

*"Story telling can deliver any message to anyone if it is written and narrated in the right way."
Hamza Zabalawi (Jordan)*

Contents

Introduction	3
Get to know more about "Can ya Makan... Human Rights"	3
The team	5
Children rights and Children's Rights Education.....	6
What are children's rights?	6
Principles and techniques in Human Rights Education	8
Educational Tools	22
Module 1 – The Bee Story	22
Module 2 – Makaya, or the top of the tree	26
Module 3 – Bubba and Shanti	28
Module 4 – Shoes and Juice	32
Module 5 – The Lost Ball	37
Module 6 – Trunky	38
Module 7 – Don't Judge a Book by its Cover.....	40
Module 8 – 1001 nights	43
Module 9 – The Rose and the Dragon	48
Appendix	50
Movies.....	50
Music.....	50
Interesting Links	50
Children's literature and tales.....	51
Arts	51
Stories.....	51
Universal Declaration of Human Rights.....	53
Convention on the Rights of the Child.....	56
References.....	67



Introduction

This manual is created as a result of intensive work of international group of youth workers, people of art, educators etc. In one year period a team of four trainers applied for funding by European "Youth in Action" Programme and Euro-Med Youth IV Programme. There were funded and implemented two training courses in Spain and Jordan gather together participants (youth workers and performance art experts) from 6 countries – Spain, Jordan, Bulgaria, Egypt, Portugal, Poland. Main goal of this process were to promote Human right education and to create ready to use tools for Children rights education based on arts. In the period between the trainings participants have chance to implement in their local realities the educational tools created during the training. So this manual is compilation of theoretical part for Human Rights, Human Rights Education and Interactive teaching and practical part with all the tools designed in this Long term training course. The manual

Get to know more about "Can ya Makan... Human Rights"

The training was focused in creating useful tools for youth work related to human rights education and children rights education.

As a result of training process and field evaluation at the end of 2012 team of trainers and participants will present developed modules for children right education based on Storytelling, Theatre, Illustration and other types of art.

Team of trainers responsible for this process is - Angie Hadad (Jordan), Elena Diez Villagrasa (Spain), Haythem Kamel (Egypt), and Ognian Gadoularov (Bulgaria).



Literally "Can Ya Makan ... Human Rights" stands for "Once upon a time... Human Rights", and at the same time, the words in Arabic and English show the diversity of languages of the countries involved in the project.

This long-term project aims to promote Human Rights Education through the use and adaptation of stories (tales, myths, fables, etc.) as an inseparable part of the heritage of the Euro-Mediterranean region.

The project foresees three stages. The first and the last parts are residential training courses; participants will have the chance between both trainings to put into practice what they learnt in the first one and share their experience and go deeper in the topic in the second one.

"Can ya Makan people from Poland, Portugal, Spain, Egypt, Jordan, Lebanon and Bulgaria met together in a small village called Coma-Ruga to create this story.

We went blind by the mesmerizing atmosphere but we found a way through it to the forest. We had to cope with different obstacles: monsters, dragons, spider nets; but the most important obstacle was trust.

We enjoyed amazing stories from Jordan to Portugal and from Egypt to Poland.

After the second sunrise we dove into diverse stories while finding ourselves into the culture of the others.

Together we were able to move past our ignorance related to children human rights.

To be continued..."



Yasmine (Jordan), Rosa (Spain), Mohammed (Egypt), Teo (Bulgaria), Maria U. (Spain)

"We worked really hard today in the case of the Human Rights. We realized that everyone has his or her own favorite exercises but we all have passion of working for human rights. We created the newspaper front page and we shared the news of our country with nearby countries. We discovered that all of our countries are in the same timeline but we are in different spots of that timeline. We enjoyed listening to other cultures short stories from the participations. The most interesting part was that we encouraged ourselves to tell stories in English. We have learned how to use the body language and voice as tools in storytelling. We are very excited for the next days because we are going to learn human rights and storytelling as a one topic because now we are learning those topics separately."

Monika (Poland), Sarah (Egypt), Veni (Bulgaria), Eva (Spain), Ghaith (Jordan)



Facebook page: <http://www.facebook.com/CYMHR>

Youtube channel: <http://www.youtube.com/feed/UCFXgaRDTwCAA4Tlv6XIRx-w/u>

Blog: <http://canyamakan.wordpress.com/>

First Training: Coma-Ruga, Catalonia – Spain (30th March – 7th April 2012)

AIM:

To promote Human Rights Education through utilization and adaptation of stories as an integral part of heritage within the Euro Med region.

OBJECTIVES:

- To increase participants' knowledge and understanding about Human Rights and Human Rights Education.
- To develop skills in storytelling, using voice and language.
- To identify relationships between stories from different regions of Euro Med and Human Rights values.
- To identify possibilities of using stories as a pedagogical tool for Human Rights Education.
- To create tools which participants can implement in their local realities.

HOSTED BY:

[Association of Human Rights Educaors \(AHEAD\)](#)

FUNDED BY:

[Youth in Action Programme](#)

Second Training: Amman, Jordan (20th – 28th August 2012)

OBJECTIVES:

- To evaluate the results of using tools for Human Rights Education through stories and storytelling which were created in Phase I in Spain and were implemented in the participants' local realities in Phase II.
- To expand the usage of different types of art as pedagogical tools (theatre, puppetry & illustration) in order to create ready-to-use methods for Human Rights Education for children.

