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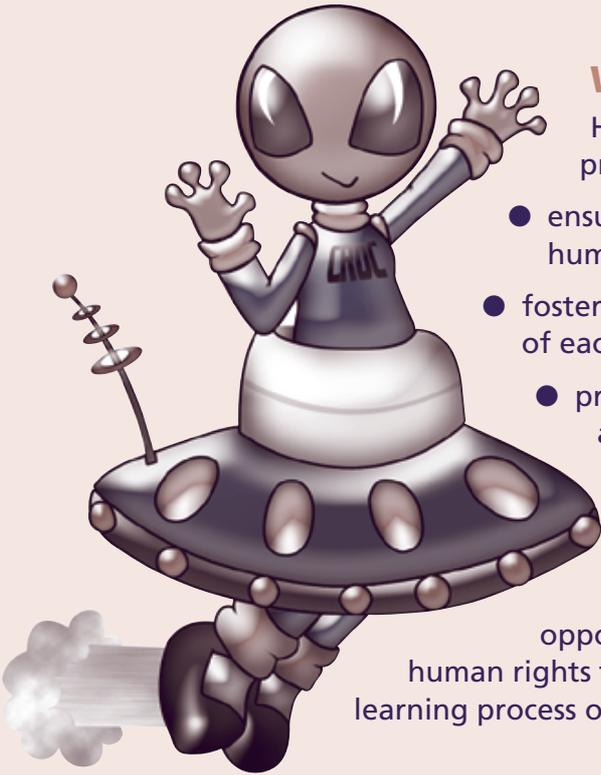
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# Introduction



## What is Human Rights Education?

Human rights education is best described as 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 children to act in ways that defend and promote human rights.

Human rights education belongs at all levels of education. Young children are acutely aware from an early age of issues of justice, a concept that underpins human rights education. Seeking opportunities during formal education to encourage human rights thinking and action forms an important part of the learning process of all children.

## 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 helping them to deal with the complexities of their lives in the present moment. Primary school children from Northern Ireland and the Republic of Ireland are children who have experienced and continue to experience conflict and controversy. They are children of an island which has claimed peace as the way forward and recognised that for real and lasting peace there must be a commitment to recognising and valuing the rights of all. 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.

## The Primary School Curriculum and Human Rights Education

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, it seems clear that 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.

While human rights education is a process that should underpin all learning and all activities within and outside the school, initially, it is important to enable teachers to identify a curriculum space that can support its introduction. This module integrates particularly with the Social, Personal and Health Education (SPHE) programme of the Primary Curriculum, Republic of Ireland, and the Northern Ireland Curriculum particularly the proposed subject area of Personal Development. It seeks to engage children in the development of the processes and skills that underpin the curriculum. It enables them to explore issues in relation to their own development and that of society, through the lens of human rights and responsibilities, thereby supporting their development as individuals and citizens.



## CREATING A HUMAN RIGHTS CLASSROOM

### Establishing the Climate

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 that children:

- are not just taught about respect but experience respect in the classroom;
- are not just taught about responsibility but experience responsibility in their everyday lives in school;
- are not just told about the need to be tolerant but witness the appreciation of diversity.

It is important that the classroom environment:

- values the contribution of each child;
- respects the right of freedom of expression;
- encourages active participation.



Such an environment is created by teachers and children working together to ensure that the experience in the classroom reflects those values and attitudes that support human rights. While a set of classroom 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.

### **Developing a Class Vision**

As you begin to use this module, if you have not already done so, explore with the children the value and importance of making the classroom a fair place for all. Develop with them a set of principles that they feel will make the classroom such a place. Begin the brainstorm with the question:

*What can we do in this classroom to make sure that everyone is treated fairly?*

*(Ensure the list reflects principles that apply both to the teacher and the children.)*

Once the brainstorm is complete, children may discuss, in groups of up to six, which are the most important. You may ask each group for their ideas and lead a whole class discussion until a consensus has been reached. Alternatively, ask each group to agree to a list of five to ten principles. Create a poster of the principles in collaboration with the children. Suggest that they revisit this poster at intervals to see if they are abiding by the principles.

#### *Our Class Vision*

*All members of this learning community are treated fairly and with respect.*

*We try to help and support each other in all our activities.*

*Each individual is seen as making a unique contribution to the community of learners.*

*We try to ensure that everybody feels valued & included in our games & activities.*



## **PARTICIPATING IN THE LEARNING PROCESS**

This module is based on the premise that children are not merely recipients of knowledge but active 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 other supporting methodologies.

### **Individual learning**

Some of the suggested activities are designed to ensure that each child can express himself/herself. The use of individual worksheets and other individual exercises helps children participate in the learning process as individuals and allows them to maintain a record of their own learning.

### **Collaborative learning**

Working in small groups heightens children's participation in the learning process. Collaborating in mixed ability groups encourages children to appreciate each other as individuals recognising the diversity that underpins all human activity. Throughout the module, group work activities may be used to help children develop their understanding of

human rights and to build key skills such as communication, consensus building and decision-making.

### **Whole class learning**

Whole class discussions are a valuable way for children to explore human rights ideas and issues together. Such discussions can ensure that the widest range of views are heard. The children may come to know and realise the diversity of views that can exist on any single issue. The development of a respect for other views may thus be encouraged.

### **Reflection**

At the end of some, or all, of the lessons the teacher may encourage the children to reflect critically on their own learning. This may be done by encouraging the children to tell if they enjoyed the activity, to discuss what they learned and to describe the feelings they had during the activity.

### **Other key methodologies include:**

- Role-play situations that seek to encourage a greater understanding of an issue and a greater empathy with those involved.
- Artwork, which aims to ensure that the children engage imaginatively with the issues and situations. They may be encouraged to express themselves in forms other than words.
- Circle Time activities create a safe space in which children are provided with opportunities to speak openly about issues that are important to them.
- ICT helps children appreciate and use the computer as a tool for communication and a source of information.



## **EXTENDING THE LEARNING: A CROSS-CURRICULAR APPROACH**

There are a number of advantages in adopting a cross-curricular approach to extend the activities and processes introduced in this module. The children learn to make connections and see human rights education not as a subject but rather as a way of looking at the world. Each lesson in the module offers an extension activity that is linked to another curriculum area. However, ideas within this module can also be extended right across the curriculum. A number of ideas on how to undertake this are outlined overleaf in three curricular webs.

Each web offers a different focus:

- Exploring the theme, 'Human Rights and Responsibilities'
- Exploring the Convention on the Rights of the Child
- Developing classroom ethos and practice.

These suggestions are not comprehensive but are intended to suggest a framework for extending the children's learning.

# Suggested Curricular Links

## Art and Design/ Visual Arts

Activities that include:

- Review of newspapers for human rights related pictures in order to make a collage of same.
- Posters and pictures which display children's understanding or interpretation of different rights from the Convention on the Rights of the Child.
- Slogans and Banners depicting local and global rights related issues.

## Mathematics/ICT

Activities:

- The use of graphs to depict statistical data such as percentage of global population who have/have not access to education, adequate food or clean water.
- Data collection and computation.
- The use of search engines to find and explore web sites.

## History

Activities that include:

- A study of the lives of historical figures who have supported human rights, e.g., Martin Luther King, Ghandi, Eleanor Roosevelt, etc.
- An examination of children's lives during different periods in history, e.g., the Industrial Revolution, the 1950's, etc.
- A study of incidences relating to Human Rights issues, e.g., slavery in the United States, Apartheid in South Africa.

## Human Rights and Responsibilities

## Geography

Activities that include:

- Mapping the local area showing buildings in which human rights are supported.
- The use of case studies from different countries to explore basic human rights issues e.g., food, water, shelter.
- The investigation of action and responsibilities in relation to the environment.

## Drama

Activities that include:

- Role-play scenarios, see, for example, Lesson 6 optional extension activity.
- Mime activities, for example an incident of Bullying, Refugees leaving their homes in time of trouble and travelling to another country, etc.
- Soap box – children present different perspectives on an issue, for example, disability access in school.

## Language/English

Activities that include:

- The exploration of human rights themes through literature.
- The use of debate to explore human rights issues, e.g., that children have the right to hold and express an opinion.
- Group discussions on human rights issues.
- The writing of poetry and short stories that express the children's understanding of human rights.

## Religious Education

Activities that include:

- The development of an understanding of the responsibilities we share in the care of each other and our world.
- A study of individuals and groups who have worked for human rights.
- The re-telling of religious and moral stories which illustrate a Human Rights theme.

# Exploring the Convention of the Rights of the Child

## Children 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 billions of people on the planet do not have access to a reliable supply of clean water.

## Children have the right to hold and express an opinion

Activities that include:

- Circle time activities which encourage children to express opinions on issues such as where to go on school tour; how to improve the play facilities in the school, etc.
- Soap box activities which enable children to air their views on issues such as whether or not the school uniform should be compulsory.

## Children have a right to be with their family or those who care for them best

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 family structure in their cultures.

## Children have a right to speak their own language and practice their religion and culture

Activities that include:

- Learning basic vocabulary of other languages, e.g., the languages of children of different ethnic backgrounds in the school or local community.
- Investigating religious beliefs and customs of other groups.
- Visiting places of worship, e.g., church, mosque, kingdom hall.
- Learning songs in other languages and/or from other cultures.

## The Convention on the Rights of the Child

## Children have a right to free 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, e.g., Bangladesh, Zambia, India.

# Classroom Ethos and Practice

## Encourage an awareness of Human Rights through

Activities that include:

- Whole school day devoted to human rights where each class prepares and presents one human rights based activity/display.
- Using a novel or poem to create awareness of human rights issues, e.g., Under the Hawthorn Tree.
- Inviting speakers who have worked for human rights from organisations such as Amnesty International, Save the Children, Christian Aid, Trócaire.
- Use a part of the classroom as a human rights corner for on-going display of rights issues in the media.

## Exploration of the human rights dimensions of class incidences such as

- Bullying - the right to be protected
- Stealing – the right to own things.
- Name calling – the right not to be discriminated against.
- Exclusion from play – the right to play.

## Classroom Ethos and Practice

## Teaching and Learning Processes

Encourage processes which use basic human rights skills through activities which involve:

- Investigating
- Imagining
- Reflecting
- Predicting
- Recording
- Analysing

## Classroom Practice

Activities that include:

- Allowing space to express opinions.
- Encouraging debate before the forming of views.
- Becoming conscious of one's own actions in supporting human rights.
- Developing classroom rules in a participative context.

## Reinforcing reflection and positive action

Activities that include:

- Pointing out positive human rights behaviour.
- Encouraging class activities to promote human rights in the school, the community and the wider world.
- Use of a decision diary for children to record their own actions and how these affect others.



