

# CHILD RIGHTS IN CLASS

LESSON BOOK DUTCH CARIBBEAN  
Primary School

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# 1 Introduction to Child Rights Education

Children have rights. The rights of children are agreements between states about what children minimally need in order to grow up healthy and safe. These agreements have been made between almost all countries of the world and they were defined in 1989 by the United Nations Convention on the Rights of the Child (UNCRC).

## What are the basic child rights?

Child rights are human rights for children. These rights describe what children need to have or should be able to do. The Convention on the Rights of the Child emphasizes that it is best if a child is raised within his or her family. Every child has the right to appropriate alimentation (food and drink), and adequate housing. A child must be able to do and learn what is good for him or her. Parents need to ensure this. If parents are not able to do so, the government should assist them. The government should use all his power to ensure that the rights of children are met.

The Convention on the Rights of the Child covers three categories of rights.



### Did you know that..

Almost all countries of the world have signed the Convention on the Rights of the Child? At the present time 196 countries are parties to the Convention.

## Provision

Provision includes materials, resources and services that children need to receive or have access to in order to grow up to the maximum extent of their potential. It refers to education, health, food and drink, and a safe place to live and play.

## Protection

Protection rights are necessary to protect children against living conditions that damage their development and well being. It includes protection against mistreatment, child labor, sexual exploitation and the results of war. Some articles refer to the protection of more vulnerable groups such as disabled children or refugees.

## Participation

Participation rights are rights allowing children and young people to stand up for themselves or rights which enable them to express their opinion and decide about matters that concern them. Such as the right to be heard, (for example by a judge if their parents are getting a divorce) or the freedom to have their own views, freedom of religion and the right to access multiple sources of information.





# 2. The importance of Child Rights Education

## Tamara Salsbach

Child rights specialist

We are finally making small steps forward on the implementation of the Convention on the Rights of the Child (CrC) on our islands. Since 1998, our governments committed themselves to undertake appropriate legislative, administrative, and other measures for the implementation of the CrC. According to the Committee on the Rights of the Child in Genève, we must work harder to improve the situation of children in our countries.

We must work towards increasing the knowledge, awareness and the involvement of both children and adults in children's rights. Children will then be better able to stand up for themselves and for others. And adults can contribute to help ensure that children can grow up healthy and safe.

By using this manual in your classroom, you are making a huge contribution to the implementation of the CrC on your island. And you make part of the community who are on a quest to lobby, advocate and work on behalf of the CrC and therefore try to improve the situation of children on their island.

I hope you will enjoy the ride of teaching the children's rights as much as the children do.



**Tamara Salsbach**  
Child rights specialist

## Jovanka Janga-local teacher

### Primary education



It is not easy nor difficult to teach children about their rights. The lessons that I taught my students are based on the child rights included in UNICEF's list. First I introduced the concept child rights to them, starting with a (role play) discussion between me and them. We then played through these rights (with pictures) and the children presented their results. While doing this they decided and chose which of these rights were the most important to them. They also worked together in groups of three sharing thoughts, opinions and remarks with one another. I think it is very important to teach children about their rights. And it is the ideal thing to do when preparing for the International Children's Rights (or World Children's) day.

It also helps students to develop their

critical thinking skills and their creativity, as well as abilities such as reading, writing, listening and talking (debating, interchanging and discussing ideas in a respectable way).



# 3. Explanatory notes

## Objective of the textbook

This textbook was developed to assist you to teach your students about child rights in a playful manner. Children will eventually be able to discover, learn and understand their rights.

## Lesson content

The lessons are divided in three topics: what are rights, participation and we are all equal (see lesson plan on page 6). The lesson activities are coupled to the areas of child development, because the enforcement of children's rights are of utmost importance for a healthy growth and for the realization of a child's development.

Besides introducing children to their rights, these lessons also contribute to their language and speech development and to the development of their social, motor, cognitive and creative skills. The lesson activities are also in line with the lesson objectives of the following school subjects: English (oral and writing), Self interest and other-orientation, and Man and Society.

## Lesson materials

Besides the textbook there are other supporting materials available. The materials are, moreover, appropriate for children as they are interactive and stimulate creativity. The lessons can be used during the whole school year. The textbook and lesson materials are tools for the teacher in order to instruct children on child rights. The table below describes the materials that UNICEF provides and the materials that the school needs to provide during the lesson activities.

## 20th of November World Children's Day

In 1989 the United Nations approved the Convention of the Rights of the Child and since then proclaimed the 20th of November as the World Children's Day. You can prepare for this celebration with your students, by teaching a part of this textbook each preceding month. We invite you to use your own creativity, abilities and talents to make these lessons your own. We wish you a lot of success and fun!



### Did you know...

Child rights help children reach their full potential? It is therefore very important that all children know their rights.