HOSTED BY:

[Institute for Leadership Excellence – ILE](#)

FUNDED BY:

[Euro-Med Youth Programme](#)

The team

In the autumn of 2011 the four trainers in the team accept the invitation to [TOTEM – Training of Trainers](#) organized by [SALTO EuroMed](#). The training is intended to promote international teams conducting training in the context of Euro-Mediterranean cooperation. One of the results is **Can ya makan... Human Rights!**



Angie Haddad ([Institute for Leadership Excellence – ILE](#)) is a social activist who works with children, youth and families promoting the love of reading. Moreover, she is a youth leader and trainer in both Euro-Med Youth Programme IV and Youth in Action Programme with the Institute for Leadership Excellence (ILE) – Jordan.

Ognian Gadoularov ([NC Future Now 2006](#)) has been involved in the field of non-formal education for the last five years. He works actively for development and implementation of alternative educational models. Currently working as a trainer, mainly instructors who work with children and young people, he has expertise in communication and presentation skills, as well as in experiential learning and improving team performance. He also delivers interactive teaching and environmental education for children. Ognian also works as a leader in the International Award for Young People in Bulgaria.



Elena Díez Villagrasa ([Association of Human Rights Educators – AHEAD](#)) has been involved in the field of non-formal education since she was even a child, and as soon as she was allowed (with 17 years old), started as a youth leader. She got involved in international training in 2007 with the topic in Children's Rights from that moment on she has not stopped working about and for them! She is one of the founders of AHEAD. Also around five years ago, she realized of her passion about children's literature in all forms: storytelling, tales with illustrations, puppets...and has learnt a lot about it since then!

Haythem Kamel ([Sustainable Development Association – SDA](#)) is a youth activist who worked with several organizations at local and international level since a young age. He is being involved in the non-formal education and the Euro-Mediterranean youth cooperation for 12 years and now he is working as freelance for youth work in the Arab and European regions.



Children rights and Children's Rights Education

What are children's rights?

(http://eycb.coe.int/comasito/chapter_1/2_wha.html)

"The UN Convention on the Rights of the Child marked a turning point, recognizing worldwide that children are not only subjects of protection but also holders of civil and political rights."

Maud de Beur-Buquicchio
Deputy Secretary General, Council of Europe¹

The UN Convention on the Rights of the Child (CRC) provides an ideal approach for children to learn about their human rights. Because it specifies human rights especially relevant to children, everyone, but especially children, parents and adults who work with children, should be familiar with this important component of the international human rights framework. Compasito frames children's rights within the broader context of human rights as a whole and seeks to help children understand that along with all other members of the human family, they too are rights-holders.

The UN General Assembly adopted the Convention on the Rights of the Child in 1989 after nearly a decade of compromise and negotiation among member states and wide consultations with NGOs. Since then more countries have ratified the so called Children's Convention than any other human rights treaty and with fewer **reservations**, which are formal exceptions taken to parts with which a state may not agree.

The Convention on the Rights of the Child (also called the **Children's Convention**) defines a child as anyone below the age of eighteen and affirms the child as fully possessed of human rights. It contains 54 articles of children's rights that can be divided into three general categories, sometimes known as the 'three Ps':

- **Protection**, guaranteeing the safety of children and covering specific issues such as abuse, neglect, and exploitation;
- **Provision**, covering the special needs of children such as education and health care;
- **Participation**, recognizing the child's **evolving capacity** to make decisions and participate in society as he or she approaches maturity.

The Convention contains several groundbreaking approaches to human rights. Children's right to participation constitutes an area not previously addressed in the UDHR (1948) or the Declaration on the Rights of the Child (1959). Another innovation of the Convention is the use of the pronouns he and she rather than the generic he to include both males and females.

The Convention strongly emphasizes the primacy and importance of the role, authority and responsibility of the child's family. It affirms the child's right not only to the language and culture of the family, but also to have that language and culture respected. The Convention also exhorts the state to support families are not able to provide an adequate standard of living for their children.

While acknowledging the importance of family to a child's well-being, the Children's Convention also recognizes children as right-bearing individuals, guaranteeing them, as appropriate to their evolving capacity, the right to identity, to privacy, to information, to thought, conscience, and religion, to expression, and to association.

The Convention has had enormous worldwide impact. It has intensified the child-rights efforts of UN agencies such as UNICEF and the International Labour Organisation (ILO); it has affected subsequent child-rights treaties (e.g. Hague Convention on Inter country Adoption, which speaks of a child's right to a family rather than a family's right to a child, and the Convention on the Rights of Persons with Disabilities); it has focused international movements to stamp out pervasive forms of child abuse such as child prostitution and child soldiers, both of which are now the subjects of **optional protocols** (amendments to the CRC).

General principles of the Children's Convention

Children's rights in the CRC reflect four general principles:

1. **Non-discrimination (Article 2):** All rights apply to all children without exception. The state has an obligation to protect children from any form of discrimination.
2. **The child's best interest (Article 3):** The determining factor in all actions dealing with any child should be his or her best interest. In all cases, the best interests of the child take precedence over the interests of the adults concerned (e.g. parents, teachers, guardians). However, the question of how to decide on the best interests of the child remains difficult to determine and open to discussion.
3. **The rights to life, survival and development (Article 6):** the right of the child to life is inherent, and it is the state's obligation to ensure the child's survival and development. This means that children cannot be subject to the death sentence or to termination of life.
4. **Respect for the views of the child (Article 12):** The child has the right to express an opinion and to have that opinion taken into account in any matter affecting him or her.

QUESTION: The child's best interest is a fundamental principle of the Children's Convention. However, who decides what is best for a child? What happens when parents, teachers, authorities or the child have conflicting opinions about what is 'best' for the child?

The Children's Convention is a powerful instrument, which by its very nature engages young people in an examination of their own rights. It is also an effective tool to assist people of all ages in identifying the complex responsibilities that go with ensuring these rights for children. Using the convention in this way will teach children how to advocate on their own behalf.

