroom activities for spiritual and moral development in schools. The wide range of methodologies is also very useful for the development of communication skills, self-esteem, trust and group building.

## **Watoto**

*Trocaire, 2001*

Children are introduced to the similarities and differences between their lives and the lives of small children in countries in Latin America, Africa and Asia. The accompanying music tape, photos and activities make it a lively and fun way to introduce children to the wider world. Suitable for preschool and early years

## **Winners All – Co-operative Games for All Ages**

*Pax Christi, 1980*

This often reprinted publication is an inexpensive must buy for all teachers, youth leaders and also for anyone who has a party to organise!

The above resources are available from:

### **Amnesty International Irish Section**

- Dublin – Email [hre@amnesty.ie](mailto:hre@amnesty.ie)
- Galway – Email [amnestygalway@amnesty.ie](mailto:amnestygalway@amnesty.ie)

### **Trócaire**

- Belfast – Email [infoni@trocaire.ie](mailto:infoni@trocaire.ie)

**Development Co-operation Ireland** publishes an annual guide to development education resources for use with children at all levels of primary education. A description of each resource is accompanied by details of price and where to purchase it. The guide also includes contact details for Irish and UK publishers and suppliers of development education resources. For more information, visit [www.dci.gov.ie](http://www.dci.gov.ie) or email [dci@iveagh.irlgov.ie](mailto:dci@iveagh.irlgov.ie).

# Websites

Below is a small selection of websites that provide sources of useful background information for teachers on issues addressed in this module and in relation to human rights generally. Some of the sites include additional resource materials that can be ordered or downloaded as well as online learning opportunities for children on human rights education themes.

## Human Rights

- Amnesty International, UK Section, [www.amnesty.org.uk](http://www.amnesty.org.uk)
- Amnesty International, Irish Section, [www.amnesty.ie](http://www.amnesty.ie)
- Human Rights Education Associates, [www.hrea.org](http://www.hrea.org)
- Irish Human Rights Commission, [www.ihrc.ie](http://www.ihrc.ie)
- Northern Ireland Human Rights Commission, [www.nihrc.org](http://www.nihrc.org)
- United Nations High Commission for Human Rights, [www.ohchr.org](http://www.ohchr.org)
- United Nations High Commission for Refugees, [www.unhcr.ch](http://www.unhcr.ch)
- United Nations Schools' Website, [www.cyberschoolbus.un.org](http://www.cyberschoolbus.un.org)

## Children's Rights

- BBC Online, [www.bbc.co.uk/worldservice/people/features/childrensrights](http://www.bbc.co.uk/worldservice/people/features/childrensrights)
- Children's Law Centre (NI), [www.childrenslawcentre.org](http://www.childrenslawcentre.org)
- Children's Rights Alliance (RoI), [www.childrensrights.ie](http://www.childrensrights.ie)
- National Children's Office (RoI), [www.nco.ie](http://www.nco.ie)
- Northern Ireland Commissioner for Children and Young People, [www.niccy.org](http://www.niccy.org)
- Ombudsman for Children, Republic of Ireland, [www.oco.ie](http://www.oco.ie)
- One World Net Youth Channel, [www.oneworld.net/penguin](http://www.oneworld.net/penguin)
- Save the Children UK, [www.savethechildren.org.uk](http://www.savethechildren.org.uk) (includes NI pages)
- UNICEF, [www.unicef.org](http://www.unicef.org)
- Convention on the Rights of the Child, [www.unicef.org/crc](http://www.unicef.org/crc)
- UNICEF pages for teachers, [www.unicef.org/teachers](http://www.unicef.org/teachers)
- UNICEF pages for young people (Voices of Youth), [www.unicef.org/voy](http://www.unicef.org/voy)

## Child Labour

- Global March Against Child Labour, [www.globalmarch.org](http://www.globalmarch.org)
- International Programme for the Elimination of Child Labour, [www.ilo.org/public/english/standards/ipecc/index.htm](http://www.ilo.org/public/english/standards/ipecc/index.htm)
- Stop Child Labour, [www.schoolisthebestplacetowork.org](http://www.schoolisthebestplacetowork.org)