# 4. Lesson plan

Month	Theme	Lesson activities Target group 5-7	Lesson activities Target group 8-12	Learning outcomes
Month one	What are children's rights?	<p>1. <i>Storytelling</i> 30 minutes</p> <p>2. What do you see? 20 minutes</p> <p>3. Respecting children's rights 20 minutes</p>	<p>1. Wants and needs? 40 minutes</p> <p>2. How does your day look like? 45 minutes</p> <p>3. Respecting children's rights 30 minutes</p>	Students explore the meaning of the concept 'rights'
Month two	Article 12 Participation	<p>1. Let's organize the classroom 20 minutes</p> <p>2. Child in action 30 minutes</p> <p>3. The six men from India 35 minutes</p>	<p>1. The big discovery voyage 35 minutes</p> <p>2. At the school principal's table 30 minutes</p> <p>3. Debate 25 minutes</p>	Students reflect about participation: how to participate and how to partake in a conversation
Month three	Article 2 Everybody is equal	<p>1. I am unique 20 minutes</p> <p>2. We are all equal 30 minutes</p>	<p>1. I am unique 20 minutes</p> <p>2. Discovering my talent 45 minutes</p>	Students learn that everyone is unique

# What are children's rights?

## Month one

<p><b>Learning objectives</b></p>	<ul style="list-style-type: none"> <li>• Students are introduced to the concept of child rights</li> <li>• Students learn that the basic needs of children have been recorded as child rights</li> </ul>
<p><b>Learning materials</b></p>	<p><b>Provided by UNICEF</b></p> <ul style="list-style-type: none"> <li>• Needs cards and person cards</li> <li>• Storyboard</li> <li>• Story cards</li> <li>• Illustration cards</li> <li>• Child rights poster</li> </ul> <p><b>Provided by the school</b></p> <ul style="list-style-type: none"> <li>• Big pieces of paper, crayons, ribbons or pieces of rope, colored pencils and painting materials</li> </ul>
<p><b>Learning activities</b></p>	<p><b>5 -7 years old</b></p> <ul style="list-style-type: none"> <li>• Story telling <i>30 minutes</i></li> <li>• What do you see? <i>20 minutes</i></li> <li>• Respecting children's rights <i>20 minutes</i></li> </ul> <p><b>8 - 12 years old</b></p> <ul style="list-style-type: none"> <li>• Wants and needs <i>40 minutes</i></li> <li>• How does your day look like? <i>45 minutes</i></li> <li>• Respecting children's rights <i>30 minutes</i></li> </ul>



<p><b>Areas of development</b></p>	<ul style="list-style-type: none"><li>• <b>Physical development:</b> <i>physical growth and motor skills</i></li><li>• <b>The learning and use of language:</b> <i>to read and understand, expressing thoughts and feelings with words</i></li><li>• <b>Cognitive development:</b> <i>thinking, problem solving, creativity and perception</i></li><li>• <b>Social and emotional development:</b> <i>to interact with others about feelings and emotional responses; to understand one's own feelings and to use appropriate forms to express them</i></li><li>• <b>Play and creative development:</b> <i>to develop imagination and creative abilities while playing, painting and fantasizing</i></li></ul>
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## Target group 5 -7 years old

### 1. Story telling

Time:	30 minutes
Material(s):	storyboard (A3 size), big piece of paper, color pencils, painting materials, Child rights poster Form of classroom instruction
Instruction:	classroom instruction
Area(s) of development:	cognitive development, creative development and social-emotional development

**Discuss the poster ‘Child rights’ with the children. You can also use the explanation “Child rights in child friendly language” (in Annex 2).**



The term right to education or right to play and recreation are big and difficult words for children. The teacher should explain these rights to their level of understanding. For example: right on education: every child should get the opportunity to go to school (see Annex 2)

- a. Tell a made-up story using the storyboard about rights of children. The storyboard is about children playing outside. Bring the story to life by acting it out
- b. Stop telling in the middle of the story and ask the children to portray (individually or in groups) a continuation of the story, on a large piece of paper. The children can draw, paint or color etc. the follow up to the story.
- c. Discuss the ending of the story with the children.
- d. Ask students the following questions:
  - o Which rights come up in the story?
  - o What does the child need to do to respect these rights?



## 2. What do you see?

Time:	15-20 minutes
Material(s):	piece of paper (A3) with illustrations
Form of instruction:	group and classroom instruction
Area(s) of development:	cognitive development & language and speech development

Go through the poster “Child rights” with your students. You can use the explanation “Child rights in child friendly language” (in Annex 2).



### Tip

The teacher can seat him- or herself with the children in a circle and pass a ball around. If a child has an answer to the questions he or she will get the ball and speak out.

- Split the class in groups. Each group gets an A3 card with illustrations.
- Ask the children to look at the illustrations and name what they see.
- Ask the children the following questions: (you can also add your own questions):
  - what do you see?
  - what do you think? (when looking at the illustrations)
  - what do you like?
  - what don't you like?
  - which rights are illustrated in the story?