## 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. The appendix includes a checklist to help teachers assess and evaluate children's skills, attitudes and knowledge throughout the school year. 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 scenarios;
- 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.



## SUPPORTING CHILDREN'S LEARNING: SOME IDEAS FOR USE THROUGHOUT THIS MODULE

### 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 (see template 3 in this resource). 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.

### Human rights keyword

The use of a human rights keyword throughout this module helps to provide a focus for children's learning and introduce them to the language of human rights. The keyword can also be used as a reflective or evaluative tool. Teachers can encourage children to explain the keyword, 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. We suggest that the teacher uses the template 1, *Croc's Spaceship*, to create a class poster that can be displayed. Each keyword can be written into a specific section of the spaceship at the end of each lesson. It is also suggested that this template be given as a worksheet to the children. As they add each keyword, encourage them to decorate the section of the spaceship or poster in their own distinct style. This worksheet can then be kept as an on-going record of their learning.

### Human rights corner

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 in the corner alongside a poster of *Croc's Spaceship* 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.



### **Convention on the rights of the child**

The Convention on the Rights of the Child is the most important universal human rights document for children. The Convention provides an important reference point for children. Knowledge of the rights and responsibilities inherent in the Convention provides the basic foundation on which they can develop positive skills and attitudes. It was written for them and has been signed by both the Irish and British governments. It is important that children come to know that this Convention exists and that they begin to recognise and understand the range of rights of all children in all places.

### **Linking with other schools**

The value of linking in the development of understanding is well recognised and can be considered as a support to learning. Although a human rights curriculum can be delivered successfully in the context of the individual school, sharing experiences and learning can enrich the process for teachers and children alike. Linking and communicating across boundaries can occur in a variety of ways:

- Engaging in on-going communication through letters and faxes with a partner school;
- Making videos of the children and sending personal profiles to a partner school;
- Video conferencing between schools to debate or discuss human rights issues;
- On-going email between pupils to exchange ideas in relation to human rights;
- Encounter meetings between partner schools to exchange learning.

# Lesson Structure

Each lesson in this module is structured around a number of key elements



**A Croc theme:**

The theme sets the context for the lesson



**Keyword:**

The keyword provides a focus for the lesson.



**Learning objectives:**

The learning objectives outline the knowledge, attitudes and skills that are being developed during each lesson.



**What you need:**

A list of resources necessary for the lesson.



**Introductory activity:**

An activity that sets the scene for the children

**Development activity:**

A more in-depth activity that helps extend and deepen children's understanding, attitudes and skills in relation to the keywords being explored.

**Optional extension activity:**

Offers teachers an opportunity to extend the learning into another curricular area.

# The Character Croc

The character Croc has been developed as a way of enabling the children to grasp more directly the idea that human rights and responsibilities are to be valued and are the means by which we can realise our full potential. This character is introduced during this module simply as a device to provide focus to the childrens' explorations. Some teachers may prefer to teach the module activities without reference to the character Croc.

Croc is from another planet and comes to Planet Earth for the explicit purpose of finding out about our lives. It asks very pertinent questions such as

- Who are we?
- What do we as humans need in order to live long, healthy and happy lives?
- What responsibilities go hand in hand with having rights?
- What do we do when there is a conflict of rights?
- What can be done to help ensure that everyone enjoys his or her rights?

The children engage with Croc through responding to its questions and examining some the problems it discovers while here on Earth. The module opens with Croc arriving on Earth in a spaceship and during its time here it has to report to its High Council on what it is learning. In some cases the High Council gives it a specific task to fulfil. When it finally leaves, it takes with it the commitment of each child to promote human rights ... this is the final LIFT OFF.

## Introducing Croc

If you decide to use the character Croc as a focus for this module, we suggest that the children are introduced to Croc before they begin the first lesson.

This can be done in a number of ways:

- The poster or overhead transparency of Croc can be used as a focal point for telling its story.
  - Encourage the children to
    - imagine what Croc's planet is like,
    - give the planet and its inhabitants names,
    - suggest how the beings of Croc's planet live, work and recreate.
- Working in pairs, the children can be given a copy of the illustration of Croc and asked to colour it in. Ask the children to place the illustration on a large sheet of paper and draw in Croc's home, street, school, playground etc.

The character also provides the teacher with an opportunity to revisit the previous lessons, encouraging the children to reflect on the ideas presented before moving on.

It is important to remember that when using this module the idea of Croc can be used to introduce a lesson, to conclude a lesson or to assess the children's learning. Some ideas are presented during the lessons, but the theme can be adapted and developed as deemed appropriate by the teacher.



# Lesson One

## Who are we



### Croc Theme

Croc has just arrived here and is amazed by planet Earth and its inhabitants. Croc notices that on Earth there are billions of people and each person looks different. Some are tall, some are short; some are young, some are old; some have dark skin, some have light skin, some are male, some are female, yet all are human. How can this be? How are people so different yet part of the same human race?



## Keywords: BEING HUMAN



### Learning objectives

That children will

- explore the similarities and differences that exist amongst us;
- develop the understanding that, regardless of colour, ability or culture, all human beings share a common humanity;
- have opportunities to develop skills of discussion, comparison and analysis and to interact socially with their classmates;
- learn to appreciate the uniqueness and diversity of human beings.



### What is needed

For each child:

- A potato
- A copy of Worksheet 1, People Bingo
- Old magazines or magazine cuttings of people (Optional Extension Activity)
- A copy of template 2. This template will be used in each lesson in the module.
- A copy of the Spaceship Template enlarged to A3 size for display in the Human Rights Corner.

## Introductory Activity

- Give each child a potato. Encourage them to examine it, feel it, touch it, and look at its shape and size.
- Collect all the potatoes and place them together in a bag.
- Scatter the potatoes on the floor and invite the children to find their own potato.
- When all of the children have found their potatoes, explore the following questions with them:

Were you able to find your own potato? How did you know it?

How are the potatoes different? How are they the same?

- Develop these ideas by exploring with the children how, like the potatoes, we are all different yet we share a common humanity. Record children's ideas on the board as suggested below:

How are we different?

How are we the same?

## Development Activity

- Give each child a copy of Worksheet 1, People Bingo. Ask the children to write their name on the top of the worksheet.
- Explain that this is an enjoyable activity where they will have an opportunity to find out new things about their classmates. Before commencing, ensure that the children can read the text of the worksheet. This activity may be done in pairs to ensure all children can read the text during the activity.
- Taking a pencil with them, invite the children to walk slowly around the room and find a different child to answer each of the questions, for example

My friend  
Jane  
can name a country in Africa.  
The country is called  
Zambia

My friend  
Eamonn  
likes food from another  
country. The food is called  
Pasta  
It comes from  
Italy

- Ask the children to return to their seats once they have completed their worksheets to indicate to you that they have finished.
- When all the children are seated, explore their reactions to the activity, for example,
  - Did they learn some new things about their classmates?
  - What did they learn?
  - What did they find they have in common with their classmates?
  - In what ways are they different?
- Using a map of the world (preferably a Peter’s Projection Map), invite the children to plot on the map the countries
  - in which they have relatives;
  - from which their favourite foods come;
  - about which they have read;
  - in which their clothes were made;
  - in Africa with which they are familiar.
- Develop the discussion by asking the children to focus on Croc’s first question; how are people throughout the world different yet interconnected in so many ways? Record the children’s ideas on the board or flipchart:

In what ways are human beings throughout the world different yet connected to each other?

- To conclude, invite the children to write the keywords “Being Human” in their Spaceship Worksheet and to list all the thoughts and ideas that come to mind when they think about these words. This is a useful way of assessing the children’s understanding of the key concept for this lesson.
- Finally, introduce the class poster of Croc’s Spaceship and ask one child to write the keywords on it.

### **Optional Extension Activity: Art & Design/Visual Arts**

- Ask the children to cut out pictures of people from magazines.
- In groups, encourage them to make a ‘Collage of People’ which reflects the similarities and differences between people and shows people engaging in activities which highlight human values.
- Explore the children’s experience of making the collage to develop and consolidate the ideas presented in the earlier activities.

## PEOPLE BINGO

My name is \_\_\_\_\_

My friend  
\_\_\_\_\_  
can play a musical  
instrument. The  
instrument is called  
\_\_\_\_\_

My friend  
\_\_\_\_\_  
has a birthday on  
\_\_\_\_\_

My friend  
\_\_\_\_\_  
likes food from another  
country. The food is  
called \_\_\_\_\_  
It comes from  
\_\_\_\_\_

My friend  
\_\_\_\_\_  
can say words in another  
language. The words are  
\_\_\_\_\_  
The language is called  
\_\_\_\_\_

When my friend  
\_\_\_\_\_  
grows up, she/he would  
like to be  
\_\_\_\_\_

My friend  
\_\_\_\_\_  
can name a country in  
Africa. The country  
is called  
\_\_\_\_\_

My friend  
\_\_\_\_\_  
has relatives in another  
country. The country  
is called  
\_\_\_\_\_

My friend  
\_\_\_\_\_  
is wearing something  
that was made in another  
country. The country  
is called  
\_\_\_\_\_

My friend  
\_\_\_\_\_  
has read a story about  
another country. The  
story is called  
\_\_\_\_\_

My friend  
\_\_\_\_\_  
can do a dance.  
The dance is called  
\_\_\_\_\_

# Lesson Two

## What do we Need



### Croc Theme

Croc now understands that human beings are all unique, although we are all part of the human race. It has reported this understanding about human beings to its High Council. They are impressed and have asked Croc to find out as much as it can about what we need to live long, healthy and happy lives and whether or not we are entitled to have everything we need for such a life.



### Keyword:

## NEEDS, WANTS AND RIGHTS



### Learning objectives

That children will

- distinguish between needs and wants;
- understand rights as those entitlements necessary for a full human existence;
- engage in the skills of negotiation, decision-making and co-operation;
- develop attitudes of openness and tolerance to the opinions of others.



### What you need

For each group of up to 6 children:

- A copy of Worksheet 2: Living on a Desert Island.