Promoting the Convention on the Rights of the Child

Civil society, children, teachers, parents and other agencies can play a major role in awareness raising and lobbying for action to promote child rights. To ensure that everyone who works with children as well as children themselves are aware of these rights, the Convention on the Rights of the Child should be available in school libraries and read and discussed in classrooms and with parents.

One of the most important ways to promote the Convention is through systematic human rights education, beginning in the early years of childhood. Every child has a right to know his or her rights and those of others!

Useful resources

- Eide, Asbjørn and Alfredsson, Guthmundur, *The Universal Declaration of Human Rights: A common standard of achievement*: Martinus Nijhof, 1999.
- Franklin, Bob, *Handbook of Children's Rights*: Routledge, 2001.
- Hodgkin, Rachel and Newell, Peter, *Implementation Handbook for the Convention on the Rights of the Child*: UNICEF, 2002.

Useful websites

- Amnesty International: www.amnesty.org
- Children's Rights Information Network: www.crin.org
- Council of Europe: www.coe.int
- Democracy and Human Rights Education in Europe: www.dare-network.org
- European Children's Network (EURONET): www.europeanchildrensnetwork.org
- European Network of Ombudspersons for Children: www.ombudsnet.org/enoc/
- Human Rights Watch: www.hrw.org
- UNESCO: www.unesco.org
- UNICEF: www.unicef.org
- United Nations High Commissioner for Human Rights: www.ohchr.org/english

References:

- 1 Speech made at the Conference on International Justice for Children, 17 September 2007.
- 2 Action for the Rights of Children (ARC), CD by UNICEF & Save the Children Alliance, 2003.
- 3 See www.ombudsnet.org

Principles and techniques in Human Rights Education

The educational approaches

(http://eycb.coe.int/compass/en/chapter_1/1_4.html)

Before you work with the activities it is important to understand the educational approaches we have used. Human rights education is about education for change, both personal and social. It is about developing young people's competence to be active citizens who participate in their communities to promote and protect human rights. Our focus is the educational process of developing knowledge, skills, values and attitudes. In this process we:

- start from what people already know, their opinions and experiences and from this base enable them to search for, and discover together, new ideas and experiences.
- encourage the participation of young people to contribute to discussions and to learn from each other as much as possible.
- encourage people to translate their learning into simple but effective actions that demonstrate their rejection of injustice, inequality and violations of human rights.

The knowledge, skills and attitudes of someone who is literate in human rights are described [here](#). These competencies, especially the skills and values of communication, critical thinking, advocacy, tolerance and respect cannot be taught; they have to be learned through experience. This is why the activities in this book promote co-operation, participation and learning through experience. We aim to encourage young people to think, feel and act; to engage their heads, hearts and hands. Knowing about human rights is important, but not enough. It is necessary that young people have a far deeper understanding about how human rights evolve out of people's needs and why they have to be protected. For instance, young people with no direct experience of racial discrimination may think that the issue is of no concern to them. From a human rights perspective this position is not acceptable; people everywhere have a responsibility to protect the human rights of others.

It does not matter whether you are discussing the right to life or freedom of expression; human rights are about democratic values, respect and tolerance. These are skills and attitudes which can only be learned effectively in an environment - and through a process - that promotes these values. This needs to be emphasised.

Co-operative learning

Co-operation is working together to accomplish shared goals. In co-operative learning people work together to seek outcomes that are beneficial both to themselves and to all members of the group.

Co-operative learning promotes higher achievement and greater productivity; more caring, supportive, and committed relationships; and greater psychological health, social competence, and self-esteem. This is in contrast to what happens when learning is structured in a competitive way. Competitive learning promotes self-interest, disrespect for others and arrogance in the winners who work against others to achieve a goal that only one or a few can attain, while the losers often become demotivated and lose self-respect.

The essential components of co-operation are positive interdependence, face-to-face interaction, individual and group accountability and interpersonal skills. The most effective way of promoting co-operative learning is through structured group work.

Participation

Participation in HRE means that young people make the decisions about what and how they are going to learn about human rights. Through participation young people develop various competencies

including those of decision-making, listening, empathy with and respect for others, and taking responsibility for their own decisions and actions. The teacher's or trainer's role is that of a facilitator, that is to "help" or "facilitate" young people's participation in the learning process. In schools there may be timetabling and curriculum constraints that determine how nearly the ideal of participation can be achieved, and the activities will need to be adapted accordingly.

The activities in this manual demand participation. You have to be active and engaged; you cannot sit back and be a passive observer. In this respect the methodology used in this manual owes much to the work of Augusto Boal and other pioneers in non-formal awareness raising. Possibly the single, most important task in human rights education is to find the spaces in which young people can become active participants and influence the form and outcome of the activities. By definition, human rights education cannot be imposed; it is really up to each facilitator, educator, teacher, trainer or leader to find the moment to create the spaces and opportunities for participation.

Activities as tools for experiential learning

When you use the activities in the book you should bear the above learning cycle in mind.

The activities demand participation and involvement so that the people doing them gain an experience through which they learn not only with their heads but also with their hearts and hands. These sorts of activities are sometimes called "games" because they are fun and people play them with enthusiasm. You should remember, however, that the activities or games are not "just for fun", but they are purposeful means to achieve educational aims.

You don't just "do" an activity (phase 1 of the learning cycle). It is essential to follow through with debriefing and evaluation to enable people to reflect on what happened (phase 2), to evaluate their experience (phases 3 & 4) and to go on to decide what to do next (phase 5). In this way they come round to phase 1 of the next cycle in the learning process.

