

Gender A B C

Education Programme
for Secondary Schools



Human Rights and Children's Rights

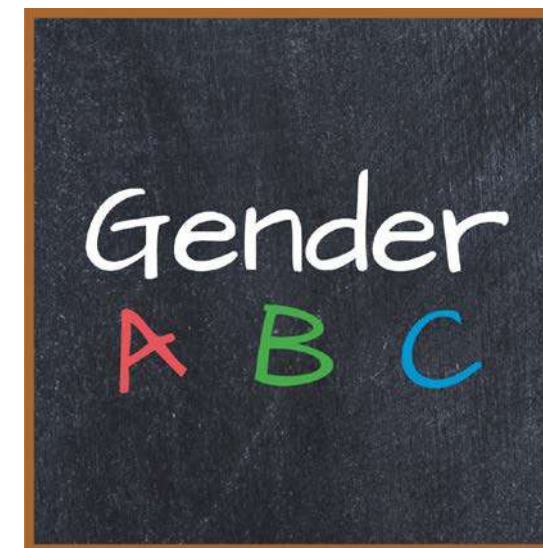
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Education Programme
for Secondary Schools

Human Rights and Children's Rights

This educational module was developed by **TERRE DES FEMMES**
in the framework of the project GenderABC.

Summary

Summary	2
Section I - Introduction	3
1. Purpose	3
2. Main topics	3
3. Keywords	3
4. Learning objectives	4
5. List of activities	4
Section II - Activities	5
Activity 1: Mapping Human Rights where you live	5
• Background	5
• Scenario	5
• Brief	7
Activity 2: Olympic Medal	8
• Background	8
• Scenario	8
• Brief	9
Activity 3: Let's Talk About "It"!	10
• Background	10
• Scenario	10
• Brief	11
Session Plan	12
Modules List	13

Section I

INTRODUCTION

1. Purpose

Human rights are universal, indivisible and inalienable. They include civil as well as political rights - such as right to life, physical integrity and freedom of expression. Human rights' protection consists of a set of legislation. One legal framework is Children's rights: children have the right to special protection because of their vulnerability to exploitation and abuse. A fundamental agreement in this context is the Convention on the Rights of the Child, which applies to all children under 18 years. This United Nations convention is the first legally binding instrument for the protection of the rights of the child and includes four core principles: **non-discrimination, the best interest of the child, the right to life survival** and **development and respect for the views of the child**. They are statutory.

This module describes the ability to live together in a democratic, peaceful and respectful environment, which does not come naturally. The essential knowledge, skills and values for living in a democracy should be learnt and nurtured throughout life, through experience and practice, by living and acting in a democratic environment and from the earliest possible age¹.

This is what human rights education is about. Furthermore, human rights education is fundamental to combat gender-based violence.

2. Main topics

- Human rights/Children's rights: participants get to know their rights and the situations in which they apply
- Respect the rights of others: from knowledge to practice
- Empowerment: learn to protect and defend Children's rights

3. Keywords





*Absolute rights • Bill of rights • Civil and political rights
Convention • Hard law • Human rights
Children's rights • Non-derogable rights • Ratification
Social and economic rights • Soft law*

¹ Council of Europe, *Compasito*, 2007, available online at: <http://www.eycb.coe.int/compasito/>

4. Learning objectives

- Raise the awareness of Human rights, and in particular, Children's rights
- Strengthen equal rights for everyone (regardless of gender, class, race, religion)
- Acquire skills and abilities to be able to defend Human rights and develop attitudes to respect equality and dignity
- Educate participants to be active and responsible members of their communities
- Critical thinking and reflecting

5. List of activities

				
	Activity name	Total duration	Materials	Importance ²
1	Mapping Human Rights where you live	60 minutes	<ul style="list-style-type: none">• Local and regional maps• Copies on the Convention on the Rights of the Child (child-friendly version)³• Copies of the Universal Declaration of Human Rights	☆☆☆
2	Olympic Medal	35 minutes	<ul style="list-style-type: none">• Some improvised costumes• Paper medals• Access to music	☆☆☆
3	Let's talk about "It"!	45 minutes	<ul style="list-style-type: none">• Theme cards• Copies of the cards	☆☆☆

²Activities are ranked from one to three stars, in increasing order of importance, i.e. three stars for "highly recommended".
³See CRC (child-friendly version), available online at: http://www.eycb.coe.int/compasito/chapter_6/4.html

Section II

ACTIVITIES

Activity 1 Mapping Human rights where you live⁴ ☆☆☆



Total delivery time

60 minutes
Preparation: 10
Delivery: 40
Follow-up: 10



Materials

- ☐ Local and regional maps
- ☐ Copies of the Convention on the Rights of the Child (child-friendly version)
- ☐ Copies of the Universal Declaration of Human Rights

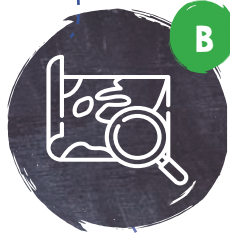
→ BACKGROUND

In this activity, participants explore **the ways the Convention on the Rights of the Child affects people's lives in our communities**. Furthermore, participants are sensitised regarding gender-related differences in exercising their rights.