## Introductory Activity

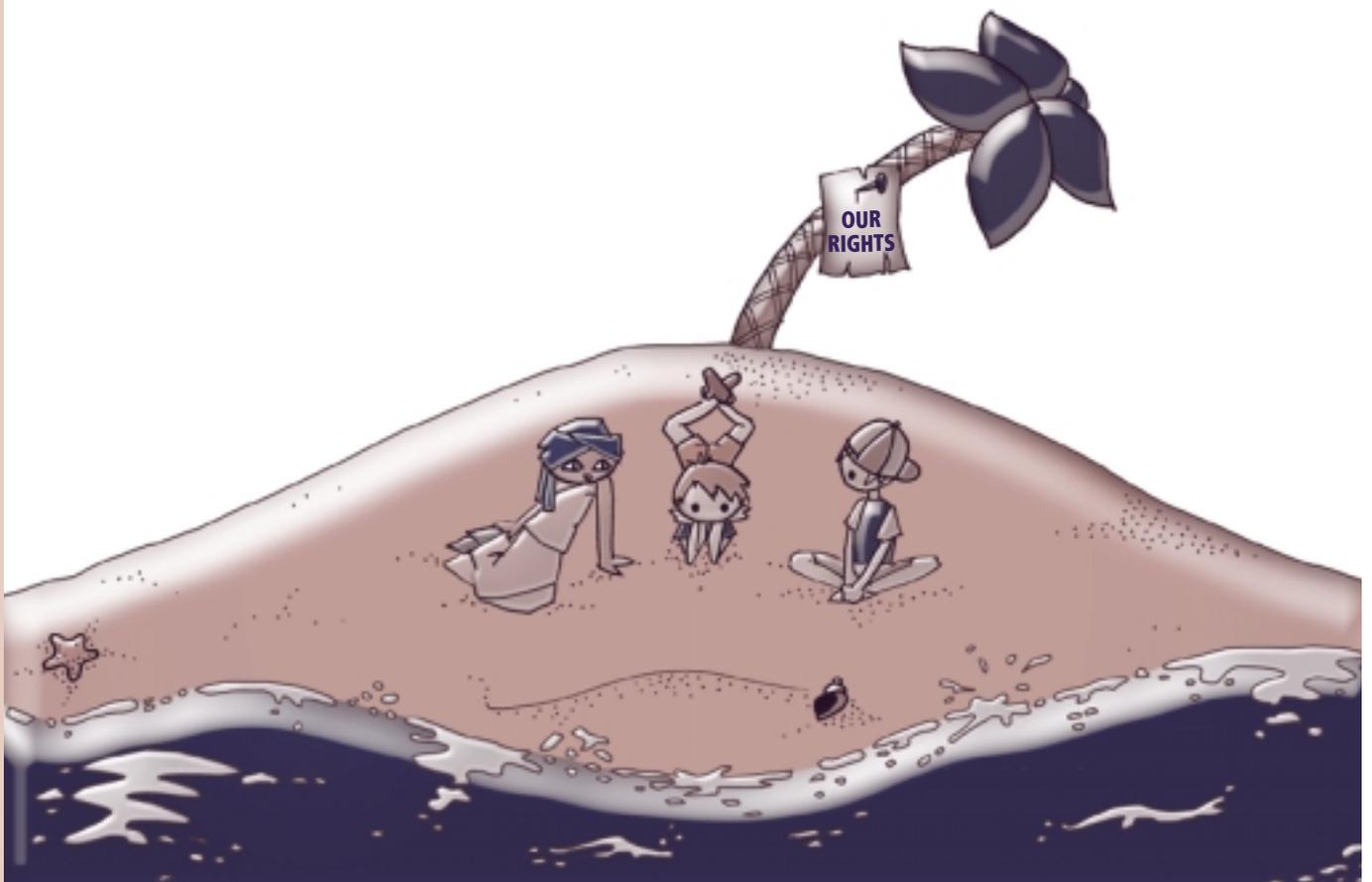
- Draw an outline of a suitcase on the board.
- Ask the children to suggest what items they would bring with them if they were going on a holiday. Write their suggestions on the suitcase.
- Briefly discuss with the children the importance of the items they have chosen:
  - Are all the items absolutely necessary for a holiday?
  - Which items did you want but do not absolutely need for a holiday?
  - Which items are needed every day?

## Development Activity

- Divide the class into groups of up to six children.
- Ask the children to imagine that they are going to live on a desert island for a very long time.
- Give each group a copy of Worksheet 2, Living on A Desert Island.
- Ask each group to agree on five items from the list on the worksheet that they think they will need to live there.
- Invite each group to agree on five extra items that they feel that they will need and to add them to the worksheet.
- Explain to the children that Croc's task is to find out what human beings need to live a long, healthy and happy life, and to discover if we all have a right to have these things. This class has the important task of helping Croc write a report for the High Council by answering some questions.
  - What have they put on their list?
  - How will each item on their list help them to live long, healthy and happy lives on the desert island?
  - Is it important that all human beings should have access to these things? Why
- Explain that when we agree that everybody should have certain things to enable them to live, we call these things **rights**. For example, everybody has the right to food and clean water. Ask the children to suggest some other rights, for example,
  - Everybody has the right to shelter.
  - Everybody has the right to education.
  - Everybody has the right to .....
- Give each child a copy of Croc's Message and read with them Croc's report to the High Council. End the lesson by asking one child to write the keywords on to a section of the Spaceship poster. The children can also add the new words to their own spaceship and decorate this new section.

### Optional Extension Activity: English: Language Development

- From the ten suitcase items that each group has selected, facilitate a class process whereby all of the children agree on a single list of just ten items. Encourage the children to justify why they feel that certain items should be included in the suitcase at the expense of others.
- Allow the children to make a poster of the suitcase containing the ten items for inclusion that have been selected by the entire class.



## Living on a Desert Island

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

A television and video

Somewhere to play

Food

Books

Roller Blades

Clothes

Matches

Pots and pans

Fresh water

Swimming togs

Toothbrush  
and  
toothpaste



# Lesson Three

## Rights and Responsibilities



### Croc Theme

The High Council had a meeting during the week and they decided to try out the idea that they all have the same rights. As an experiment, they decided to give everyone the right to express their opinion. But everyone started talking at the same time and in the end nobody's views got heard. The High Council reported back to Croc that this notion of rights doesn't work. Croc promised to investigate the idea further...



### Keyword: **RESPONSIBILITY**



### Learning objectives

That children will

- understand and be able to use the terms 'rights' and 'responsibilities';
- begin to appreciate that with each right comes personal and group responsibility;
- be enabled to engage in responsible decision making, critical thinking and discussion.



### What you need

- A set of Rights and Responsibilities Cards (worksheets) for each group.

## Introductory Activity

- Ask the children to imagine that they are in a playground with many swings, climbing frames and other activities. There are many children in the playground all eager to play on all the equipment. Ask the children to suggest how they could make sure that everyone enjoyed their right to play? The children might offer suggestions such as the following:

*'We wait in line and take turns.'*

*'Some groups of children may get a go at different times.'*

*'We make sure that we do not damage or destroy the swings through our behaviour.'*

- Introduce the keyword for the lesson RESPONSIBILITY. Explore with the children that rights are not just for some people. Help them to appreciate that all people are entitled to the same rights and that we must take responsibility for ensuring that other people have an opportunity to enjoy their rights also.
- Divide the class into pairs. Give each pair a copy of Worksheet 3, Personal Responsibilities, and ask the children to identify through discussion or drawing, three areas in which they take responsibility. Each of the children is allowed to record their three personal responsibilities on the worksheet, for example,

*'At home I am responsible for taking out the bin, for feeding the cat and for tidying my bedroom'.*

- Invite each pair to link with another pair and to take turns to share what they have written. Ask them to summarise on a separate sheet the responsibilities they have listed.
- Bring the class together again and invite each group to report back. Encourage the children to consider the consequences of not taking responsibility in each case, for example, 'If I do not feed my pet properly it will go hungry.'

## Development Activity: Rights and Responsibilities Cards

- To each group, distribute the numbered Rights and Responsibilities Cards from Worksheet 4. Through class discussion help the children to identify which right underpins each statement.
- To each group, distribute the Rights and Responsibilities Cards which are labelled with letters. Give the children an opportunity to match the rights statements with the action statements.
- Give each group an opportunity to report their decisions back to the whole class and discuss. The paired statements can be displayed in the Human Rights Corner for future reference.
- End the lesson by asking one child to write the keywords on a section of the Spaceship poster. Encourage the children to also write the keywords on their own spaceships and to list all the words which come to mind when they think of 'rights and responsibilities'.

## Optional Extension Activity: Religious Education/ Core Curriculum

Extending the children's understanding of responsibilities can be undertaken through the introduction of a personal decision diary. It is a simple, effective way of considering and facilitating responsible decision making.

- Encourage the children to reflect on one decision that they made this week using the following structure:
  - One decision I made this week was.....
  - I made this decision because.....
  - What I gained from this decision was .....
  - This is how it affected them .....

This provides a means of keeping responsible choices to the forefront of the children's minds in a way that is easily managed and not time-consuming. It is important that decisions recorded are felt by the child to be confidential, to be shared only if and when the child feels comfortable. It is to be expected that decisions recorded early in the process will be relatively simple and may generally cast the child in a favourable light. However, as the process develops, decisions will reflect a growing understanding of rights, responsibilities and consequences. A supportive ethos of the classroom will encourage more controversial decisions to come to light and be dealt with openly and safely.

# Worksheet Three

## PERSONAL RESPONSIBILITIES

Name	One	Two	Three

# Worksheet Four

## Rights and Responsibilities Cards

Photocopy cards onto A4 size paper and cut out.



We all have the right to say what we think.



I try to include other children in my play.



We all have the right to be safe.



I make sure that I don't distract others from learning.



We all have the right to play.



I am careful not to say hurtful things to other people



We all have  
the right to  
learn.



I am careful  
not to damage  
the safety of others.



We all have the  
right to not  
be hurt.



I try not  
to hurt others.

# Lesson Four

## Rights in Conflict



### Croc Theme

The High Council has agreed that the idea of responsibilities is key to making human rights work. They are satisfied with Croc's reports and have set an even harder task this week. They want Croc to find out what humans do when rights come into conflict.



### Keyword: FAIRNESS



### Learning objectives

That children will

- weigh up and consider the rights of all individuals in a given situation.
- articulate their opinions on particular conflict situations.
- have an opportunity to develop skills of prediction, critical thinking, empathy, listening, discussion, recording and debating.
- develop a sense of fairness.



### What you need

- Copy of one scenario from Worksheet 5, Conflicts of Rights, for each group.

## Introductory Activity

- Read Scenario 1 below to the children. Discuss this scenario and encourage the children to offer their opinions about which actions are fair or unfair. Explore the story more fully through questioning, for example,

How might this situation be resolved?

How might the people concerned learn from such a solution?

### Scenario 1

Janie desperately wanted to be in a gang, but there was just one problem.

Everyone in the gang had a special scarf, exactly the same as the one that was worn by Cassie, their favourite popstar. Janie's Mum told her that she would buy her a scarf for her birthday next month. Janie tried to understand but not being able to join in was making her feel sad and lonely.

One day, Janie's friend Kim was absent from school. Janie, saw that she had left her scarf in the cloakroom. Perhaps it would be okay if she just borrowed it for a little while. She could leave it straight back after break-time, couldn't she? After all Kim was her friend and she knew how important it was to be able to play with others.