In a school setting, activities can help break down artificial barriers between subjects and provide ways of extending links between subject and interest areas to promote a more holistic approach to an issue. In a non-formal educational setting, activities can awaken interest in issues and, because they promote learning in a non-didactic way, they are often intrinsically more acceptable to young people.

Activities help people to:

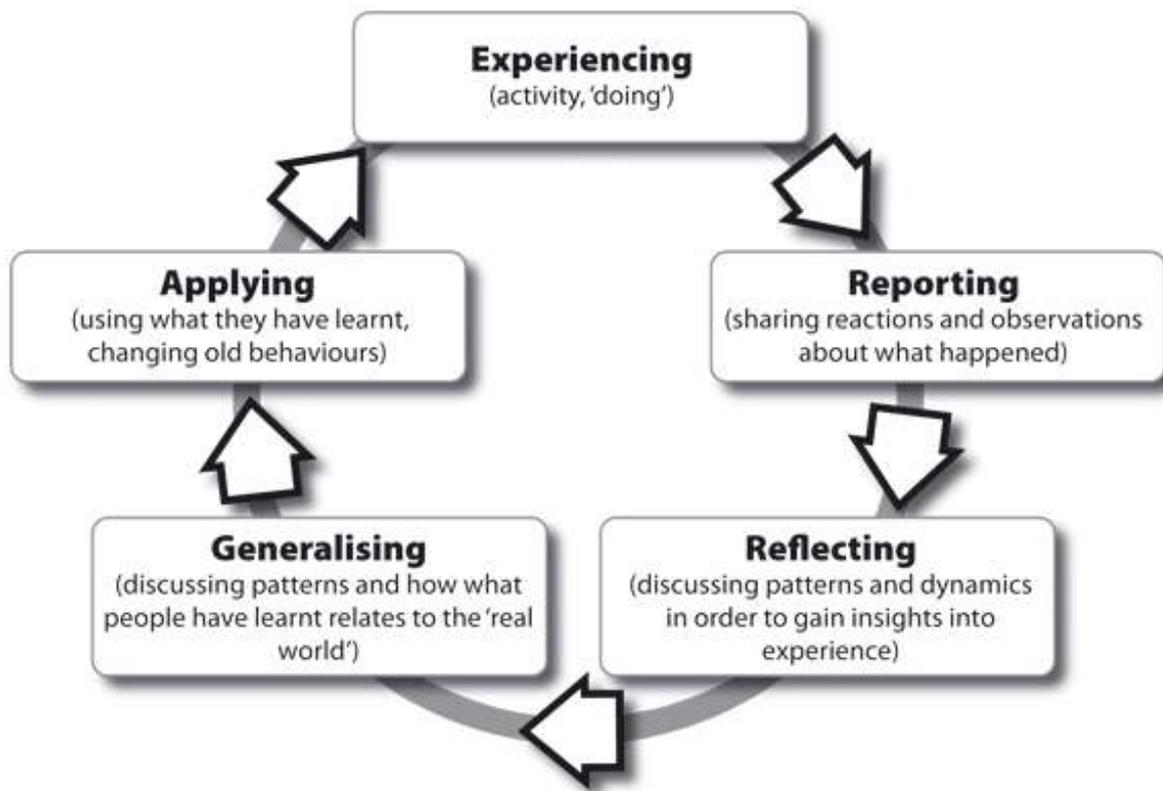
- *be motivated* to learn because they are fun
- *develop their knowledge, skills, attitudes and values*. Games provide a safe environment in which to do this because they allow people to experiment with new behaviour and to make errors without incurring the costs of similar mistakes in real life.
- *change*. Activities are one way of conveying the message that everyone can choose to change themselves or their relationships with others.
- *get involved*. Activities encourage the participation of the less expressive and less dominant group members.
- *take responsibility*. Because participants contribute their own experiences and skills, each group uses the game at its own level and in its own way.
- *encourage self-reliance and improve self-confidence*. Activities provide a structure that can be used to reduce dependency on the leader as the one who 'knows it all'. The participants are forced to accept some responsibility for making their part of the activities work.
- *feel solidarity with others*. Activities encourage cohesiveness in the group and a sense of group identity and solidarity.

Activities offer a framework and structure to group experiences which will allow you to work within the limits of your own and the young peoples' experience and competencies. When carefully facilitated, activities are an effective method of learning within a task-orientated setting.

Experiential learning

(http://eycb.coe.int/composito/chapter_3/1.html#2)

How do we create that understanding and empathy in a child? Human rights education is about education for change, both personal and social. To accomplish this change, the activities of Composito are based on a learning cycle with five phases:



Although all these phases may not always be obvious or occur in this order, they are implicitly present in every Compasito activity.

This methodology of experiential learning permits children to develop and change knowledge, skills, attitudes and values in a safe environment that is both challenging and fun. Because it validates the child's experience and encourages children to take responsibility for their own learning, experiential learning enhances participation, self-reliance and self-confidence. Each phase of this cycle honours children's lived experience while challenging them to articulate, observe, reflect, question and draw conclusions.

Experiencing

Phase 1 does not aim to generate 'right answers', but to stimulate each child's own opinions, theories and feelings. In most cases these responses are drawn from the child's previous experience rather than school learning. For example, in the activity 'Once Upon a Time...', p. 125, children grasp gender stereotypes from hearing a well-known story with the sex roles reversed. In 'World Summer Camp', p. 205, children confront their unconscious prejudices through the familiar process of selecting playmates.

Reporting

Phase 2 encourages children to articulate their feelings and reactions. For example, in the 'Debriefing and evaluation' section of each Compasito activity, children respond to questions such as "How was this activity for you?", "How did you feel during this experience?" or "What happened during this game?" Such open-ended questions invite a wide range of personal opinions in a non-judgmental context.