## 3. Respecting children's rights

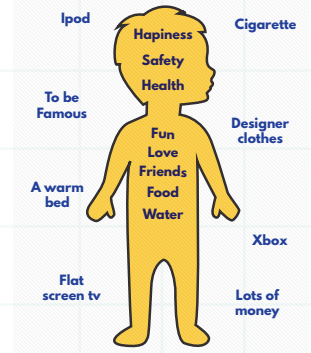
Time:	20 minutes
Material(s):	piece of paper (A3) with illustrations, needs cards, person cards
Form of instruction:	group instruction
Area(s) of development:	cognitive development & language and speech development

- Hand 10 needs cards and 5 person cards to each group. The cards are put on the table.
- Explain to the children that each group chooses which adult or child would be responsible for the needs of the child on the card. For example: the child is ill (needs card), the doctor, his or her parents, and the nurse (person cards) are responsible for him or her.
- Discuss with the children the cards they chose and why they chose them.

## Target group 8 – 12 years old

### 1. Wants and Needs?

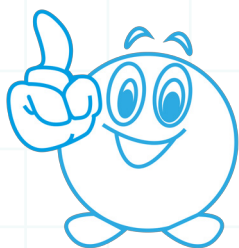
Time:	40 minutes
Material(s):	a big piece of paper on which a child's body can be drawn (or four A3 pieces of paper stuck together), markers
Form of instruction:	group instruction
Area(s) of development:	cognitive development & play and creative development



**Tip: this lesson can also be held in the schoolyard using crayons or in the gym/classroom using rope or ribbons for outlining.**

- Split the class in groups. Every group gets a big piece of paper. Explain to the children that they need to trace the body of one of them with either crayons, a rope or ribbons.
- They may give the traced figure a name and write that name on the paper.
- Subsequently you can ask the students the following questions:
  - What is the difference between wishes and needs?
  - What are your wishes? Explain to them that wishes will have to be written outside the traced body.
  - What do you need to grow up in a safe, healthy and happy environment? Explain to them that needs will have to be written inside the traced body.

Children's needs are often comparable with the rights mentioned in the Convention on the Rights of the Child, for example the need for food can be linked to the right to healthy food. Instead of explaining everything, let the children think and come up with their own ideas and discover the difference between the two terms. You can link the needs they mention with one of the child rights. Thus the question would be: which need is connected to which right?



Needs are essential for the development, protection and participation of the child in society.

Wishes and wants are things the children would want to have, but they are not essential for the development, protection and participation of the child in society.

The Convention on the Rights of the Child is developed to guarantee all children a good start in life by providing them equal opportunities and rights.

## 2. How does your day look like?

Time:	45 minutes
Material(s):	A3 storyboard, card with case, markers, colored pencils, Child rights poster
Form of instruction:	group instruction
Area(s) of development:	cognitive development & play and creative development



**Training on child rights**  
This lesson activity has been delivered by teachers during the workshop on Child rights.

**The teacher first discusses the case in the classroom. The students start to work subsequently in groups.**

- The class is split in groups. Each group is handed a storyboard and a case.
- The students read the case with attention and are told to finish the storyboard. They describe the life of the child, which they read about in the case, on the storyboard. The teacher encourages them to use their creativity to finish the storyboard.
- The students link a child right to every one of the activities on the storyboard. If there is enough time left, the students can make a presentation of the storyboard they finished.

## 3. Respecting children's rights

Time:	30 minutes
Material(s):	story cards about Caribbean children, person cards
Form of instruction:	group instruction
Area(s) of development:	cognitive development & social-emotional development

- Hand a story card to each group.
- Ask the children to read every story with close attention and to decide afterwards which child rights are respected and which not.
- Discuss the rights the children have identified. Use a spider web figure, a flip over or a blackboard to write down the rights they identified.
- Hand the person cards to the groups. The students may choose a card for each right that is respected or not. They should identify the persons (person cards) responsible for the improvement of the child's situation. The teacher or a student, uses a flip over to write down the ideas that come forward.