→ SCENARIO



A Educators divide the participants into small groups and ask each group to draw a map of their town. They need to include their homes, major public buildings or landmarks, public services and any other places that are important to the community (schools, hospitals, parks, women's health centers, petrol stations, workplaces, shops etc.)



B When the maps are complete, educators ask participants to analyse their maps from a Human/Children's rights perspective, i.e. What Human/Children's rights do they associate with the different places on their maps? For example, a place of worship would be associated with freedom of thought, conscience and religion, a school with the right to education, the women's health centers with the right to have access to special care, the promotion of sexual rights and gender equality.

⁴Northern Ireland Human Rights Commission, NIHRC (2008): *Inspiring practice. Resources, tools and activities for human rights education* – 99 to 101. [Inspiring practice.pdf]



Similarly, educators then ask about places they may not necessarily associate with rights. For example, what rights might be at stake in the street? Or at home? Where might Children's rights be particularly important? As participants identify these rights, they refer to the articles of the Universal Declaration of Human Rights of 1948 and the Convention of the Rights of the Child from 1989 and write the article numbers next to the place on the map.



A volunteer from each group is asked to present the map to the whole class, trying to summarise the smaller group's analysis of the Human/Children's rights. Educators encourage participants to look for the differences and the similarities in the rights identified in the community.

Examples of questions:

- Did any parts of your map have a high concentration of rights? How can this be explained?
- Did any parts have few or no rights associations? How can this be explained?
- Are there any articles in the Universal Declaration of Human Rights that seem to be especially exercised in this community? How can this be explained?
- Are there any articles in the Universal Declaration of Human Rights that no group included in their map? How can this be explained? Are there any rights on the map that are not included in the Universal Declaration of Human Rights?
- Which of the rights involved are civil and political rights? And which are social, economic and cultural rights?
- Are there any places where Children's rights are very important? And what are the places where they are violated?
- Are there any places where women's rights are very important? And what are the places where they are violated?
- Did one kind of right predominate on the map?
- Can anyone see new ways to add rights to their map, especially those not included in the first version?
- Are there any places on the map where people's rights are violated?
- If so, what happens when they are violated?

→ BRIEF

Following the activity, educators could lead a discussion based on the following questions:



- How did you feel when talking about your own environment?
- Do you always feel respected and listened at? Why?
- What do you think about this activity?
- What was your basis for associating the Human/Children's Rights in your neighbourhood?
- Have you ever experienced situations where you felt excluded because of who you are?
- What lessons can we draw from this activity?
- What can you do to include others and make them feel respected?
- What concrete changes could be made to encourage everyone's participation in the activities?
- What services are available to people whose rights are not being respected?
- What are the factors that cannot be controlled and that determine peoples' identity? What can be changed?

Activity 2 Olympic Medal ★★



Total delivery time

35 minutes

Preparation: 5

Delivery: 20

Follow-up: 10



Materials

☐ Some improvised costumes

☐ Paper medals

☐ Access to music

→ BACKGROUND

This activity aims to **empower participants by thinking and talking about their abilities and skills** to express things that are important to them, and also to **share the gender inequality-related violations they may be facing in their everyday lives**. Participants learn that, to make everyone enjoy their rights, differences must be accepted, as well as other people's privacy and views. It is also a time for the participants to understand the differences between their rights as children (under 18) and what they experience everyday as boys and girls.

→ SCENARIO



A Educators hand out paper medals for each participant (every medal consisting of four sections), asking every participant to write down in each section **1)** their strengths and skills; **2)** what is most important to them; **3)** draw anything that represents themselves; **4)** what they love about themselves.



B In pairs participants are asked to present their medal to the partner.



C Secondly, educators put on some music to introduce an award, where every participant receives the medal from their partner, who presents the four points to the rest of the class.



Educators could create the "medals wall" and ask participants to explain what their bricks represent.