The importance of the debriefing stage cannot be overstated. Without adequate time to discuss children's responses and explicitly make a link to human rights, an activity is at best just a game, a period of fun that can be quickly forgotten. At worst, it can reinforce negative attitudes and stereotypes, mislead or confuse children, or even arouse and not deal with painful emotions. If you do not have time for a thorough debriefing, do not run an activity.

Reflecting

Phase 3 moves children beyond the experience of the activity to its conceptual implications. For example, the discussion that follows a very active game such as 'The Invisibles are Coming', p. 171, leads children to consider that the game can be seen as a metaphor for xenophobia. In the activity 'Cookie Monster', p. 95, for example, children experience the value of working

cooperatively, but the subsequent discussion asks them to articulate this discovery. Asking questions such as "Have you experienced something like this in your life?" or "Do you know someone like this?" helps children make these connections.

Generalising

Phase 4 connects the experience of the activity to the 'real world' in general and especially to the way human rights are experienced in everyday life. For example, after a simulation activity such as 'Blindfolded', p. 67, or 'Silent Speaker', p. 160, children discuss how physical disabilities can limit a child's enjoyment of human rights. Phases 3 and 4 are especially effective in eliciting independent thinking and creating opportunities for children to learn from each other. Learning is highly individualized, however: not every child will derive the same learning from participating in the same activity and discussion, and these differences responses need to be respected.

Applying

In Phase 5 children explore what they themselves can do to address human rights issues. Taking action is not only a logical outcome of the learning process, but also a significant means of reinforcing new knowledge, skills and attitudes which form the basis for the next round of the cycle. It is also a key element in developing active citizenship in a democracy: individuals can make a difference, even as children. For example, the activity 'A Constitution for Our Group', p. 56, leads the group to develop its own rights and responsibilities, to refer to them to resolve conflicts and to revise them democratically as needed, and 'Every Vote Counts', p. 103, challenges children to find democratic methods for making group decisions.

Although the activities in *Compasito* are intended to engage children and be fun, they are also purposeful, offering children a chance to apply what they have learned to their social environments. Most activities have a section of 'Ideas for action'. Such action might be individual and find expression only in the child's private life, such as a new attitude toward siblings. Action might also be collective and result in developing new classroom rules or ways of handling playground conflicts. The Internet also offers new and simple ways for children to 'take action' on global human rights issues. For example, check the websites of human rights and environmental non-governmental organisations for action ideas.

Whatever its level and type, however, the action that children take should be voluntary and self-directed. The facilitator can encourage and assist children to find an appropriate action to achieve their goals. However, the motivation to take action must come from children themselves. Otherwise children are not learning to become active citizens but to follow the directions of an authority figure.

Even in a small group there may be great differences in children's readiness and willingness to take action. Not everyone who wants to do something will want to take the same action. The facilitator needs to help children find a range of options for action that meet the diversity of their abilities and interests.

The facilitator also plays a crucial role in stimulating children to think through their experiences and especially to relate their concerns to human rights. For example, children may decide independently that their school should be more welcoming to newcomers, but they may need the facilitator to connect their action to the human rights principle of non-discrimination.

Facilitation

Compasito uses the word facilitator for the people who prepare, present and coordinate the activities and create an environment where children can learn, experience and experiment with human rights. The facilitator sets the stage, creating a setting where human rights are respected but the children are the main actors on this stage. There is, however, no perfect environment for human rights education. Even situations where children violate each other's rights can become learning experiences. The success of any activity, however, depends principally on the tact, skill and experience of the facilitator.

Many people who work with children are unfamiliar with facilitation and find it challenging and even uncomfortable. They take for granted their traditional role as 'leader' or 'teacher'. Most children are also conditioned to depend on an adult to impart information; however, children

accept responsibility for their own learning more readily than adults give up their role as authority and expert. Facilitation is not difficult, however, and most facilitators 'learn by doing', provided they understand and accept the shift to a child-centred, experiential approach to learning. The art of facilitation requires not only a shift in focus, but also a high degree of self-awareness. Because children are powerfully influenced by the behaviour of adults in their lives, facilitators must take care to model the human rights values they wish to convey. An activity on gender stereotyping, for example, will be useless if the facilitator habitually displays gender bias. For this reason, facilitators must recognize, acknowledge and conscientiously address their own prejudices and biases, even more so if they are directed against children in the group.

QUESTION: Every human being has prejudices! What are yours? Could some of your prejudices affect the children you work with? What can you do to address these prejudices?

Thinking and learning styles

To excite the talents and interests of a variety of children, facilitators benefit from a familiarity with the different ways that people think and learn, including themselves. Although everyone uses a mixture of thinking and learning styles, every person has a preferred or dominant style.

Which is your thinking style?

- **Visual learners** tend to represent the world to themselves in pictures. They may use phrases such as "I see what you mean".
- **Auditory learners** remember more of what they hear and may use phrases like "That sounds such as a good idea".
- **Kinaesthetic learners** tend to remember things through feelings, both physical and emotional. They tend to use terms such as "I love it. Let's go for it".

Which is your favorite or dominant learning style?

- **Activists** learn best from new experiences, problems and opportunities from experience. They love games, teamwork, task and role-playing exercises. They react against passive learning, solitary activities like reading and independent research, and tasks that require attention to detail.
- **Reflectors** learn best when they can think over an activity. They enjoy research, reviewing what has happened and what they have learned. They react against being forced into the limelight, having insufficient data on which to base a conclusion and having to take short cuts or doing a superficial job.
- **Theorists** learn best when what they are learning about is part of a system, model, concept or theory. They like structured situations with a clear purpose and dealing with interesting ideas and concepts. They often dislike participating in situations that emphasize feelings.
- **Pragmatists** learn best from activities where the subject matter is clearly linked to a real problem and where they are able to implement what they have learned. They react against learning that seems distant from reality and 'all theory and general principles'.