- Discuss with the children how sometimes we can be creative in our resolution of problems where each party benefits. Explore the term 'win-win situation'. Ask the children to give some examples of win-win situations from their own lives or from the experiences of others.

## Development Activity

- Divide the class into small groups. Photocopy and cut out the cartoons in Worksheet 5. Give one cartoon to each group.
- Ask one child in each group to read the story to the other group members. Encourage each group to discuss what happened in the cartoon and why.

Then ask each group to explore the following questions:

1. What rights were involved in this story?
  2. What were the consequences of the actions taken?
  3. If there was another outcome, would the situation have been unfair for someone else?
  4. Suggest a suitable way of solving this problem.
- Ask each group to nominate a spokesperson who will report back to the whole class on the outcome of their discussions.
  - In conclusion, invite one child to write the keyword on to a section of the Spaceship. The class can also add the new keyword to their own spaceship and write or draw all the images that they associate with it.

## Optional Extension Activity: Drama

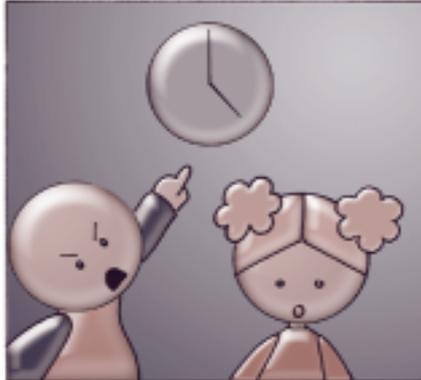
- Working in the same groups, invite the children to prepare a short role-play that presents the scenario that they have explored and their chosen ending to the scenario.
- Explore and debrief with the whole class group, focussing on how the children felt in role at different stages of the conflict.

## CONFLICTS OF RIGHTS

### SCENARIO 1



Barry walked impatiently up and down the living room. 'What's up?' said Mum. 'It's Jennie. She's on the Internet again and I can't use the phone. I need to ring the lads about the match.'



'If you go and ask your sister, I'm sure she'll let you use the phone. After all, she's been on the Internet for ages and it's only fair.'

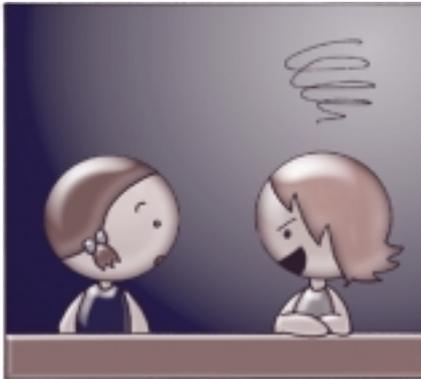


Barry went upstairs and asked his sister again. But all he got was a slamming door and a screamed, 'No, I am trying to finish my homework!'

### SCENARIO 2



Marie and Alice sit beside each other in class. Alice is a talker. She loves to chat to Marie about what she likes to do or where she has been.



In fact Alice would talk all day about anything at all. Marie likes Alice but is getting fed up of all the interruptions to her class work. One afternoon Marie decides to tell Alice how she is feeling:



'Will you please stop talking, Alice? You are interrupting my work. I can't listen to the teacher or think about what I am doing,' said Marie.

'But I have the right to speak freely and to express my opinions,' said Alice...

### SCENARIO 3



Mark needs a pen to do his homework. He has left his pen in school. He goes into his brother Tom's bedroom and takes his new pen without asking him first.



When Tom comes home, he notices that Mark is using his favourite pen. He is very angry that Mark took the pen out of his bedroom without even asking. Mark tells him that he needed a pen to do his homework and he couldn't find another one.



He felt that he had the right to borrow his pen so that he could complete his work. 'Well, that's all very well but you had no right to go into my bedroom, go through my stuff and take my pen,' replied Tom.

# Lesson Five

## Convention on the Rights of the Child



### Croc Theme

The High Council has become impressed with this idea of human rights. They are considering writing a list of their own rights and want to know if there has ever been any attempt on Earth to write down all the rights to which everyone is entitled. The task for the children is to explain the idea of the Convention on the Rights of the Child to Croc so it can be taken back for the next High Council meeting.

## Keyword: CONVENTION



### Learning objectives:

The children are enabled to:

- realise that different people and countries have come together to agree on a code of rights for all children. This code is called the Convention on the Rights of the Child.
- become familiar with the contents of the simplified version of the Convention on the Rights of the Child.
- appreciate that human rights are the entitlement of everybody.



### What you need

- An Atlas for each group.
- A copy of the Worksheet 6, Summary of the Convention on the Rights of the Child, for each child.

## Introductory Activity

- Recall with the children that in Lesson 2 they named the rights they felt every human being should have in order to live a long, healthy and happy life. Check that they can name some of these rights. Explain that these and many other rights that children are entitled to have are written down in a document called the CONVENTION ON THE RIGHTS OF THE CHILD. Explore with the children the meaning of the word Convention, i.e., a list of rights that countries have agreed that children should have. Explain that participating countries have made laws to ensure that the rights of every child are protected.
- To help the children understand that a convention is an international document, divide the class into groups and give each group an atlas. Write the word CONVENTION on the board and encourage them to find countries that start with each of the letters C-O-N-V-E-N-T-I-O-N. Get them started by telling them that the only country in the world starting with the letter 'O' is Oman and that they can write this in twice.
- To highlight the universal nature of agreement on children's rights conclude this activity by telling children that every country they have listed has endorsed the convention. (The only two countries who have not yet ratified the Convention on the Rights of the Child are Somalia and the United States of America).

## Development Activity

- Provide each child with a copy of Worksheet 6 which is a summary of the UN Convention on the Rights of the Child.
- Read each statement through as a reading activity to enable the children to get a feel for the language. Discuss each statement briefly to ensure that the children understand its meaning.
- Invite the children in pairs or in groups of three to think about how they might represent one of the statements and on a large sheet of paper to draw a picture to illustrate the statement.
- Invite each group to present their picture to the class without a caption. First invite the class to suggest which right is being depicted. The group then explains why they chose the particular images. In the Human Rights Corner of the classroom, mount a display of the Convention using the children's illustrations.
- In conclusion, ask one child to write the keyword onto the spaceship. The children can also add the new word to their own spaceship and decorate this new section. To conclude children compare the convention with their class vision – what have they in common- what would they like to add to their class vision?

## Optional Extension Activity: Mathematics/Numeracy/ICT

Ask the children to make a list of things they like doing in their spare time. Once the list is complete ask the children to make a graph under the heading 'The Right to Rest and Leisure' to show both the range of hobbies within the class and the number of children who like each one.

# Worksheet Six

## SUMMARY OF THE CONVENTION ON THE RIGHTS OF THE CHILD

What do you think are the most important rights? Mark your top five here.

Rank	Right
<input type="text"/>	Every child has the right to life
<input type="text"/>	Every child has the right to a name and nationality
<input type="text"/>	Children have the right to be with their family or with those who will care for them best
<input type="text"/>	Children have the right to enough food and clean water
<input type="text"/>	Children have the right to an adequate standard of living
<input type="text"/>	Children have the right to health care
<input type="text"/>	Children with a disability have the right to special care and training
<input type="text"/>	Children have the right to play
<input type="text"/>	Children have the right to free education
<input type="text"/>	Children have the right to be kept safe and not to be hurt or neglected
<input type="text"/>	Children must not be used as cheap workers or as soldiers
<input type="text"/>	Children must be allowed to speak their own language and practise their own religion and culture
<input type="text"/>	Children have the right to say what they think and to meet together to express their views

# Lesson Six

## All Equal?



### Croc Theme

The High Council is impressed by the Convention on the Rights of the Child and is considering using it as a guide to write a list of rights of its own. However, bad news has come from Earth. Croc has discovered that there are individuals and groups who often do not enjoy all their rights. The Council is surprised and confused by this. It has asked Croc to investigate why this is so.



### Keyword: EQUALITY



### Learning objectives

The children are enabled to:

- understand that the children's enjoyment of their rights can often be affected by their circumstances and/or the attitudes of others.
- understand that rights can be denied to groups of people for various reasons – for example, gender, disability, religion or ethnic origin.
- appreciate difference and value equality.
- engage in processes which promote skills of discussion, debate, critical thinking and analysis.



### What you need

- Two large sheets, one with the words 'I Agree' and the other with 'I Disagree' placed on the opposite walls of the classroom.
- Space for children to move freely between the two sides of the room.
- A copy of Worksheet 6, Equal Rights for Everyone, for each group/child.



### Optional Extension Activity: Drama

- Copies of Role Cards for each group.

## Introductory Activity

- Ask children to stand in the middle of the floor. Explain that you are going to read out a statement. Once they have heard the statement, they move towards the I agree or I disagree sign, or stay in the middle if unsure. The closer they move towards the signs the more they agree/disagree.
- Once they have moved into position, ask them to explain their opinions. They have the option to pass if they wish. When they hear other people's views they can change positions.

### STATEMENTS:

*Boys fight more than girls do because they are rougher.*

*Girls are better at housework than boys.*

*It's OK for boys to play with dolls and make-up.*

*Only girls should learn how to cook in school.*

*Women's soccer should be shown on TV as much as men's soccer.*

## Development Activity:

- Explore with the children the ways in which children are sometimes denied their rights by their circumstances or by the attitudes of others.
- Explore with the children which other groups might not be able to enjoy all their rights. You may need to prompt with some examples such as Travellers, the disabled, refugees, etc.
- Distribute Worksheet 7, Equal Rights for All, to each child and ask them to draw arrows to link each drawing with the right being denied. Once each child has finished their worksheet ask them to compare their answers with another child. Ask the children if they have found out anything from this activity which surprises them.
- To conclude, invite the children in pairs to explain to Croc, in a letter or in verbal form, why all children do not have an opportunity to enjoy all their rights fully.
- End the lesson by asking one child to write the keyword on a section of the Spaceship. Invite the children to choose one right from the convention and to draw a picture which illustrates how this right might be denied.

## Optional Extension Activity: Drama

- Read the excerpt from the Hilltown Gazette below to the children.

### Hilltown Gazette

The people of Hilltown are up in arms. The town council has decided to develop a car park in the green space in the centre of the town. The parents and children of the town are very angry as this green has always been used as a playground by the children of the town. The car park is being developed because the shop owners are complaining that there is not enough car parking space for people who come to the town to shop. A meeting has been called this evening in the Town Hall at 7.30 pm. to sort out the problem. A Deciding Committee has been appointed to listen to the views of each group. Each group will have an opportunity to speak to the Committee and make its views heard. The Committee will decide what action should be taken.

All are welcome.