→ BRIEF

Following the activity, educators lead a discussion based on the following questions drawing a connection between all the elements on the medal and Children's rights, as well as gender equality aspects. For example: the right to develop, to participate and to be involved in decision-making, the right to education and to one's own identity, the right to relax and play, the right to be protected from all forms of violence:



- How did you feel when your partner presented your strengths and skills?
- Why is it important to remember and think about abilities and positive aspects?
- Looking at the different medals, is it possible to identify some similarities among the things that are important for the group?
- Looking at the skills and abilities: do you notice any differences between boys and girls? Discuss how these differences may be connected with their rights as well as their self-esteem.
- What can be done to ensure that the youth's ideas and wishes are heard and respected by the group and by society?
- What can be done to ensure that everyone in the group feels free to express their wishes and ideals?
- What can be done to get to know each other better?

Activity 3 Let's Talk About "It"! ⁵ ★★



Total delivery time

45 minutes
Preparation: 5
Delivery: 30
Follow-up: 10




Materials

- ☐ Theme cards
- ☐ Copies of the cards

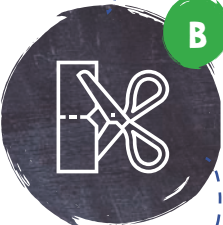
→ BACKGROUND

This activity helps participants to **identify important issues regarding Human and Children's rights**; it also promotes communicating and critical thinking.

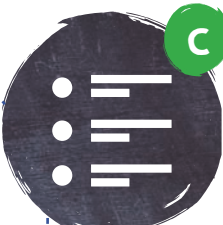
→ SCENARIO




A Educators create four posters with the following sentences: "With friends", "With my parents", "With a youth worker" and "With people in my school or in my community".



B From the list presented at the end of this activity each participant is asked to cut out five statements that represent five topics. They can also add new topics. Participants then place each statement next to the poster which best represents the person with whom they would like to discuss this topic and identify the four most popular topics for each of the four posters.



C Secondly, educators divide the large group into smaller groups and ask them to choose the topics that they would like to discuss "with friends" or "with people in my school or in my community" and provide three examples of issues related to it.



D Educators ask each group to then present the issues. Back in plenary, the group is asked to think of an activity that will allow each participant to discuss the issues in more detail, for example: a debate.

⁵ Adapted version from Equitas, *Speaking Rights*, no 32

→ BRIEF

Following the activity, educators lead a discussion based on the following questions:



- Did you like this activity? Was there anything you didn't like?
- What did you learn? Are there any topics you would like to learn more about? How can you do this?
- Are there people around you that you trust and that can help you when you need to talk? What places exist in your community?
- How are these topics connected with your rights and what you experience in your everyday life?
- What actions can you take to change things you are not satisfied with?

Topics to talk about (to be prepared)⁶:

Getting money	Cyberbullying, Facebook and Twitter
Racism	My culture or my parents' culture
Indigenous culture	Sex
Having a baby	Boyfriend or girlfriend
Friends	My relationship with my parents
Being an immigrant or a refugee	Poverty
Depression and mental illness	Body image
Prostitution	My rights and responsibilities
Workers' rights	Living with a disability
Sexuality (homo-, cis-,bi-,trans-)	Love
Friendship and trust	Violence
My future and dreams	Marriage
Other	

⁶ Equitas (2012), *Speaking rights. Human rights education toolkit for youth* – 12 to 25. [SR-Toolkit-Sample.pdf], Cards pp. 19-21.

Session Plan

Name of the module: Human Rights and Children's Rights

Venue / school: _____

Focal point / teacher: _____

Class (grade and reference): _____

N° of participants: _____

Date: ____ / ____ / ____ Duration: _____

Activity/(ies) chosen: _____

Materials (all checked): ☐ yes ☐ no

NOTES:

Project Gender ABC
MODULES LIST

Secondary
School
Modules

- 01 Cyber Violence
- 02 Early Forced Marriage
- 03 Empowerment and Communication
- 04 Female Genital Mutilation
- 05 Gender-Based Violence
- 06 Gender Social Norms and Stereotypes
- 07 Group Building
- 08 **Human Rights and Children's Rights**
- 09 Intimate Partner Violence
- 10 Sexual Orientation and Gender Identity
- 11 Sexual and Reproductive Health and Rights
- 12 Sexual Violence

Primary
School
Modules

- 01 Body Safety / Female Genital Mutilation
- 02 Empowerment and Communication
- 03 Gender-Based Violence
- 04 Gender Social Norms and Stereotypes
- 05 Human Rights and Children's Rights
- 06 Sexual Orientation and Gender Identity

Support
Documents

- 01 Risk Assessment
- 02 General Methodology
- 03 General Glossary

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A project by:



End FGM
EUROPEAN NETWORK



ASSOCIAÇÃO PARA O PLANEAMENTO DA FAMÍLIA



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