QUESTION: Try to remember a favourite teacher, trainer or facilitator. What was it about the way that person communicated that helped you learn?

Is there a correspondence between that person's communication style and your own style of thinking and learning?

Most people naturally teach and work with groups in a way that matches their own thinking and learning style. Is that true for you?

With what kinds of learners would you be most effective?

What kinds of learner would have most difficulty learning from you?

How can you adapt your communication style to reach more learners?

In practice everyone uses a combination of ways of thinking and learning. And every group of children presents the facilitator with many different learning needs and styles. Keep this in mind

when selecting activities from Compasito, balancing the types of activities to match the differing needs and learning styles of the children you work with.

Differences in thinking and learning can also account for the way activities run and how children debrief and evaluate them. You will notice that the same activity produces different levels of participation and different results in different children. Some children are more likely to respond to debriefing questions than to others. Remember too that thinking and learning styles may account for only part of these differences. Because of a whole range of factors beyond your control, the same children may react quite differently to the same activity on a different day! As you become more familiar with Compasito activities, you will be better able to account for these differences.

Children's developmental levels

The activities in Compasito are developed for children between the ages of six and thirteen, although many can be easily adapted to younger and older children as well as adults. Childhood is the ideal time to introduce human rights education, for although young children already hold strong values and attitudes, they are also receptive to new perspectives and experiences. Developing values like respect for others and tolerance of difference or skills like empathy and critical thinking requires years. It is never too early to begin!

At the same time children are still very dependent on the guidance and support of adults, especially their families, caregivers and teachers, as well as their peers. Some of the human rights values and attitudes that Compasito endorses may clash with those children encounter in other parts of their lives. Explaining the goals and methods of Compasito to parents, teachers or community leaders can help prevent potential conflict. Facilitators need to be sensitive to such potential conflicts both within the child and with the child's home, school or community environment. In every case, a child at any level of development should not be made the focal point of such conflict.

While each child is unique, the lists below summarize the main characteristics of these age groups. A skilled facilitator needs to understand the developmental level of the group and select and/or adapt activities to match their physical, cognitive, emotional and social development.

6 to 7 years olds:

Physical development

- enjoy outdoor activities with brief but energetic spurts of activity
- prefer simple manual tasks, especially combined with developing a particular physical skill

Cognitive and emotional development

- like to talk but have a short attention span and have difficulties listening to others
- are very curious
- learn best through physical experiences
- have difficulty making decisions
- can read and write, but these skills are still in the emergent stages
- are highly imaginative and easily become involved in role games and fantasy play
- like stories about friendship and superheroes
- enjoy cartoon figures

Social development

- are very competitive
- sometimes find cooperation difficult

8 to 10 years olds

Physical development

- seem to have endless physical energy

Cognitive and emotional development

- like to learn new things, but not necessarily in-depth
- become more aware of differences and inequalities among others
- enjoy problem solving

- enjoy question-answer games
- can be very frustrated if their work does not meet their expectations

Social development

- enjoy more independence but still need support
- like to talk and discuss things with peers
- can be very critical of both self and others
- are better able to cooperate
- like to belong to a group
- start to idolize real heroes, TV stars and sport figures instead of cartoon figures.

11 to 13 years olds

Physical development

- mature a lot physically although these changes vary greatly among children and may cause self-consciousness and uncomfortable feelings

Cognitive and emotional development

- mature greatly in their ability to think in a more abstract way
- enjoy arguing and discussing
- find some games predictable and boring; prefer complex activities that involve creating unique strategies and products
- tend toward perfectionism in what they do
- begin to perceive that a story or event can be seen from more than one perspective
- show an increasing interest in social and current events

Social development

- have a growing interest in a wider social and physical environment
- enjoy testing the limits of self and others
- can combine playfulness and seriousness at the same time
- get more concerned about how they appear to others
- like to learn from role models
- start developing more advanced play in groups and teams
- like to cooperate for common goals
- are strongly influenced by attitudes and behaviour of peers.

Adapting activities

Use *Compassio* as you would a recipe book. Like good cooks, facilitators should feel free to change the 'ingredients' of an activity to fit available time and materials and the size, competence and circumstances of their group. Most activities offer tips on adaptation.

Be aware that every group of children presents you with many different learning styles and different levels of ability. It is easier for you as facilitator to offer children a variety of ways to learn than for a child to adapt to a single method required by you. For example, an activity that is based on real-life problems, such as 'Human Rights in the News', p. 110, may delight the 'Pragmatists' but frustrate the 'Theorists.' You could adapt the activity to extend the analytical aspect by comparing how a problem is reported differently in different media. Similarly, many activities can be adapted to accommodate different levels of reading and writing skills. For example, the facilitator could take over all the written aspects of an activity such as 'Rabbit's Rights', p. 141 or 'Who's Behind Me?', p. 195. Be creative in providing ways for children to respond to what they have learned. For example, in addition to group discussion, children might draw, mime, write in a journal or share their ideas in pairs.

Careful selection and adaptation of activities is especially important to ensure the inclusion and equal participation of children with special needs, such as homeless, migrant, refugee and institutionalized children. Avoid exposing what may be painful differences amongst the children.