- Divide the class into groups of 4-6 children. Explain that each group will role play the views of a different group of people in the town.
- Distribute one role card to each group. Appoint a chairperson of each group. Explain the role of the chairperson. Tell the children that they will be given 10 minutes to read the role card and to prepare their argument for the meeting. Each group should nominate one spokesperson to represent the views of the group at the meeting.
- During the meeting, the Deciding Committee will sit at the top of the class and listen to the case presented by the spokesperson from each group.
- Once all the groups have spoken, the Deciding Committee will have an opportunity to decide on an appropriate way forward and to report its decision to the people of the town.
- Once the role play is over, debrief with the pupils how they felt in their various roles. What rights issues were involved here? Which groups felt powerful? Which groups felt powerless?

### **Role Card 1: The Town Council**

You are members of the town council. You see that the lack of parking is a problem in the town. Fewer and fewer people from outside the town are coming to shop in Hilltown. This means people who work in shops are losing their jobs. You are sorry that your plans mean that the green space will be lost to the children but you feel that the future of the town is in question here.

Prepare your case to build a car park and nominate a spokesperson who will present your case at the meeting.

### **Role Card 2: The Children of Hilltown**

You are the children of Hilltown. You are upset that your play space might be destroyed to create a park for cars! This is the only public green space in the whole town. There are big old trees growing there which you use to climb on and hide in. Children from the town of all ages play here as it is a friendly and safe place to be.

Prepare your case to save the green space and nominate a spokesperson who will present your case at the meeting.

### **Role Card 3: The Shopkeepers and Business People**

You are the shopkeepers and business people. You have noticed that over the years you are losing business to other local towns due to the lack of parking space in the town. You don't want to take away the children's play area, but after all business is more important than play.

Prepare your case to build a car park and nominate a spokesperson who will present your case at the meeting.

### **Role Card 4: The Parents**

You are the parents of children in Hilltown. Most of you grew up in Hilltown and played in the green yourselves. You are very upset and angry that the town green might be bulldozed to make a car park. It is the only public green space in the whole town and it is an ideal playground for children. It is also a place where parents meet and chat while taking care of their children. You know that business is important, but it is not as important as the rights of children to a safe place to play.

### **Role Card 5: The Deciding Committee**

You are the Committee which will decide what to do. You will listen to the views of each group and make a decision that you feel is best for all the people of the town. Once the groups have spoken, you can take some time to come your decision.

# Worksheet Seven

## EQUAL RIGHTS FOR EVERYONE

Draw lines that link the picture to the right being denied

Mary is sick. She needs an operation on her hip but there is no hospital bed for her.



1

Right to education

**A**

There is a war in Fatima's country. The army came to her village and forced her to become a soldier.



2

Right to medical attention

**B**

Peter's family is poor and his family do not have a home. They are forced to live on the streets.



3

Right to play

**C**

Alan likes art. He cannot do it in school because the art room is upstairs on the second floor.



4

Right not to be forced to be a soldier

**D**

Maria has to walk six miles every day to the river. There is no running water in her village. Sometimes when she arrives at the river the water is dirty or the river is dry.



5

Right to a home

**E**

Paddy and his family live in a caravan on the side of the road. He has no where to play.



6

Right to food and clean water

**F**

# Lesson Seven

## Refugees ... Home is where the heart is



### Croc Theme

Croc has reported back the children's answer as to why everyone on Earth might not enjoy all their rights. The Council has agreed that it can be difficult to ensure that everyone enjoys all their rights all the time. However, the High Council feels that it needs to understand what it must be like for humans to lose a right before it goes any further with drawing up its own list of rights. Croc asks the children for help in writing its report for the High Council.



### Keyword: **BELONGING**



### Learning objectives

The children will be enabled to:

- explore the importance of a particular right, i.e., the right to a home.
- empathise with those who have lost that right.
- engage in activities which promote the skills of discussion, critical thinking and opinion formation.
- develop perspective consciousness and empathy.



### What you need

- A copy of Worksheet 8, Feelings, Needs and Hopes for each child in the class.
- A copy of Worksheet 9, Amira's Story for each group of up to six children.



## Introductory Activity

- Ask the children to imagine that Croc just received word from the High Council that there was a danger that if it came back to the planet that it would be put in jail. The Council advises Croc to ask our government if it can stay here where it would be safe. Explain to the children that instead of being a visitor Croc would then be a refugee. Explain to them that refugees are people who are forced to leave their country because they are being denied their rights. Very often, this means that their lives or the lives of their families are in danger.
- Give each child a copy of Worksheet 8, Feelings, Needs and Hopes. Ask children to draw a picture or write a word in each box to describe how they would feel, what they would need and, what might they hope for if they were forced to leave their homes and move to a strange country?
- With the class, discuss the points raised by the children under each heading: feelings, needs and hopes.

## Development Activity

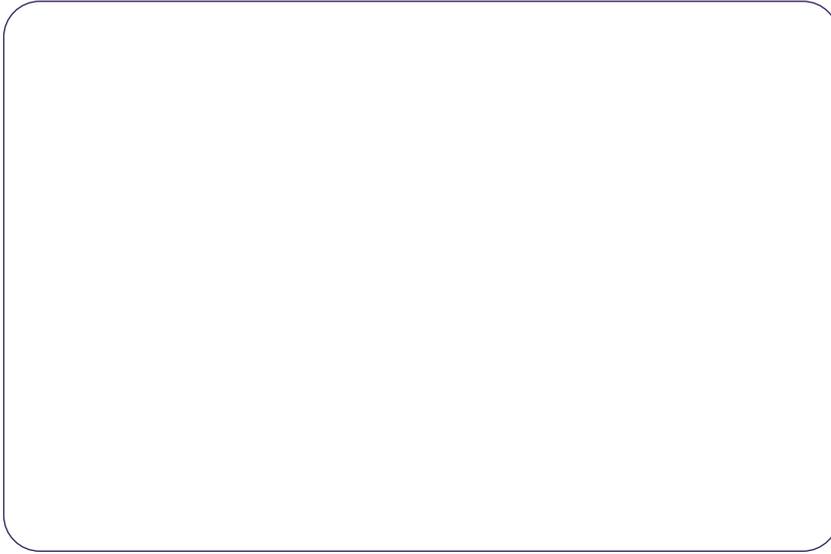
- Divide the class into groups of up to six children and give each group a copy of Worksheet 9, Amira's Story. Ask each group to read the story and to discuss what Amira's life might be like, for example:
  1. How did she feel when she came here?
  2. What do you think she misses about her home?
  3. How have people here treated her?
  4. What would you miss about your own home if you had to leave?
- Ask each group to explain their ideas to the whole class. Once each group has contributed their ideas discuss with the class, ask them how it might feel to lose a right, for example, the right to a home?
- End the lesson by asking one child to write the keyword on to a section of the spaceship. The children can also add the new word to their own spaceship and decorate this new section.

## Optional Extension Activity: English/Literacy Development

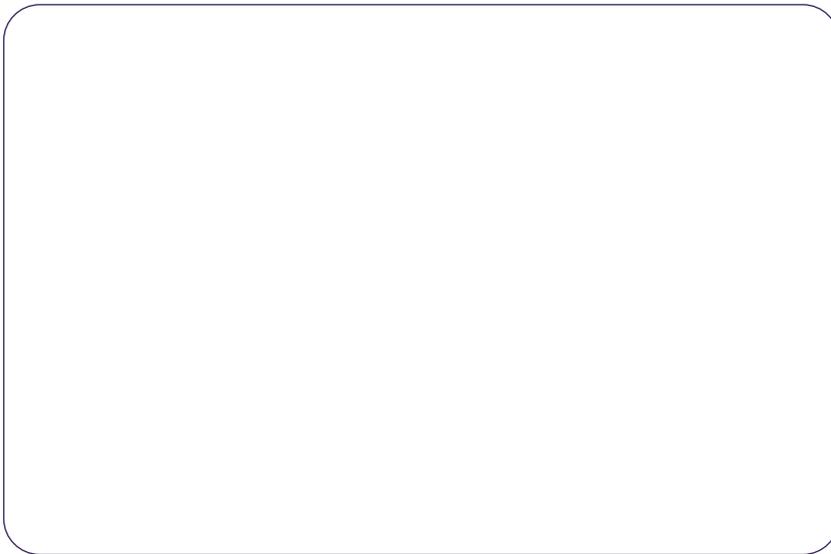
- Invite a member of the Travelling Community or an Asylum Seeker from the local community to speak to the children about their experience of living in Ireland. Explore the ways in which they are made feel welcome or unwelcome by the majority community.
- Invite the children to come to school the following day with one carrier bag that they can carry easily, containing all the things they would take if they were suddenly told they were leaving home, and didn't know where they were going or for how long. Alternatively, the children could bring a list of what they have decided to bring, having thought about it at home.
- Ask each child to choose three of their items and to tell the rest of the class the reason for taking it with them. Once each child has finished ask them to imagine that they were now asked to leave out three things. What would they leave behind and why?
- Encourage the children to suggest and justify the inclusion of items on a class checklist that they would need if they had to seek refuge in another country. Record the list on the board and discuss.

# Worksheet Eight

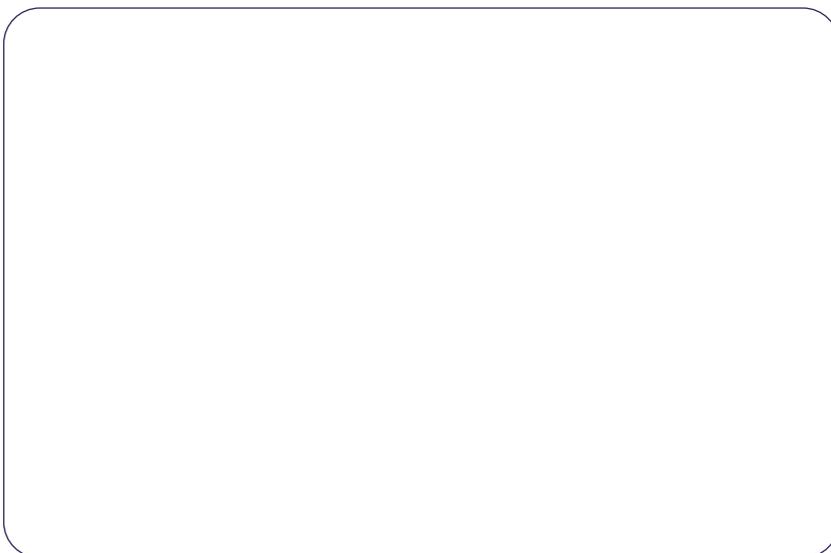
## FEELINGS, NEEDS AND HOPES



How do I feel  
right now?



What do I need  
right now?



What do I hope for  
right now?