# Article 12 Participation

## Month 2

<p><b>Learning objectives</b></p>	<ul style="list-style-type: none"> <li>• Students learn to participate by partaking in a conversation, by voicing their opinions and finding solutions</li> <li>• Students learn to express their ideas</li> <li>• Students learn to show respect for the ideas and opinions of others</li> </ul>
<p><b>Learning materials</b></p>	<p><b>Provided by UNICEF</b></p> <ul style="list-style-type: none"> <li>• Storyboard</li> <li>• Short story cards</li> <li>• Story cards</li> <li>• Illustration cards</li> <li>• An example of a coloring page</li> <li>• A4 worksheet (elephant body parts)</li> <li>• Picture of an elephant</li> </ul> <p><b>Provided by the school</b></p> <ul style="list-style-type: none"> <li>• Copy of a coloring page</li> <li>• Colored pencils and markers</li> <li>• Crayons</li> <li>• Big pieces of paper or a flip over</li> </ul>
<p><b>Learning activities</b></p>	<p><b>5 -7 years old</b></p> <ul style="list-style-type: none"> <li>• Let's organize the classroom</li> <li>• Child in action</li> <li>• The six men from India</li> </ul> <p><b>8 - 12 years old</b></p> <ul style="list-style-type: none"> <li>• The big discovery voyage</li> <li>• At the school principal's table</li> <li>• Debate</li> </ul>



<p><b>Areas of development</b></p>	<ul style="list-style-type: none"><li>• <b>Physical development:</b> <i>physical growth and motor skills</i></li><li>• <b>The learning and use of language:</b> <i>to read and understand, expressing thoughts and feelings with words</i></li><li>• <b>Cognitive development:</b> <i>thinking, problem solving, creativity and perception</i></li><li>• <b>Social and emotional development:</b> <i>to interact with others about feelings and emotional responses; to understand one's own feelings and to use appropriate forms to express them</i></li><li>• <b>Play and creative development:</b> <i>to develop imagination and creative abilities while playing, painting and fantasizing</i></li></ul>
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I HAVE  
THE RIGHT TO EXPRESS MY  
OPINION ON ALL SUBJECTS THAT  
CONCERN ME AND THE  
RESPONSIBILITY TO DO THIS  
IN A RESPECTFUL WAY,  
BESIDES LISTENING TO THE  
OPINIONS OF MY PEERS  
AND MY ELDERS.



## Background information for the teacher

### What is the right to participation?

This right states that a child has the right to receive information about matters that are relevant to and important in their lives. Participation also means that children's opinions and ideas are heard and that their views or opinions are taken into account. They should be allowed to speak out and influence decisions in all matters affecting them. The child's opinions should be heard and given due weight by teachers, parents and others.



Participation is a big word and children find it difficult to understand. You can explain to children that they have the right to voice their opinions, and that these must be heard and taken into account when a decision made by others concerns them or is relevant to them.

### The importance of the right of participation

Children participate in a community in order to learn and grow up to be adults. By participating they learn new skills and gain more self confidence. The child learns that respecting the opinions and ideas of others is part of growing up and become a responsible citizen. The participation of children also benefits their elders. If children are involved in the process of establishing the school's rules, the chances are bigger that they will follow those rules. This will result moreover in a positive climate on the school grounds.

## Target group 5-7 years old

### 1. Circle time: let's organize the classroom

Time:	30 minutes
Material(s):	storyboard, big piece of paper or black board
Form of instruction:	classroom and group instruction
Area(s) of development:	cognitive development, language & speech development, social-emotional development

**This lesson activity can be carried out as a preparation for the World Children's Day on the 20th of November.**

- a. Each group gets a storyboard. The storyboard is about some kids that are going to organize their classroom. The students go through the storyboard and discuss in the group what they see.
- b. Explore and consider the ideas of the students and take care to let them take the floor and speak out their opinions as much as possible.
- c. Ask them to look around the classroom. They can walk about and consider what they want to change. Ask them subsequently questions such as:
  - o How do you like our classroom?
  - o What would you like to be different?
  - o How would you re-organize the classroom?
- d. Write their ideas on the black board or on a big piece of paper.
- e. The children may cast a vote on the ideas that came forward. The winning ideas, will be carried out in the coming months if that is not possible it is explained to the children why it is not possible.

## 2. Child in action

Time: 30 minutes

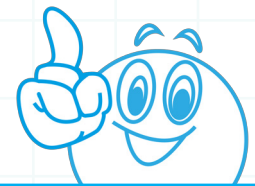
Material(s): coloring page ('kleurplaat'), crayons (if available) and colored pencils

Form of instruction: individual and classroom instruction

Area(s) of development: cognitive development, language & speech development, motor skills

Every student gets a coloring page ('kleurplaat').

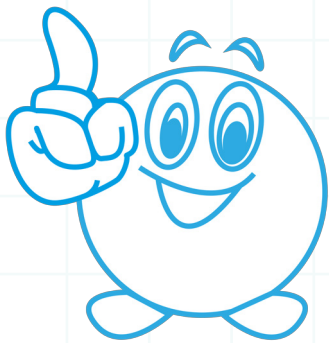
- a.
- b. Discuss the pictures on the page and ask the following questions:
  - o What do you think that the child in the picture is saying?
  - o What do you think that the teacher is saying?
  - o What do you like to do most? Flying a kite, playing football, reading a book or something else?
- c. Ask the students which color is adequate to use. It is important to keep the dialogue going.
  - o The tree must be blue. What do you think?
  - o Shall we give the school a black color? Why not? Which color is more adequate?
  - o I want to add a green color to this ball? What do you all think?
- d. The students use crayons or color pencils to fill in the colors.