Be especially sensitive to the needs of children with disabilities and avoid putting them in the position of 'agreeing to' an activity in which they cannot participate equally. Instead when you know a child in your group has physical limitations, adapt the activity to the child rather than

expecting the child to accommodate the activity. For example, some adaptations for children with disabilities might include–

- Avoid using red and green in an exercise. Children with daltonism (color-blindness) have difficulty distinguishing them.
- Include explanations and handouts in Braille for visually impaired children.
- Position non-mobile children to allow them maximum participation.
- Use visual images and written instructions to encourage participation of hearing-impaired children.

Tips for promoting participation

Skilled facilitators can ensure that every child participates fully, even the shy and disengaged. Here are a few suggestions:

- Rephrase your questions several times to ensure everyone understands.
- Use clear language that children understand; avoid jargon.
- Take responsibility for clear communications (e.g. ask “Did I say that clearly?” rather than “Did you understand?”).
- Ask open questions that cannot be answered with a simple ‘yes’ or ‘no’ (e.g. not “Did you enjoy that activity?” but “How did you feel about that activity?”).
- Establish ground rules for discussion (e.g. no interrupting but raising hands to speak).
- Draw out silent children, asking them to report or share experiences, but never put pressure on a child to participate.
- Create different roles for group work to ensure equal involvement (e.g. time keeper, materials manager, reporter, and scribe).
- Emphasize that every child has something to contribute to the activity.
- Summarize regularly or ask children to do this.
- Explain an activity clearly before beginning so that children know what to expect.
- Connect present activity to previous and future activities.
- Be careful that an activity does not expose any child to ridicule, embarrassment or repercussions at home.
- When possible, seek the support of other facilitators, thus increasing the chance for children to connect with facilitators and be exposed to different teaching and learning styles.
- Acknowledge that no facilitator can control everything that happens or be aware of every child at every moment. Just be attentive without being over-concerned.

Tips for facilitation

Every facilitator needs a repertoire of short techniques and activities for special purposes. These are often helpful to motivate the group, to engage the children in a process, to draw their attention, to break tension or resistance, to gain their confidence and interest or simply to break the ice or to have a bit of fun!

Here are a few proven favorites. A treasury of others can be found on the Internet at sites such as Salto-Youth Support Centre: www.salto-youth.net

Icebreakers / Warm-ups / Starters

For getting a group started and building solidarity:

- **Group Still Life:** Ask children to bring an object from home that has special significance to them. Each child explains the object as it is added to a group display.
- **Me Too!1:** Explain that children must locate others who share the same characteristic. Then call out some categories (e.g. birth month; number of siblings; kind of shoe fastening). Under the right circumstances, use more sensitive categories (e.g. religion, language spoken, skin color).
- **Musical Chairs:** Arrange chairs in a close circle and ask children to sit down. Stand in the middle of the circle and explain that you are going to state your name and make a statement about yourself. When you do, everyone for whom that statement is also true must change chairs. (e.g. “I am X and am left-handed,” “I am X and I have a cat” or “I am

X and I dislike eating ____"). Try to get a chair for yourself. The person left without a chair then makes a similar statement about herself or himself. Continue until most children have had a chance to introduce themselves in this way.

- **Portraits:** Divide children into pairs and give each plain paper and a pen. Explain that each person is to draw a quick sketch of the other and to ask some questions (e.g. name, hobby, a surprising fact) that will be incorporated into the portrait. Allow only a short time for this and encourage everyone to make their portraits and names as large as possible. Then ask each child to show his or her portrait and introduce the 'original' to the group. To facilitate learning names, hang the portraits where everyone can see.
- **Teamwork:** Divide children into small teams and allow them time to discover the characteristics they have in common (e.g. culture, appearance, personal tastes, hobbies). Ask each team to give itself a name based on their shared qualities. Each group then introduces themselves to the others and explains their name.

Energizers

For raising or refocusing the group's energy:

- **The Chain:** Ask children to stand in a circle with their eyes closed. Move them around, attaching their hands to each other so that they make a knot. Then tell them to open their eyes and try to untangle themselves without letting go of their hands.
- **Fireworks:** Assign small groups to make the sounds and gestures of different fireworks. Some are bombs that hiss and explode. Others are firecrackers imitated by handclaps. Some are Catherine Wheels that spin and so on. Call on each group to perform separately, and then the whole group makes a grand display.
- **Group Sit:** Ask children to stand in a circle toe-to-toe. Then ask them to sit down without breaking the connection of their toes. If culturally appropriate, the children could also stand in a circle behind each other with their hands on the shoulders of the child in front. In this way, when they sit down, each one sits on the knees of the child behind them. Of course, neither version is suitable for groups in which any child has physical disabilities.
- **The Rain Forest:** Stand in the centre of children and ask them to mimic you, making different sounds and gestures for aspects of the forest (e.g. birds, insects, leaves rustling, wind blowing, animals calling) by snapping fingers, slapping sides, clapping hands, and imitating animals. The results sound like a rain forest.
- **Silent Calendar:** Ask the whole group to line up in order of the day and month they were born. However, they cannot use words to accomplish this. You could do the same with shoe sizes, number of hours spent watching TV per week, or any other interesting personal data.
- **The Storm:** Assign different sounds and gestures to small groups of children (e.g. wind, rain, lightning, thunder). Then narrate the soft beginnings of the storm, conducting the various sounds like an orchestra (e.g. "And then the lightning flashes! And the thunder roars!") to the conclusion of the storm.
- **Three Circles:** Ask the children to stand in a circle, and silently to choose one other child in their mind, without telling anyone whom they chose. Explain that when you say, "Go", they will have to run three times around the child they chose. The result will be a complete chaos, but very funny, as everyone is running after someone and being run after at the same time.
- **To the Lifeboats!** – First demonstrate a 'lifeboat': two people hold hands to form the boat; passengers stand inside the circle of their hands. Then explain that everyone is going on a voyage: "At first the sea is calm and everyone is enjoying the trip. Then, suddenly, the ship hits a rock. Everyone must get into a lifeboat in groups of three (or one, or four, etc.)." Children then scramble to form 'lifeboats' and take in the proper number of passages. Usually someone 'drowns.' Then tell children to get back on the ship and take up the narrative again. "Now the ship continues peacefully ... but suddenly a hurricane begins. The ship is sinking. Everyone to the lifeboats in groups of two." Continue like this through several 'shipwrecks'.