### AMIRA'S STORY



Hello my name is Amira. I come from Sudan, a country in Africa. My family and I came to Ireland because there was a war in our country and our lives were in danger. We had to leave our home in a hurry in the middle of the night. We had to leave everything behind except some clothes, some cooking dishes and a little money. When we arrived in Ireland, everything seemed very strange. It was very cold, people wore different clothes and spoke a different language. We were all very frightened and worried about our future. After some time we were given a place to stay and things got a bit better. I started going to the local school. Some children were kind and friendly towards me. But some children were unkind and said things like 'Why don't you go back to your own country and leave us alone. You don't belong here'. Now I have two good friends. They tell me not to worry or get upset when people are unkind to me. But I still get sad and lonely sometimes and wonder if I will ever fit in here.

# Lesson Eight

## Perspective ... Many sides to the one story



### Croc Theme

Croc is beginning to realise that many human rights situations can be difficult to solve. The task for the children is to help Croc understand that when there are many sides to a story, the first thing to do is to try to understand the different sides.



### Keyword: **PERSPECTIVE**



### Learning objectives

The children will be enabled to:

- explore the importance of balancing rights in conflict situations.
- develop skills of perspective consciousness, imagination, analysis and discussion.
- be open to the views of others.
- empathise with other people who are in more difficult circumstances.



### What you need

- A copy of Worksheet 10, **Paulo's Story**, for each child/group.
- A copy of briefing statements from Worksheet 10 for each group.

## Introductory Activity

Distribute a copy of Paulo's Story to the children and read the story with them. Invite the children to find Brazil on the map or globe. Ask them some introductory questions to ensure that they all understand the story, for example:

1. Where does Paulo live?
2. What kind of work did he do when he lived with his family?
3. What kind of scrap do you think he found?
4. Think about and describe what it was like for Paulo to sleep under the bridge. What noises did he hear? What smells did he smell? What did he see? How did he feel?

Brainstorm with the children the rights Paulo has been denied. The poster of the Convention on the Rights of the Child can be used to stimulate their thinking. The list should be written for all the children to see, either on a chalkboard, overhead or whiteboard.

## Development Activity

- Divide the class into four groups.
- Photocopy and cut out the briefing statements from Paulo's Story, Different Perspectives. Distribute one briefing statement to each group and invite each group to think and talk about their character(s) where
  - Group 1 are asked to imagine that they are Paulo;
  - Group 2 are asked to imagine that they are the neighbours who live close to where Paulo and his friends find shelter;
  - Group 3 are asked to imagine that they are the man who visits Paulo and tries to help;
  - Group 4 are asked to imagine that they are Paulo's parents.
- With the children in-role, invite children from each group to share their responses to the questions raised in the briefing statements. Once each group has presented their perspective, children from other groups can be invited to respond, so that the complexity of the situation is revealed.
- Debrief with the children out-of-role using the following focus questions:
  1. Why does Paulo want to keep working?
  2. Has Paulo the right to work?
  3. Why do the neighbours want the boys moved on?
  4. Have they a right to a safe environment?
  5. Why does the man visit Paulo?
  6. What might Paulo's parents hope for Paulo and for all their children?

- Explore further how people can have different perspectives on the same situation. For example, ask the children to suggest how different people might react to the situations outlined below e.g.,

The teacher says that art is cancelled in favour of PE.

People are ready to board a flight from Madrid Airport back to Dublin. An announcement is made that the flight will have to be cancelled because of heavy fog in Dublin Airport. Passengers will be put up in a local hotel overnight at the expense of the airline.

End the lesson by asking one child to write the keyword in a section of the spaceship.

The children can also add the new word to their own spaceship and decorate this new section.

### **Optional Extension Activity: History**

- Take any period in history and work with the children to explore what it would be like for a child living in those days, e.g., a chimney sweep or a matchstick girl living in the industrial era.
- Ask them to write an account of a day in the life of this child and to write an account of a day in their own lives beside it. These stories could be put together in the form of a storyboard and be displayed in the human rights corner.

### PAULO'S STORY



My name is Paulo. I live in Brazil. I used to live with my family but not any more. My parents are very poor and we were always hungry. I tried to help by looking for ways of getting money. Each day I searched in the dustbins looking for metal, cardboard and scraps of wood.

When I had a bundle collected I would sell it to Miguel the scrap dealer. The money he gave me helped me to buy some food for the family. It was never enough for all of us.

One day I met Jose at the city dump. It was a bad day. I had been searching since early morning but I had found very little scrap. I couldn't face another hungry night at home. 'I have an idea', Jose said, 'I know some older boys who earn money by cleaning car windows and polishing shoes. Let's find them and see if they'll help.' Off we went to look for the boys. We found them under one of the bridges sitting on cardboard boxes. Some of them were sniffing glue.

'We'll help alright', said Marcus the oldest boy. 'You can borrow our brushes and polish tomorrow but you must give us half of what you earn. If you work hard you will be able to buy your own brushes soon.' That night we slept under the bridge. It was cold. I missed my brothers and sisters but at least there was now one less mouth to feed at home. I spent one year living on the streets. I didn't like it. Sometimes I was frightened. The people living in the area complained that we were making too much noise. They were worried that we would steal their things. The police would often come when we were sleeping and move us on.

There was also a man who kept visiting us and giving us food when we were hungry. He was a kind man and he wanted us to stop working and go to school. I tried to explain to him that my parents needed the money and that I was old enough now to help them out. I would go back to school someday but not just yet. Then one day ...

## Paulo's Story – Briefing Statements

### Paulo

Imagine that you are Paulo.

Be prepared to tell about your life in your own words. What is it like living on the streets? What are the dangers? What makes you sad? What makes you happy?

What do you have to say to the people who live in the area where you sleep?

What do you have to say to your parents?

How do you feel about the man who visited you with food? What would you like to say to him?

### People who live in the Neighbourhood

Imagine that you are the people who live on the street where Paulo and the other street kids hang out.

How do you feel about this 'problem'?

What will it do to the value of your houses?

What would you like done about the street kids?

What do you have to say to them?

### The Kind Man

Imagine that you are the man who tries to help the street kids.

Tell about your life. Why do you care about these children?

How do you hope to help them?

How do you think their lives can be improved?

What do you have to say to the people in the neighbourhood who want them moved on?

### Paulo's Parents

Imagine that you are Paulo's parents.

How many children do you have?

Think and talk about how difficult it is to raise your children with so little money.

How do you feel about Paulo living on the streets?

Tell about your hopes and fears for your children.

# Lesson Nine

## Working for Human Rights



### Croc Theme

Croc reports to the High Council that on Earth people really believe in this idea of human rights. Everyday it hears of stories of how people work for human rights in big and small ways. Croc sets out to investigate some of these stories with the children's help and wants to be able to report these examples to the High Council.



### Keyword: PROMOTION



### Learning objectives:

The children will be enabled to:

- learn about individuals and groups who work/have worked to protect rights;
- develop skills of imagination, interviewing and communication skills
- develop attitudes of respect for the planet and all its inhabitants.



### What You Need

- One Human Rights Story Card for each group from Worksheet 11.
- Copies of Convention on the Rights of the Child (children should already have a copy in their folder from Lesson Five).
- An inflatable globe or ball.



### Optional Activity

- A simple map of the local area for each child in the class.

## Introductory Activity

- If possible, arrange the children in a circle. Holding the globe in your hands and spinning it slowly, tell the children that this is the beautiful planet on which we live. Explain that when the cosmonauts first travelled to the moon it was the first time that human beings had an opportunity to see the planet from a distance. As they travelled in their rocket and left the earth at first they searched for and found the towns in the United States in which they lived, later they could see all of North and South America and surrounding oceans, as they moved further into space they could see the other continents and then as they moved further and further into the darkness of space they saw the earth, not as a collection of countries, continents and seas, but as one beautiful, living planet which looked like 'blue pearl in space'.
- Passing the globe around in a circle ask them to look at it and say one thing they would like to do to keep the world safe for the future.
- When the children have given their ideas, explain that they are now going to learn about groups and people who work to make the world a better place, people who work to promote human rights.

## Development Activity

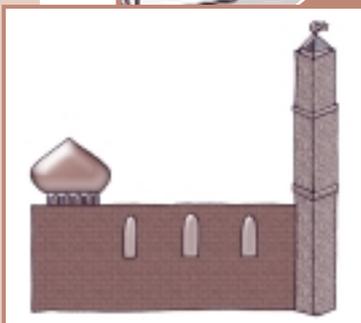
- Divide the class into groups and give each group one story card from Worksheet 11. The group task is to read the card and, referring to the Convention on the Rights of the Child, to decide which right is being defended.
- Tell the children that in about 5 minutes you will be visiting each group to discuss their storycard. The whole class can then report to Croc on how people and groups here on Earth are working for human rights.
- Visit each group and ask one child to name the person or organisation in their story. Ask him/her to say which right in their story is being defended and what each person or group did to support human rights. Ask the rest of the class if they have any questions for the group.
- Each group is invited to place their storycards on the human rights corner. To conclude this activity, ask the children if they think the High Council will be surprised/impressed at the number of people and groups who work for human rights.
- End the lesson by asking one child to write the keyword on to a section of the spaceship. The children can also add the new word to their own spaceship and decorate this new section.
- To conclude: Name someone who has worked for human rights.

## Optional Extension Activity: Geography

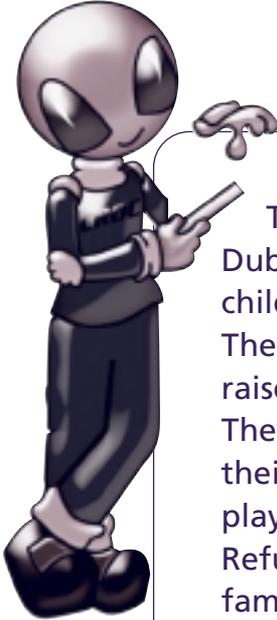
- Divide the class into pairs or groups of three. Give each a simple map of the local area around the school.
- Ask the children to name and draw on the map places where children's rights are promoted, e.g., a hospital, place of worship or school.

Ask them if there are some rights which are not being adequately promoted in the local area. Consider, for example, children's right to play or their right to meet together to express their views. What structures are in place to enable children to exercise these rights? Encourage the children to design facilities which they feel would help meet these needs.

If appropriate, arrange an opportunity for the children to visit some of the institutions in the locality which they have identified as promoting human rights or, alternatively, invite speakers from these institutions to speak to the class about how they promote human rights in the community.