The target of this activity is that children learn to express their opinions while they also learn to stand up for their own decisions.

### 3. The six men from India

Time:	35 minutes
Material(s):	story (see annex 1), picture of elephant in color, body parts of an elephant
Form of instruction:	classroom instruction
Area(s) of development:	cognitive development, play and creative development



- a. The students are sitting in a circle and the teacher reads out the story about the six men and the elephant in a captivating way (see the story below in Annex 1).
  - b. Show the elephants' parts (one by one) while you are reading the story out loud. At the end of the story the students may guess which part of the elephant the men were touching. When they make the right guess, you show them the picture of the corresponding part.
- c. Ask them questions about the story:
- o What did the men think they were touching?
  - o Why were their answers so different?

*Use the elephants' parts to assemble the picture of the elephant. Allow some students to put the parts where they belong.*

- d. Ask questions about collaboration (working together as a team):
- o What does working together means?
  - o What is your opinion about team working?
  - o How could the men have joined their efforts to discover where they were? (make them aware of the importance of teamwork)

This story must be told as vividly as possible. Inspire the children to visualize the scenes in the story. Remember that the men in the story are blind and that they 'see' with their ears (listening), hands (touch) and nose (smell). The story may be repeated while the children contribute with 'sound effects' or while the children act out the scenes. Ask them to make the story more exciting by adding specific sounds.

You can think of:

- Hands beating on knees to represent the sound of the men walking on the road
- Shouting to illustrate the noise of the merchants at the marketplace
- Let us all rub our hands together to imitate the sound of rustling leaves
- Making animal sounds (like the growl of a tiger or the singing of a bird) to indicate that the story is located in the jungle





## Target group 8 – 12 years old


### 1. The big discovery voyage

Time:	35 minutes
Material(s):	short story cards, illustration cards ('illustratiekaartjes') and script (see below)
Form of instruction:	classroom instruction
Area(s) of development:	cognitive development, play and creative development, social-emotional development

**The teacher uses a script to guide him/her during this lesson activity. The script starts at step one.**

**Step 1.** All the children are gathered around the table. On the table there is a big piece of paper with illustration cards ('illustratiekaartjes'). The students are going to travel around the world and discover what participation means.

**Step 2.** Allow some students to pick up an illustration card (family, education, etc.) out of the bunch lying on the big piece of paper and reflect with them how they could participate in the communities on the different geographical locations that they are going to visit.

	Script
 <p>What do children say about participation?</p>	<p><i>The teacher is talking: 'We are going to make a nice and exciting journey. We are going to travel to different countries. Do you know who we are going to meet there? Children like you. Children who go to school, play outside, and also have rights. These children from different countries are going to tell us about their country, and why it is important for children to voice their opinions and why their elders have to take their opinions very seriously.'</i></p> <p><i>Are you ready? Wait a second, where are your passports? Oops, we cannot travel without our passports. What else do we need when we travel? (the children mention some examples). The teacher: 'are we ready now?'. Ok. Let's go. (children pretend to walk to the plane, and to step aboard the plane, etc.). The teacher: 'Is everybody aboard? The plane takes off and flies to Peru. Where is Peru located? (You may use a world map or a world globe to point out the locations). Teacher: 'What language do they speak here?'' (Allow a child to take the map of Peru and read out loud what they find. Ask the students if they understand and explain in more detail. Ask questions about participation so children are able to understand what the word means. See the story cards for an opinion of a child in Peru. The plane then heads to Ghana and Italy. You can go through the same steps as you did with Peru. The plane then heads back home.) The teacher: 'And how did you like the countries that we visited? Which other countries would you still like to visit? What can we say about the participation of young people on our island?'</i></p>

	Script
<p style="text-align: center;"><b>Step 2</b></p> <p>Where and how do young people participate?</p>	<p>The teacher is talking: <i>'We are going for a walk in the fine neighborhoods on our island. We walk past a house and we see a mother, a father and some children sitting at the table. They have a family reunion. How do you think these children are voicing their ideas? What are they possibly saying during the family reunion?'</i></p> <p>Likely answer: In a family kids are able to come up with ideas about things they want to do together, as a family. The children may also say what they like or do not like about family affairs.</p> <p>The teacher is talking: <i>'We keep on walking and pass a school (mention the name of a local school) where children are having a meeting. What are they discussing? Which topics are they possibly talking about?'</i></p> <p>Likely answer: At school children are allowed to express their ideas about for example the content of their lessons, the opening week events, school rules, etc.</p> <p>The teacher is talking: <i>'We also pass the grounds of the hospital. There is a child interned there to have his tonsils removed. The child is talking to the doctor. Is he asking the doctor a question or is he telling him a story?'</i></p> <p>Likely answer: In the hospital a child has the right to ask questions about the procedure of their surgery, they could also indicate where they want to sleep (in a room with other children or alone).</p> <p>The teacher is talking: <i>'What is that building? Oh yes, that is the governor's residence. What do we see there? Is that a child talking to the governor? Is that possible? What do you think that child is telling the governor?'</i></p> <p>Likely answer: Children are allowed to express their views on social affairs. Children can bring up ideas to sharpen local policies and they can also meet national and international leaders on a regular base to present their plans for the future.</p>