# Websites *continued*

## Education

- BBC Online, [www.bbc.co.uk/schools/](http://www.bbc.co.uk/schools/)
- Council for Curriculum, Examinations and Assessment (NI), [www.ccea.org.uk](http://www.ccea.org.uk)
- Department of Education (NI), [www.deni.gov.uk](http://www.deni.gov.uk)
- Department of Education and Science (RoI), [www.education.ie](http://www.education.ie)
- Education International, [www.ei-ie.org](http://www.ei-ie.org)
- Global Campaign for Education, [www.campaignforeducation.org](http://www.campaignforeducation.org)
- Irish National Teachers' Organisation, [www.into.ie](http://www.into.ie)
- National Council for Curriculum and Assessment (RoI), [www.ncca.ie](http://www.ncca.ie)
- Scoilnet (RoI), [www.scoilnet.ie](http://www.scoilnet.ie)
- UNESCO, Human Rights Education, [www.unesco.org](http://www.unesco.org) ([portal.unesco.org/education](http://portal.unesco.org/education))
- UNICEF, Girls' Education, [www.unicef.org/girlsed](http://www.unicef.org/girlsed)
- Ulster Teachers' Union, [www.utu.edu](http://www.utu.edu)

## Equality

- Equality Authority, [www.equality.ie](http://www.equality.ie)
- Equality Commission for Northern Ireland, [www.equalityni.org](http://www.equalityni.org)

## Fair Trade

- Fair Trade UK, [www.fairtrade.org.uk/get-involved-school.htm](http://www.fairtrade.org.uk/get-involved-school.htm)
- Fair Trade, Republic of Ireland [www.fairtrade.ie](http://www.fairtrade.ie) (CSPE section, [www.fairtrade.ie/cspe](http://www.fairtrade.ie/cspe))

## Global, Development and Environmental Education

- Cafod, [www.cafod.org.uk](http://www.cafod.org.uk)
- Christian Aid, [www.christianaid.org.uk/learn](http://www.christianaid.org.uk/learn)
- Cool Planet, [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)
- Development Cooperation Ireland, [www.dci.gov.ie](http://www.dci.gov.ie)
- ENFO (RoI), [www.enfo.ie](http://www.enfo.ie)
- Development Education Ireland, [www.developmenteducation.ie](http://www.developmenteducation.ie)
- Gateway website on development, [www.dcu.ie/~cis/development.htm](http://www.dcu.ie/~cis/development.htm)
- Global Eye, [www.globaleye.org.uk](http://www.globaleye.org.uk)
- Global Gang, [www.globalgang.org.uk](http://www.globalgang.org.uk)
- Trócaire, [www.trocaire.org](http://www.trocaire.org)
- World Wildlife Fund, [www.panda.org](http://www.panda.org)

# Assessing Learning

Teachers need a range of assessment strategies to discover and evaluate developments in children's understanding, skills and attitudes. Such strategies can include self-assessment by the children and a range of formal and informal methods used by the teacher - for example, written work, observation of children's behaviour and exploration of children's attitudes. Below are some indicators of development in children's understanding, skills and attitudes that may be helpful during this module and throughout the year.

## Understanding

Developments in children's understanding of human rights issues are indicated by a capacity to:

- Make appropriate use of human rights vocabulary (e.g., needs, wants, rights, responsibilities);
- Recognise issues of human rights and responsibility in everyday situations;
- Identify situations which illustrate conflicts of human rights;
- Provide examples of and talk about the promotion and protection of human rights.

## Skills

Developments in children's skills in exploring human rights issues are indicated by an ability to:

- Listen respectfully;
- Communicate ideas and perspectives clearly;
- Work collaboratively in groups;
- Propose solutions to human rights conflicts or problems;
- Engage in class discussions and debates.

## Attitudes

Developments in children's attitudes in exploring human rights issues are indicated by an ability to:

- Identify attitudes which may be limiting or prejudicial;
- Identify changes in their own attitudes;
- Reflect on their attitudes to the ideas and opinions of others;
- Display tolerance to others whose attitudes differ from their own;
- Recognise the link between attitudes and actions.

# Assessing Learning *continued*

## Checklist for Teachers

This checklist can be used at the beginning, middle and end of the programme to record developments in pupils' understandings, skills and attitudes in relation to the key concepts of the programme.