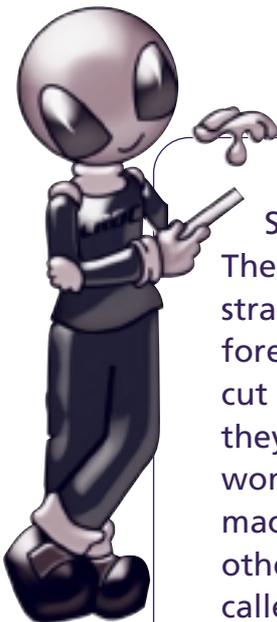


## Human Rights Action



### Storycard 1

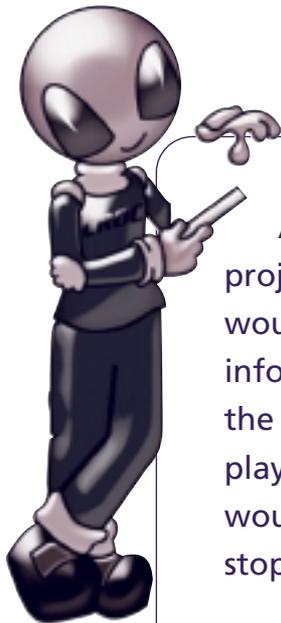
The children of St. Anne's National School in Shankill, Co. Dublin lived close to a centre for refugees. They found out that the children living in the centre had no toys or a playground to play in. They knew that every child has the right to play. They decided to raise money to buy toys and equipment for the Refugee Centre. They had a "Predict the Score Competition" and a cake sale at their school. With the money they raised, they bought outdoor play equipment and also bought a toy for every child at the Refugee Centre. The children of St. Anne's School and their families visited the Refugee Centre to get to know the children there and their families. They all had a great party and had a great time playing with the new toys!



### Storycard 2

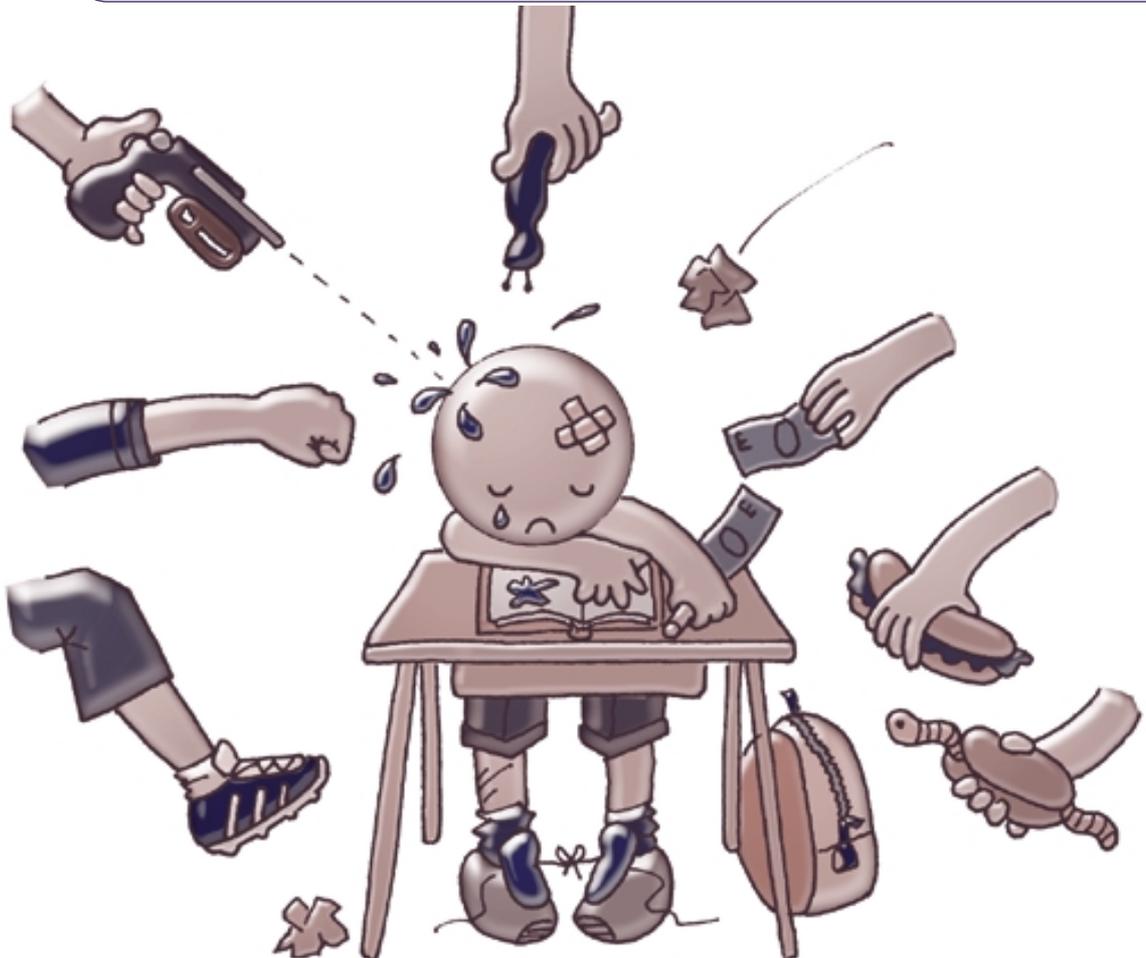
Shakti lives in Northern India in a village in the mountains. The mountains are covered with beautiful forests. Not long ago, strangers arrived with big machines to cut down the trees in the forests. The people in the village did not want their forest to be cut down. At first, the people were frightened to do anything but they needed to save the trees. Shakti, her mother and other women from the village decided to hug the trees to stop the machines from cutting them down. Soon the whole of India and other countries knew about what they were doing. They were called the Chipko Movement as 'Chipko' means a hug in Hindi, their local language. Soon the tree cutters left and the government stopped companies from cutting down trees for ten years.

## Human Rights Action



### Storycard 3

A group of children from a school in Ballymena were doing a project on human rights. They decided to try to do something that would help stop bullying in their school. They gathered lots of information. They then made a display in their school so that all the children could read about bullying. They also made up role-plays. They acted these out for younger children so that they would know how hurtful bullying was and how it could be stopped.



# Lesson Ten

## Working for Human Rights



### Croc Theme

Croc is about to leave Earth. The High Council is satisfied that the idea of human rights is a good one and are committed to writing down the rights of every citizen on their planet. Croc asks the children for a gift to take back and would like to leave with their promise to continue to work for human rights.



### Keyword: ACTION



### Learning objectives

The children are enabled to:

- learn that they can make a positive contribution to safeguarding and promoting human rights.;
- realise that by knowing their rights they are empowered to ask that they be met;
- develop skills of group decision-making, co-operation and action;
- develop a commitment to action.



### What you need

- A copy of Worksheet 12, Lift Off, for each child.
- Papers and pens for each group of up to six children.

## Introductory Activity

- Divide the class into groups and give each group some pens and a large sheet of paper. In their groups, ask them to brainstorm ways in which they could help people to enjoy their rights. For example, how can they help make sure that people have the right to play, to education, to a healthy environment? Ask each group to nominate a spokesperson to share their ideas with the rest of the class.

## Development Activity

- Give each child a copy of Worksheet 12, Lift Off. Explain that the Lift Off Worksheet is going to be a permanent record of their personal commitment to change. From their shared brainstorm list, choose one thing, which they can do easily, and write it into the number 5 countdown box. This is something which requires no outside help and which they can do themselves.
- Next choose a second item from their list. This is a little more difficult and may require some greater amount of effort and time. This action may take longer and it can be recorded in box 4.
- Finally the children continue to record their efforts for human rights, each one becoming more difficult to achieve in terms of time and effort. It is hoped that the children complete their countdown for human rights and achieve their goals. When they have done this, their rocket is ready for take off and all systems are go!
- End the lesson by asking one child to write the keyword on to a section of the spaceship. The children can also add the new word to their own spaceship and decorate this new section.

## Optional Extension Activity: ICT

- Finding a partner school to link with through e-mail or video conferencing can help develop a shared sense of commitment to human rights. The decisions the children have made at the end of this lesson can provide a basis for on-going exchange with children in other areas.
- For example, after introducing themselves initially the children could partner with another child and exchange on the:
  1. ideas they have for action;
  2. how their action is progressing.
- Alternatively, it could be a whole class exchange where the children of one class send on-going reports of their activities to children in their partner school.



# LIFT OFF

## Appendix I

### SUMMARY OF THE CONVENTION ON THE RIGHTS OF THE CHILD

#### RIGHT

Every child has the right to life

Every child has the right to a name and nationality

Children have the right to be with their family or with those who will care for them best

Children have the right to enough food and clean water

Children have the right to an adequate standard of living

Children have the right to health care

Children with a disability have the right to special care and training

Children have the right to play

Children have the right to free and suitable education

Children have the right to be kept safe and not to be hurt or neglected

Children must not be used as cheap workers or as soldiers

Children must be allowed to speak their own language and practise their own religion and culture

Children have the right to say what they think and to meet together to express their views

## Appendix II

### RESOURCE LISTS

#### **Our World Our Rights**

This book is designed to introduce primary children to the Universal Declaration of Human Rights. It helps them to understand the concepts of rights responsibilities and the meaning of the Declaration. Includes photocopiable book with guidelines for teachers, games and activities. Amnesty International, Age 8-12

#### **Rights of the Child Photopack**

A set of 12 A4 black and white photos of children, each of which illustrates a different aspect of children's rights. A useful and flexible tool for exploring rights with young children. No accompanying material.

Focus, Age 4-12

#### **Working Now**

A primary pack exploring gender roles in relation to work. It contains exercises, ideas for discussion and a set of photos of women and men at work, in non-traditional roles.

Birmingham DEC 1989, Age 4-12

#### **Celebrating Difference**

An intercultural programme for senior primary classes that explores and celebrates cultural difference through the themes of: difference, homes and belonging. Contains teachers' notes, worksheets and 3 posters.

Crosscare/Blackrock Education Centre 1996, Age 9-12

#### **Challenging Racism -Valuing Difference**

An activities book for primary school. This book provides ideas and activities to enable children to increase their understanding of and ability to resist different forms of racism. Information about the history and causes of racism is integrated with activities that explore attitudes, feelings and experiences.

Headstart 1997, Age 8-12

#### **Let's Co-operate**

Over 200 games and activities for children which promote co-operation and conflict solving in creative and enjoyable ways. Accompanying video available on loan.

Peace Pledge Union 1990, Age 4-12

#### **Everyone Can Win**

An entertaining look at conflict, setting out to show how with improved communication, both sides can be winners and achieve a happy solution. Provides ideas and advice for teachers who wish to explore conflict, both locally and globally.

Simon, Age 4-12

#### **Values and Visions**

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.