## 2. At the principal's table

Time: 30 minutes  
 Material(s): flip-over, markers  
 Form of instruction: classroom instruction  
 Area(s) of development: cognitive development, play and creative development

- a. The teacher places an imaginary telephone on a playing area or on the floor. The students are in a meeting room. One of them represents the school principal and the others represent the other teachers. Somebody calls the principal, and he/she picks up the phone. They tell him on the phone about an incident at school, but he is not telling the others what happened. While the principal is listening, he is acting out with his hands, face expressions and some keywords. When the principal finishes the conversation, the other children (teachers) must guess what happened.
- b. The masters and mistresses (the children) meet and come up with solutions regarding the incident at school. The teacher writes the situation and the possible solutions offered on a flip over. He may ask the following questions to assist the children during 'their meeting':
  - o Who called?
  - o Who are involved in this incident?
  - o What did actually happen?
  - o Which right(s) were not respected?
  - o What can we do to make sure that these rights are taken into account?
- c. The children are allowed to change roles. The classroom can be re-organized as a meeting room and you may also use a real telephone. In short, let the children use their imagination and creativity. They can play out the whole conversation on their own and invent their dialogue as they proceed with the story.

<b>Incident 1</b>	A child was suspended because he/she insulted the teacher.
<b>Incident 2</b>	A child fell ill in the classroom, he has a lot of pain in his belly. His parents do not pick up the phone, so the teacher takes the child to first aid at the hospital. They are very busy and it is taking too long to get him some help.
<b>Incident 3</b>	A 5 year old is walking around in the neighbourhood of the school wearing dirty clothes and worn out slippers.
<b>Incident 4</b>	An 8 year old girl is helping her mother during school hours to make and sell patties and johnny cakes.

### 3. Debate

**Time:** 25 minutes  
**Material(s):** -  
**Form of instruction:** classroom instruction  
**Area(s) of development:** cognitive development



- a. Organise a debate. Use the ‘step over the line’ method. Explain this method to the children. Those with a particular point of view stand on one side of the classroom, and those with a different point of view must stand on the other side.
- b. Write an (individual) statement (see examples below) on the blackboard and ask a student to read it out loud. Another possibility: write all statements on a piece of colored carton paper and put them in a box or basket. Let each student take one and read it out loud.
- c. Give the students some time to react and explain their choices. You can always add more statements or let the students come up with new ones or you could either use the examples of statements below. Keep questioning the students why they are for or against a statement.

**Right to be loved**  
The Convention on the Rights of the Child was drawn up and accepted to allow children to grow up in an adequate environment. The government has an important role to help kids and their parents to achieve this. But the government cannot impart love to children. If we respect all the rights of children in our communities, the result will be that children grow up feeling loved.

The objective of this lesson's activity is that children learn how to have a conversation and how to defend their opinions. It is not about who or what is right or wrong

If a child expresses his opinion, he is being disrespectful
Children are allowed to walk and play on the streets till late/sundown
Homework should be prohibited
The right to love does not exist
If a child bullies another child he/she must be suspended
A child must obey his parents in all circumstances and in all situations

# Article 2 Everybody is equal

## Month 3

<p><b>Learning objectives</b></p>	<ul style="list-style-type: none"> <li>• Students learn that every child is unique</li> <li>• Students learn that all children have rights irrespective of their appearance, ethnicity, gender, cultural heritage or disabilities</li> <li>• Students learn that everybody have rights and that they should show respect for the rights of others</li> </ul>
<p><b>Learning materials</b></p>	<p><b>Provided by UNICEF</b></p> <ul style="list-style-type: none"> <li>• Illustration card of different children</li> <li>• A3 card with 10 questions</li> </ul> <p><b>Provided by school</b></p> <ul style="list-style-type: none"> <li>• Objects such as a ball, a box, crayons etc.</li> <li>• Blank A4 or A5 (carton) paper</li> </ul>
<p><b>Learning activities</b></p>	<p><b>5-7 year olds</b></p> <ul style="list-style-type: none"> <li>• I am unique <i>20 minutes</i></li> <li>• We are all equal <i>30 minutes</i></li> </ul> <p><b>8-12 year olds</b></p> <ul style="list-style-type: none"> <li>• I am unique <i>20 minutes</i></li> <li>• My talent <i>45 minutes</i></li> </ul>



