

CHILD RIGHTS IN CLASS

LESSON BOOK DUTCH CARIBBEAN
Secondary School

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Secondary School**



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Lesson book children's rights education 2018 For the Caribbean Netherlands Secondary 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 to achieve this. 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. See next page.



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 their thoughts, opinions and remarks with one another. I think it is very important to teach children about their rights. 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 to develop of other

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 supporting materials available. The materials are 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. In the table below we describe 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 knowt...

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 12-18	Learning outcomes
Month one	What are children's rights?	1. Wants and needs? <i>40 minutes</i> 2. Respecting children's rights <i>30 minutes</i> 3. How does your day look like? <i>45 minutes</i> 4. Hot or Not <i>20 minutes</i>	Students explore the meaning of the concept 'rights'
Month two	Article 12 Participation	1. The big discovery voyage <i>35 minutes</i> 2. At the school principal's table <i>30 minutes</i> 3. Debate <i>25 minutes</i>	Students reflect about ways to participate and partake in a conversation
Month three	Article 2 Everybody is equal	1. I am unique <i>30 minutes</i> 2. Discovering my talent <i>45 minutes</i>	Students learn that everyone is unique

What are children's rights?

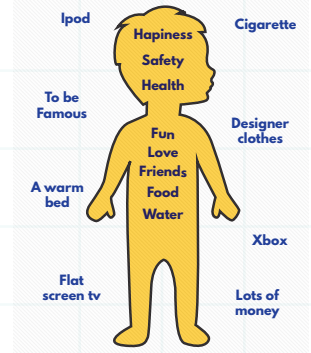
Summary month 1

Learning objectives	<ul style="list-style-type: none"> • Students are introduced to the concept of child rights • Students learn that the basic needs of children have been recorded as child rights
Learning materials	<p>Provided by UNICEF</p> <ul style="list-style-type: none"> • Wants and needs cards • Storyboard • Case • Story cards • Child rights poster <p>Provided by school</p> <ul style="list-style-type: none"> • Big piece of paper or crayons, ribbons and pieces of rope
Learning activities	<p>12 -18 years old</p> <ul style="list-style-type: none"> • Wants and needs 40 minutes • Respecting children's rights 20 minutes • What do you see? 45 minutes • Hot or Not 20 minutes
Areas of development	<ul style="list-style-type: none"> • Cognitive development: <i>thinking, problem solving, creativity and perception</i> • Social and emotional development: <i>to interact with others about feelings and emotional responses; understanding one's own feelings and use appropriate forms to express them</i> • Moral development: <i>the difference between right and wrong</i> • Play and creative development: <i>to develop imagination and creative abilities while playing, painting and fantasizing</i>

Target group 12 -18 years old

1. Wants and Needs?

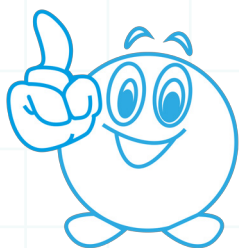
Time:	40 minutes
Material(s):	a big piece of paper on which a child's body can be drawn (or four A3 pieces of paper stuck together), markers
Form of instruction:	group instruction
Area(s) of development:	cognitive development & play and creative development



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. 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 (on the 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.

3. 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 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 the 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.

4. Hot or Not

Time:	20 minutes
Material(s):	Hot or not cards, 12 text cards ('statements'), answer sheets, (Annex 1)
Form of instruction:	group instruction
Area(s) of development:	cognitive development

- a. Put the hot and not hot cards on the table. The students stand around the table.
- b. The students take a text card. There are 12 of such cards. The teacher asks the students to read the text on their card and to put it next to a hot card (right) or a not hot card (wrong) on the table. Students who did not get to pick up a text card, assist the others who did. The teacher discusses every text card with the students, and checks whether they are right or wrong. You may use the answer sheet to check for the right answers (see Annex 1).