1. **To what extent have pupils demonstrated that they can make appropriate use of human rights vocabulary (e.g. rights, responsibilities, respect, equality)?**

very considerable    considerable    average    minimal    insignificant

Please cite examples:

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2. **To what extent are pupils able to recognise issues of human rights and responsibility in everyday scenarios?**

very considerable    considerable    average    minimal    insignificant

Please cite examples:

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3. **To what extent are pupils able to identify situations which illustrate conflicts of human rights?**

very considerable    considerable    average    minimal    insignificant

Please cite examples:

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4. **To what extent are pupils able to provide examples of and talk about the promotion and protection of human rights?**

very considerable    considerable    average    minimal    insignificant

Please cite examples:

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# Assessing Learning *continued*

5. **To what extent do pupils demonstrate a capacity to listen respectfully?**

very considerable    considerable    average    minimal    insignificant

6. **To what extent do pupils demonstrate a capacity to communicate ideas and perspectives clearly?**

very considerable    considerable    average    minimal    insignificant

7. **To what extent do pupils demonstrate a capacity to work collaboratively in groups?**

very considerable    considerable    average    minimal    insignificant

8. **To what extent do pupils demonstrate a capacity to propose solutions to human rights conflicts or problems?**

very considerable    considerable    average    minimal    insignificant

Please cite examples:

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9. **To what extent do pupils demonstrate a capacity to engage in class discussions and debates?**

very considerable    considerable    average    minimal    insignificant

10. **To what extent do pupils demonstrate a capacity to identify attitudes which may be limiting or prejudicial?**

very considerable    considerable    average    minimal    insignificant

Please cite examples:

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# Assessing Learning *continued*

11. **To what extent do pupils demonstrate a capacity to identify changes in their own attitudes?**

very considerable    considerable    average    minimal    insignificant

Please cite examples:

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12. **To what extent do pupils display a capacity to reflect on their attitudes to the ideas and opinions of others?**

very considerable    considerable    average    minimal    insignificant

Please cite examples:

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13. **To what extent do pupils display a capacity for tolerance of others whose attitudes differ from their own?**

very considerable    considerable    average    minimal    insignificant

Please cite examples:

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14. **To what extent do pupils recognise the link between attitudes and actions?**

very considerable    considerable    average    minimal    insignificant

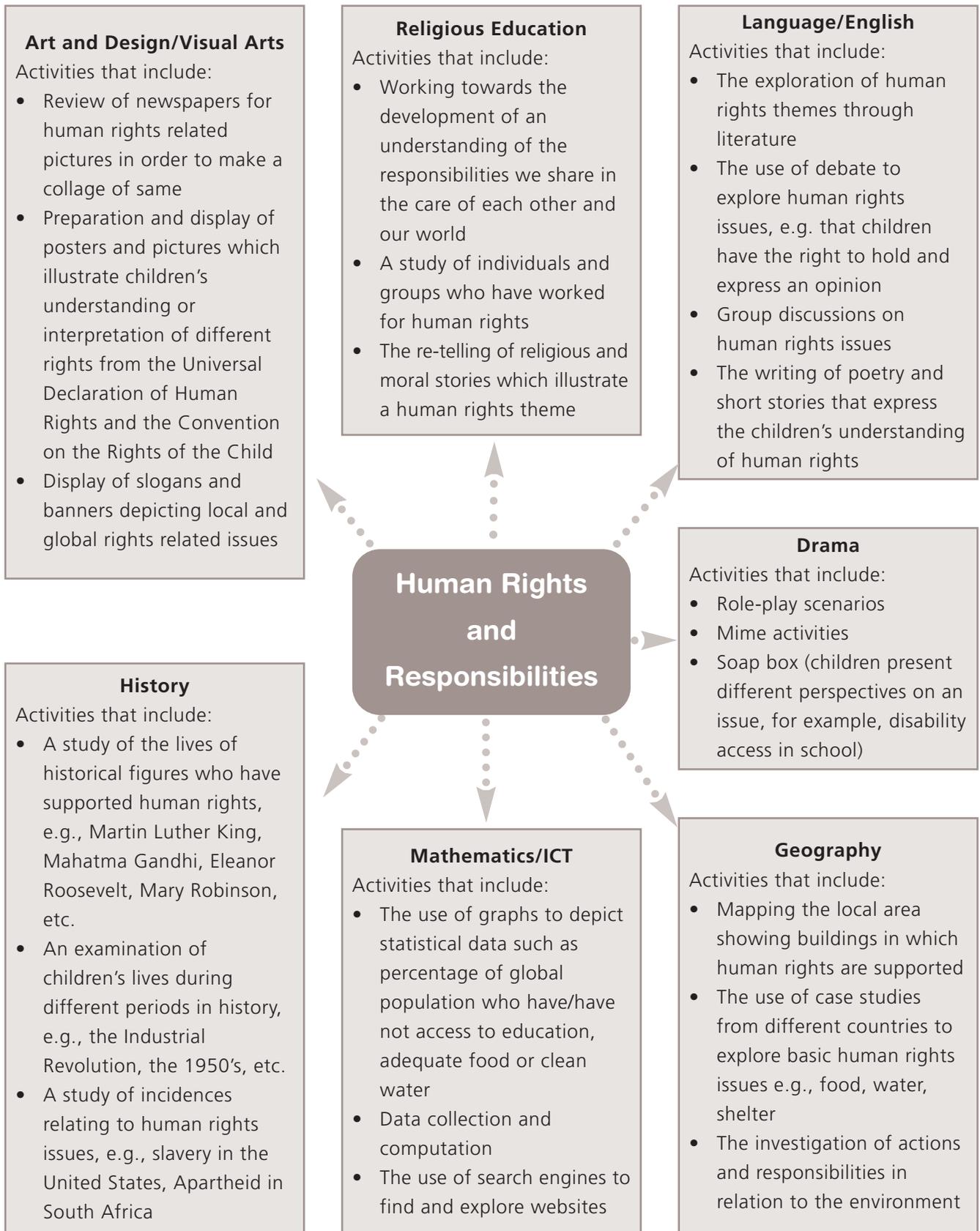
Please cite examples:

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# Further Ideas for Using this Resource



# Further Ideas for Using this Resource

## Human rights are for everyone equally

Activities that include:

- Learning about events from the twentieth century (World War I and II) that contributed to the creation of the United Nations and the Universal Declaration of Human Rights
- Exploring one or more issues locally and/or globally in terms of equality, e.g. access to education
- Examining what is happening nationally or internationally to advance one or more human rights issues, e.g. the right to shelter and a home
- Exploring aspects of life that, like human rights, are common to everyone, e.g. sport or music

## People have a right to enough food and clean water

Activities that include:

- Survey of children's homes to determine where their water supply comes from, i.e., group water scheme, private wells, etc.
- Science experiments on evaporation, condensation, water purification
- Health education lessons on the importance of water in the diet
- Exploration with children of the fact that millions of people on the planet do not have access to a reliable supply of clean water

## People have the right to hold and express an opinion

Activities that include:

- Circle time activities which encourage children to express views and listen to others' opinions on issues such as how to promote respect for school and individual property or how to improve the play facilities in the school and break times for all members of the school community
- Soap box activities which enable children to air their views on whole school issues such as uniform policy or combating littering
- The use of suggestion boxes in the classroom in which children can place ideas on issues they might like to see addressed by the school

## Exploring the Universal Declaration of Human Rights

## The right to take part in the government of our country and to vote when we are adults

Activities that include:

- Learning about the role of elections, as well as the principal institutions and mechanisms of governance
- Investigating the roles of European and international institutions (e.g. the UN and UN agencies) and how they are relevant to what happens in the Republic of Ireland and Northern Ireland
- Finding out how children, in their capacity as young citizens, can become involved in local and national decision-making processes affecting them

## People have the right to marry and have a family

Activities that include:

- Discussing or reading about different kinds of family groupings
- Displaying photographs of pupils' families
- Compiling family trees
- Interviewing family members
- Inviting people of different ethnic backgrounds from the locality to discuss the kinds of family make up in their countries

## People have a right to free primary education

Activities that include:

- Reading stories of school days, e.g., Huckleberry Finn, To School Through the Fields
- Visiting other schools in the community or linking through e-mail
- Developing a leaflet/ display on 'Our School'
- Examining countries where education is not a right that is enjoyed by all
- Exploring with the children how their access to and experience of education differs from that of children at another point in history