**Areas of development**

- **Physical development:** *physical growth and motor skills*
- **The learning and use of language:** *to read and understand, expressing thoughts and feelings with words*
- **Cognitive development:** *thinking, problem solving, creativity and perception*
- **Social and emotional development:** *to interact with others about feelings and emotional responses; to understand one's own feelings and to use appropriate forms to express them*
- **Play and creative development:** *to develop imagination and creative abilities while playing, painting and fantasizing*

## Target group 5-7 & 8- 12 years old

### 1. I am unique

Time: 20 minutes  
Material(s): A4 illustration card with pictures of children  
Form of instruction: classroom instruction  
Area(s) of development: cognitive development, language and speech development

- a. Sit around in a circle with your students.
- b. Choose an illustration card and discuss it with the students. You can choose to discuss all the illustration cards one after another during one session or to discuss one card every week.
- c. Question you could ask during the discussions are:
  - o What is happening?
  - o What does this child not have and what do we have?
  - o What does this child have and we also have?
  - o If this child would have been in our classroom, how should we have treated her?

## Target group 5-7 years old

### 2. Everybody is equal

Time: 30 minutes  
Material(s): any object such as a ball, a marker, a box etc.  
Form of instruction: classroom instruction  
Area(s) of development: cognitive development, social-emotional development

- a. Explain to the children that they are going to play a game of hide and seek. One of the children is the 'seeker' and he or she must go and stand outside.
- b. The teacher hides an object somewhere in the classroom where it is easy to find. The seeker enters the classroom and start searching for the object.  
The teacher says: 'You are going to search for a particular object, the other students are going to help you and encourage you to find it.'  
While he is looking for the object, the other students spur him on with words like: 'You are going to find it. You are doing well. You are almost there, go on, you will find it for sure.' When he finds the object eventually, the other children give him a hearty applause.
- c. Send a second 'seeker' outside. Hide the object again, but now make it more difficult to find. The seeker comes inside and start to look for the object. This time the children are quiet while he looks around for the object. You will tell the child: 'You



are going to look for the hidden object , but the others are not going to help you, you have to find it on your own. I am going to walk next to you and keep you company, but I am not telling you where it is.' Don't let this part go on for too long. At the end of the game thank the seeker for his effort and tell him that he did wonderfully well.

- d. Discuss the game with the students:
  - o Who found the object first? (seeker 1 or seeker 2)
  - o Why did he/she find it first?
  - o How does it feel to be encouraged while looking for the object? (seeker 1 only)
  - o How did it feel to encourage the seeker to find the hidden object?
  - o Do we normally encourage others in the same way? When do we do that and when do we abstain from it?
  - o What can we do to give everybody a fair chance?

## Target group 8 - 12 years old

### 2. My talent

Time:	45 minutes
Material(s):	A3 card with 10 questions
Form of instruction:	group instruction
Area(s) of development:	cognitive development, social and emotional development, moral development

The objective of this activity is to raise the consciousness of the children about the fact that everybody has an unique talent and that children should respect each other and tolerate each other's

#### This activity can be used to prepare for World Children's Day.

- a. Split the class in groups. Each group gets an A3 card with 10 questions written on it. The students answer these questions individually and write their answers on a piece of paper.
- b. Subsequently, the teacher discuss their answers to the questions.
- c. Under your guidance, the students make a declaration of intent on a big piece of paper inspired by the 10 questions and their answers. See the annex 3 for an example of a declaration of intent.
- d. The declaration of intent can be presented to the other teachers and to the principal or exposed in the teacher's lounge or in the hallway as part of the celebration of the World Children's Day.

If possible, the declaration of intent can also be painted on a piece of cloth or on a piece of canvas