DEP/C. Aid/Cafod 1995, Age 4-12

### **Co-operative Games – Activities for a peaceful world**

*Peace Pledge Union*

This book combines theory with many practical examples and easy ready-to-use lesson plans.

### **Winners all – Co-operative games for all ages**

*Pax Christi*

This oft reprinted publication is an inexpensive must buy for all teachers, youth leaders and also for anyone who has a party to organise!

### **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. Highly recommended.

### **Time for Rights**

*Unicef/Save the Children, 2002*

This teaching pack explores citizenship and rights in relation to the UN Convention on the Rights of the Child through role play, cartoons, stories, poems and a wide variety of activities. The book looks at what rights mean for an individual child in the family and in the community.

### **The World in the Classroom**

*Trocaire/CDU, 2000*

This teachers handbook outlines opportunities and practical ideas for the inclusion of human rights, development and diversity issues across the Irish Primary Curriculum.

### **World Organisations: Amnesty International**

*Franklin Watts, 2000*

This information book for older children examines how Amnesty International works to prevent atrocities and protect human rights around the world.

### **Welcome poster**

A poster with a welcome message in a variety of languages.

All the Resources above are available from Amnesty Irish Section, Dublin, Galway and Trócaire, Belfast.

This list was provided by The Resource Centre of The National Committee for Development of Education, Dublin.

Source: Siniko, Towards a Human Rights Culture in Africa, Human Rights Education team, Amnesty International, International Secretariat and Cearta Daonna Issue 1, Amnesty International and Trócaire

## Appendix III

### WEBSITES

Amnesty International (Irish Section)

**[www.amnesty.ie](http://www.amnesty.ie)**

Amnesty International (UK Section)

**[www.amnesty.org.uk](http://www.amnesty.org.uk)**

Education International

**[www.ei-ie.org](http://www.ei-ie.org)**

Ulster Teachers Union

**[www.utu.edu](http://www.utu.edu)**

Irish National Teachers Organisation

**[www.into.ie](http://www.into.ie)**

Human Rights Education Associates

**[www.hrea.org](http://www.hrea.org)**

Northern Ireland Human Rights Commission

**[www.nihrc.org](http://www.nihrc.org)**

Republic of Ireland Human Rights Commission

**<http://homepage.tinet.ie/~ihrc>**

United Nations High Commission for Human Rights

**[www.unhchr.ch](http://www.unhchr.ch)**

United Nations Schools Website

**[www.un.org/Pubs/Cyberschoolbus](http://www.un.org/Pubs/Cyberschoolbus)**

Unicef (Children's Rights)

**[www.unicef.org/crc](http://www.unicef.org/crc)**

Scoilnet

**[www.scoilnet.ie](http://www.scoilnet.ie)**

Council for Curriculum, Examinations and Assessment

**[www.ccea.org.uk](http://www.ccea.org.uk)**

National Council for Curriculum and Assessment

**[www.ncca.ie](http://www.ncca.ie)**

## Appendix IV

### ASSESSING LEARNING

#### 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., needs, wants, rights, responsibilities)?

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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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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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

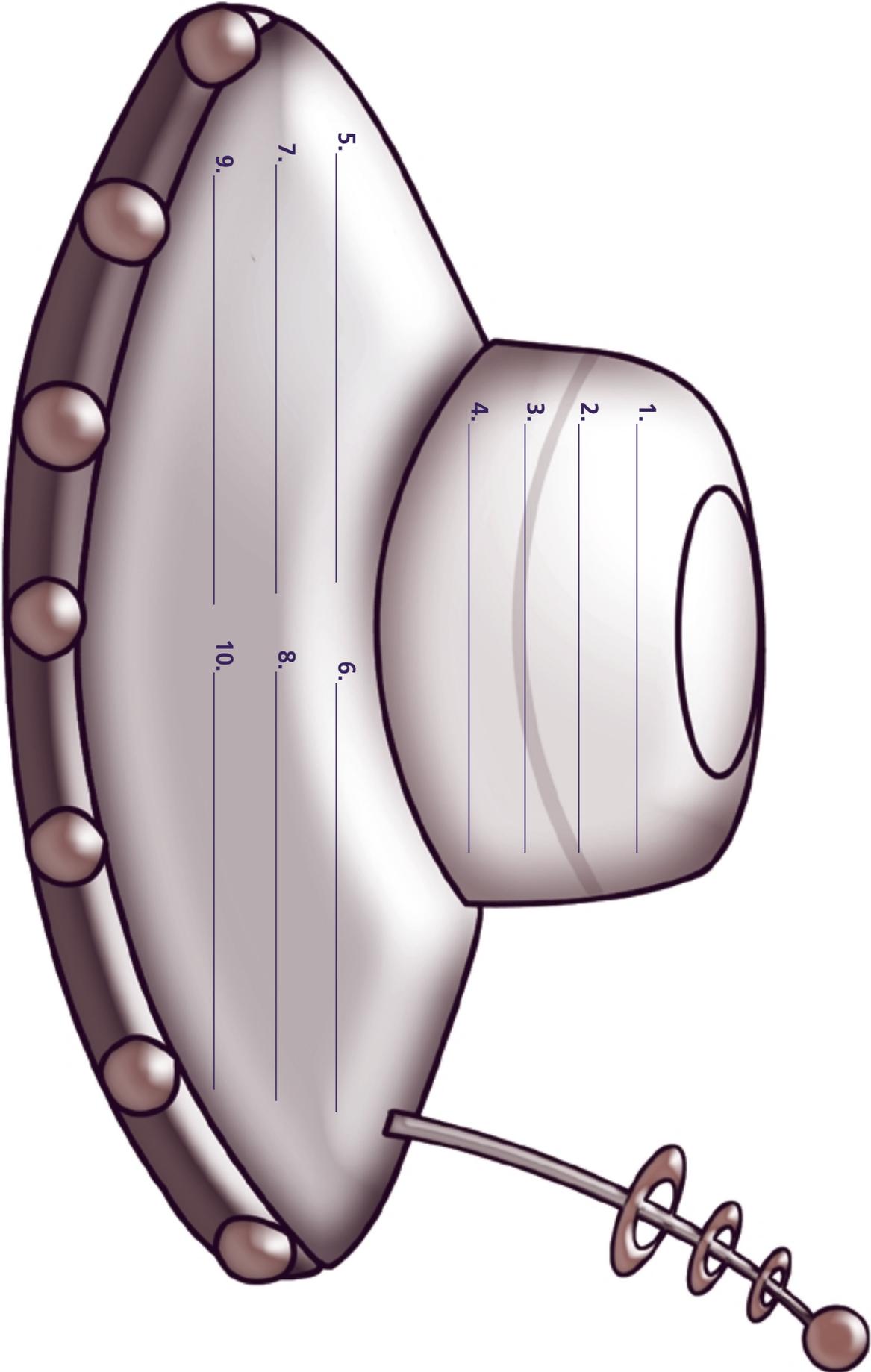
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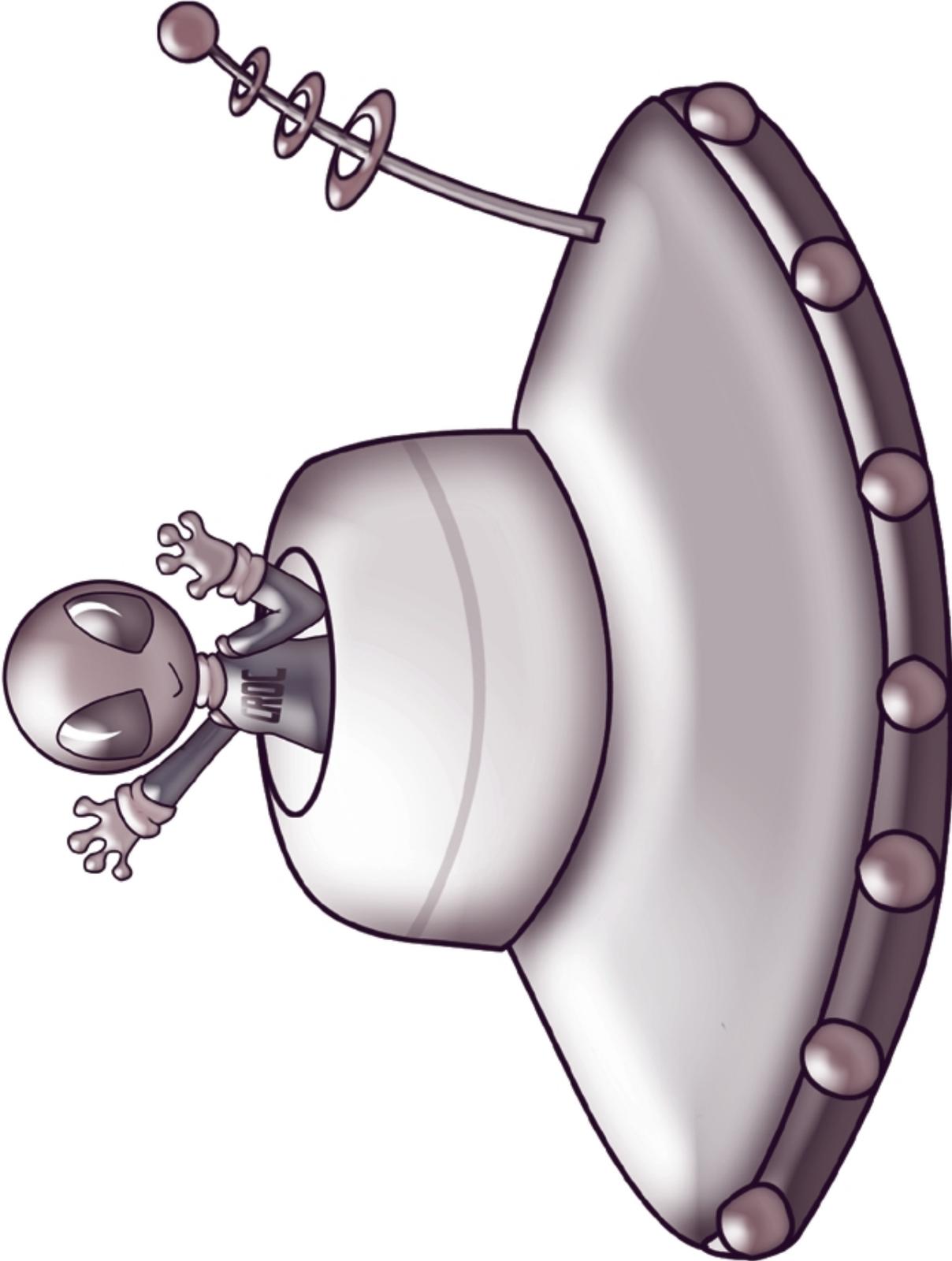
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# Template One



# Template Two



# Template Three



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