Article 12 Participation

Summary month 2

Learning objectives	<ul style="list-style-type: none"> • Students are introduced to the concept of child rights • Students learn that the basic needs of children have been recorded as child rights
Learning materials	<p>Provided by UNICEF</p> <ul style="list-style-type: none"> • Cards with case(s) • Child rights poster <p>Provided by the school</p> <ul style="list-style-type: none"> • Flip over, a big piece of paper, tape or ribbons
Learning activities	<p>12-18 years old</p> <ul style="list-style-type: none"> • Debate <i>25 minutes</i> • This is your chance <i>30 minutes</i> • Together in action <i>35 minutes</i> • <i>The student council</i> <i>45 minutes</i>
Areas of development	<ul style="list-style-type: none"> • Cognitive development: <i>thinking, problem solving, creativity and perception</i> • Social and emotional development: <i>to interact with others about feelings and emotional responses; understanding one's own feelings and use appropriate forms to express them</i> • Moral development: <i>the difference between right and wrong</i> • Play and creative development: <i>to develop imagination and creative abilities while playing, painting and fantasizing</i>

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 12 – 18 years old

1. Debate

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

- a. Organize a debate with your students. Use the ‘step across the line’ method. Explain the game to the children. If they agree with a particular statement they should stand on one side of the classroom and if they are against a particular statement they should stand on the other side of the classroom.
- b. Write the statements on the black board and ask the students to read them aloud. Optional: write the statements on a (colored) piece of cardboard and put them in a box or basket. Every students takes one statement out of the box or basket and reads it aloud.
- c. Give the students enough time to react to the statements and to explain their choices. You can add new statements if you want or ask the students to do so or you can just use the statements below. Question the students’ choices by asking them why they agree or disagree with a certain statement.

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

2. This is your chance

Time:	30 minutes
Material(s):	Tape or ribbon, 9 cards with cases 'scenariokaartjes'
Form of instruction:	group and classroom instruction
Area(s) of development:	cognitive development, moral development, social and emotional development

- a. Put the cards (cases) on the table. You may use tape or a ribbon to keep them separated (see the picture at the side of this text). Chose the 6 cases that best suit your students. Divide the class in groups (3, 4, 5, or 6 groups). An even number of groups is best for this lesson activity. The students are standing around the table.
- b. Each group takes a card and looks for a place where they are able to discuss and answer the following questions:
 - o Which rights are respected and which rights are not respected in this case?
 - o What can the child or young person do to improve this situation?
- c. After 10 minutes the students return to the table. They put their cards back in the right sequence and take a new one (a card they did not take yet). When it is their turn each group reads the case on their card and asks the other groups if they have discussed it yet and what they came up with. The students simulate a 'roundtable conversation'. Encourage students to keep the discussion going by repeatedly asking questions and exchange ideas on the case at hand.

3. Together in action

Time:	35 minutes
Material(s):	flip over or a big piece of paper
Form of instruction:	group and classroom instruction
Area(s) of development:	cognitive development and creative development

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

- a. Split the class in groups. Based on their former learning activities, students are going to come up with as many ideas as possible, while also trying to breathe new life into child right activities at school. You can ask them the following questions to guide the discussions:
 - o What can we do better at school when talking about child rights?
 - o What can we change in order to do better?
 - o What can students do?
 - o What can teachers do?Think about the right to information, the right to education, the right to privacy, etc.
- b. The groups share their ideas before the whole classroom. Write them on a flip over/ piece of paper or on the board.
- c. Finally the students vote. The three ideas with the most votes can possibly be carried out.

This is a very challenging activity

Teachers and principals must take it serious and encourage students to realize their ideas. Before the start of this lesson activity it is a good thing to explain to students that the school will not be able to carry out all ideas.

Examples of workable ideas

A letter of the students to the principal where some key issues are brought to his attention.
An activity calendar for this day by students and teachers
Establishing a council of students



4. The student council

Time: 45 minutes
 Material(s): flip over, markers
 Form of instruction: classroom instruction
 Area(s) of development: cognitive development & play and creative development

- a. The students are split into groups. Each group will get one incident to discuss (see the table below). The student are all members of the student council and the council meets every week.
- b. The students meet and come up with solutions for each case. Questions you might ask to support students during their meeting are:
 - o What happened?
 - o Who was involved?
 - o Which right(s) have not been respected?
 - o What can we do to enforce these rights?
- c. Each group presents their solution(s) in a creative manner.
- d. If the school has a student council discuss with the students how it is functioning and what is good and what can be better.

A **student council** is the voice of the student population. It is an advisory body for secondary schools. Children of all age groups are represented in the student council.

Incident 1	A child was suspended because he/she insulted the teacher.
Incident 2	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.
Incident 3	A 5 year old is walking around in the neighbourhood of the school wearing dirty clothes and worn out slippers.
Incident 4	An 8 year old girl is helping her mother during school hours to make and sell patties and johnny cakes.