## Annex 1 The six men from India

There were once six men living in a little town in India. Their fellow villagers had prohibited them to leave town. The reason was that the six men were blind and the other villagers were afraid that they would get lost or get into an accident if they left town on their own. The six men talked about this among themselves: *"It is very boring to be here all the time and not being able to discover the outside world"*, said one of them. *"I don't want to stay here"*, another one said. *"I want to travel and discover the world"*. *"Yes"*, another one said, *"Let us go and have some adventures."* So they decided to hit the road. And to leave their hometown behind, looking for adventures. They bound themselves to each other with a long piece of rope, so they could not be separated, and they left walking on in a line. The six men walked and walked, following each other in a straight line, until they reached the market place. At the marketplace they were met by many sounds and smells. And they were almost knocked down while walking between the townspeople roaming about the different stands. They finally reached the end of the market and found a main road to walk on. They continued their journey on that road, bound by the rope that held them together, when they finally reached the jungle. Now the smells were different and there were all kinds of noises around them. The men wanted to have some adventures, and that is exactly what they got! The six men walked near the edge of a sheer cliff and number one fell off the cliff. He was bound to number two, so number two also fell down the cliff. Number three was tied to number two, so he also slid down along with the other two. And so it went on and on. Number four, number five and number six, they all tumbled down. They screamed and tried to hold onto anything they could grab with their hands. Then the men hit a hard surface. The six men were trying to figure out where they were, and tried to explore the place where they had landed with their hands. They all started to talk at the same time and shouted out their findings. *"We landed somewhere where there are a lot of ropes"*, number one said. *"I can feel a thick long and hairy rope"*. (The teacher shows the trunk of the elephant). *"No, absolutely not"*, shouted number two. *"There are no ropes here, this is hard and solid stone"*. (the teacher shows the body of the elephant). *"You are both wrong"*, shouted number three. *"We fell between some trees, I am holding to a tree trunk"*. (The teacher shows the legs of the elephant). *"Now I know for sure that this is a place where there are big leaves."* proclaimed number four. *"I have a big fat leave in my hands"*. (The teacher shows the ears of the elephant). *"I don't understand why you are talking about leaves and trees"*, number five yelled. *"It is clear that we ended up in a snake pit, let us get out of here immediately"*. (The teacher shows the tail of the elephant). *"We have to leave this place as soon as possible"*, number six was shouting in panic. *"Yes, but not because there are snakes here, you are all wrong, we are being attacked with spears! Run away as quick as you can!"* (The teacher shows the tusk of the elephant). *"No, you got it all wrong"*, all the others cried out, and they started to argue. Everybody thought that they were right, and that the others were wrong.

The six men all landed in the same place. What do you think they came across? (Let the children come up with their own ideas before you show them the picture of the elephant).

## Annex 2 Explaining children's rights

For an explanation in child friendly language in dutch, click here [www.kinderrechten.nl/kinderrecht/alle-kinderrechten/](http://www.kinderrechten.nl/kinderrecht/alle-kinderrechten/)

For an explanation in child friendly language in English, click here [www.unicef.nl/files/English%20child%20friendly%20convention.pdf](http://www.unicef.nl/files/English%20child%20friendly%20convention.pdf)

	<b>Child rights in short</b>	<b>Child rights in child friendly language</b>
1.	Every child has the right to have their own opinion and the right to participate.	I think about the things I want to say and about the things I believe, and I share them with others if I want to.  I learn how to do that in an adequate way. Other children, the teacher, my parents and other adults help me to achieve this goal and they take me seriously.
2.	Every child has the right to be provided with healthy food, water, clothes and a home.	I need healthy food. I need clean water. I need clothes. I need a house to live in.
3.	Every child has the right to meet up with others.	I am allowed to play with my friends and to choose my own friends.
4.	Every child has the right to safety and protection.	Together we must make sure that we feel safe. The government must protect children against mistreatment, abuse and neglect.
5.	Every child has the right to education and information.	I am allowed to go to school and to obtain information about the things I do not know or understand.
6.	Every child has the rights to play and to free time.	I am allowed to play, rest, exercise, go to the movies or theatre and spend time doing fun and relaxing stuff.
7.	Every child has the right to health care.	If something happens to me, somebody should care for me

8.	Every child has the right to a name and a nationality.	I have a name and I belong to a country
9.	Every child has the right to equal treatment.	It doesn't matter who I am: a boy, a girl, or if I am fat, skinny, white, black, long, short, old, young, creative or spontaneous.
10.	Every child has the right to be with his or her family.	You have to be able to grow up with both of your parents. Sometimes this is not possible, for example if your parents are getting a divorce. If this is the case, you have the right to stay in contact with both. Except if this contact harms you in any way.
11.	Every child has the right to appropriate care when ill or disabled.	When I am sick, I should be looked after. If I am disabled I need to have extra care
12.	Every child has the right to a personal life.	I am entitled to keep something to myself.

### **Annex 3 An example of a declaration of intent**

**We will conquer all obstacles one by one.**

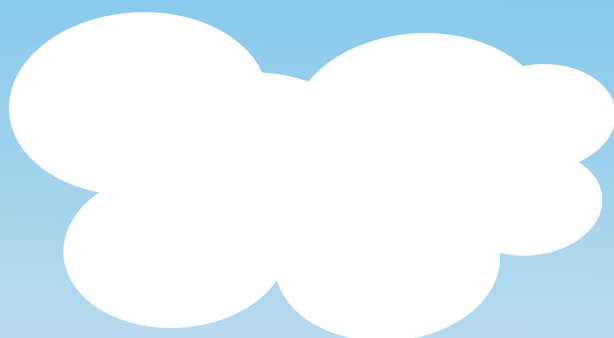
**We will treat everybody with respect.**

**We shall express our opinions and take the opinions of others into account.**

**We will use our talents to help ourselves and others.**

**We will deal with people in a positive way (showing kindness and consideration).**

**We will try our best at school and prepare ourselves for a bright future.**



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