Article 2 Everybody is equal

Summary month 3

<p>Learning objectives</p>	<ul style="list-style-type: none"> • Students are introduced to the concept of child rights • Students learn that the basic needs of children have been recorded as child rights
<p>Learning materials</p>	<p>Provided by UNICEF</p> <ul style="list-style-type: none"> • Illustration cards • A3 card with met 10 questions <p>Provided by the school</p> <ul style="list-style-type: none"> • Groot vel papier
<p>Learning activities</p>	<p>12-18 years old</p> <ul style="list-style-type: none"> • I am unique <i>30 minutes</i> • My talent <i>45 minutes</i>
<p>Areas of development</p>	<ul style="list-style-type: none"> • Cognitive development: <i>thinking, problem solving, creativity and perception</i> • Social and emotional development: <i>relatie tot de sociale omgeving/ omgaan met emoties en gevoelens</i> • Morele ontwikkeling: <i>het onderscheiden van goed en kwaad</i> • Spel- en creatieve ontwikkeling: <i>expressie door fantasie, spel en tekening</i>

Target group 12 – 18 years old

1. I am unique

Time:	30 minutes
Material(s):	4 illustration cards ('ik ben uniek') and an A3 piece of paper per group
Form of instruction:	group instruction
Area(s) of development:	cognitive development, moral development, social and emotional development

This activity can be included in lessons pertaining to the area of education “Men and society”.

- a. Split the class into groups. Every group is given an illustration card with a picture of a child.
- b. Students are asked to discuss what they see in the picture.
- c. The students put their heads together to discuss the child's situation.
- d. When they finish observing and discussing the child's circumstances, they make a plan of action to improve the child's living conditions. The idea is to come up with a plan in which the rights of the child in question are attended and respected. Encourage the students to use their creativity.
- e. The students present their plan of action.

2. My talent

Time:	45 minutes
Material(s):	A3 card with 10 questions, a big piece of paper
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 differences.

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

- 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.
- Subsequently, the teacher discuss their answers to the questions.
- 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 for an example of a declaration of intent.
- The declaration of intent can be presented to the other teachers and to the principal or exposed in the teacher's lounge 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 Answer sheet: hot or not

1.	UNCRC = United Nations Convention on the Rights of the Child	Hot
2.	The UNCRC promotes children's rights.	Hot
3.	190 countries have agreed to the UNCRC.	Not, 196 countries
4.	2 countries have not agreed to the UNCRC.	Not, only one country did not ratified the convention but they did sign the convention thereby agree with it.
5.	The UNCRC contains 42 rights which are called articles.	Hot
6.	The Caribbean islands agreed to the UNCRC in 1991.	Not, it was in 1998
7.	The rights in the UNCRC aim to make sure that all children are safe, active and happy.	Hot
8.	UNICEF Netherlands works to ensure you get all the rights in the UNCRC.	Hot
9.	The UNCRC promotes adults rights too.	Not, but they are entitled to assistance from the State in raising their children and entitled to provide their child with advice and guidance.
10.	120 countries have agreed to the UNCRC.	Not, 196 countries have agreed to the UNCRC. But the USA did agree to the UNCRC by signing the UNCRC but they did not ratify.
11.	10 countries have not agreed to the UNCRC.	Not, only one country did not ratified the convention but they did sign the convention thereby agree with it.
12.	The UNCRC contains 21 rights which are called articles.	Not, the UNCRC contains 54 articles, 41 of them contains rights (the other articles are more procedural)

Annex 2 Our declaration of intent

We will conquer all obstacles one by one.

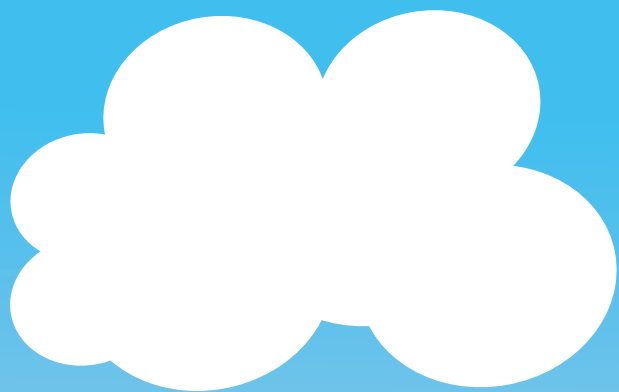
We will treat everybody with respect.

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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