Group work

Group work happens when people work together, combine their different skills and talents and build on each other's strengths to complete a task. Group work:

- encourages responsibility. When people feel they own what they are doing, they are usually committed to the outcome and take care to ensure a good result.
- develops communication skills. People need to listen, to understand what others say, to be responsive to their ideas and to be able to put their own thoughts forward.
- develops co-operation. People soon learn that when they are working towards a common goal they do better if they co-operate than if they compete with each other.
- involves consensual decision-making skills. People quickly learn that the best way to make decisions is to look at all the information available and to try to find a solution that satisfies everybody. Someone who feels left out of the decision-making process may disrupt the group's work and not honour decisions which are made by the rest of the group.

Group work techniques

Note that successful group work must be task-orientated. There must be a clear question that needs answering or a clearly stated problem that requires solutions.

- **Brainstorming:** Brainstorming is a way to introduce a new subject, encourage creativity and to generate a lot of ideas very quickly. It can be used for solving a specific problem or answering a question.

Instructions:

- Decide on the issue that you want to brainstorm and formulate it into a question that has many possible answers.
- Write the question where everyone can see it.
- Ask people to contribute their ideas and write down the ideas where everyone can see them, for instance, on a flipchart. These should be single words or short phrases.
- Stop the brainstorming when ideas are running out and then
- Go through the suggestions, asking for comments.

Note these points:

- Write down EVERY new suggestion. Often, the most creative suggestions are the most useful and interesting!
- No one should make any comments or judge what is written down until the end, or repeat ideas which have already been said.
- Encourage everyone to contribute.
- Only give your own ideas if it is necessary to encourage the group.
- If a suggestion is unclear, ask for clarification.
- **Wall writing:** This is a form of brainstorming. Participants write their ideas on small pieces of paper (e.g. "Post-its") and paste them on a wall. The advantages of this method are that people can sit and think quietly for themselves before they are influenced by the others' ideas, and the pieces of paper can be repositioned to aid clustering of ideas.
- **Discussion:** Discussions are a good way for the facilitator and the participants to discover what their attitudes to issues are. This is very important in HRE because, as well as knowing the facts, participants also need to explore and analyse issues for themselves. The news, posters and case studies are useful tools for stimulating discussion. Start people off by asking "what do you think about...?".
- **Buzz groups:** This is a useful method if no ideas are forthcoming in a whole-group discussion. Ask people to discuss the topic in pairs for one or two minutes and then to share their ideas with the rest of the group. You will soon find the atmosphere "buzzing" with conversations and people "buzzing" with ideas!
- **Small-group work:** Small-group work is in contrast to whole-group work. It is a method that encourages everyone to participate and helps develop co-operative teamwork. The size of a small group will depend on practical things like how many people there are all together and how much space you have. A small group may be 2 or 3 people, but they work best with 6-8. Small-group work can last for fifteen minutes, an hour or a day depending on the task in hand.

It is rarely productive to tell people simply to "discuss the issue". Whatever the topic, it is essential that the work is clearly defined and that people are focused on working towards

a goal that requires them to feedback to the whole group. For example, assign a task in the form of a problem that needs solving or a question that requires answering.

- **Ranking:** This is a useful method to use when you want to provide specific information or to stimulate a focused discussion in small groups.
You need to prepare one set of statement cards for each small group. There should be 9 cards per set. Prepare 9 short, simple statements related to the topic you wish people to discuss and write one statement on each card.
The groups have to discuss the statements and then rank them in order of importance. This can either be done as a ladder or as a diamond. In ladder ranking the most important statement is placed at the top, the next most important under it and so on to the least important statement at the bottom.
In diamond ranking people negotiate what the most important statement is, then the two second-most important, then the 3 statements of moderate importance and so on as shown in the diagram. Because issues are rarely clear cut, diamond ranking is often a more appropriate method. It is less contrived and therefore more acceptable to participants. It also gives better opportunities for consensus building. A variation of the ranking method is to write 8 statements and to leave one card blank for the participants to write for themselves.
- **Role-play:** A role-play is a short drama acted out by the participants. Although people draw on their own life experiences to role-play the situation, it is mostly improvised. It aims to bring to life circumstances or events which are unfamiliar to the participants. Role-plays can improve understanding of a situation and encourage empathy towards those who are involved in it.
 - Role-plays differ from simulations in that although the latter may also consist of short dramas they are usually scripted and do not involve the same degree of improvisation.
 - The value of role-plays is that they imitate real life. They may raise questions to which there is no simple answer, for example about the right or wrong behaviour of a character. To gain greater insights, a useful technique is to ask people to reverse roles.Role-plays need to be used with sensitivity. Firstly, it is essential that people have time at the end to come out of role. Secondly, everyone needs to respect the feelings of individuals and the social structure of the group. For example, a role-play about disabled people should take into account the fact that some participants may suffer from disabilities themselves (maybe not visible) or may have relatives or close friends who are disabled. They should not feel hurt, be forced to be exposed or marginalised. If that happens, take it seriously (apologise, re-address the issue as an example, etc.). Also, be very aware of stereotyping. Role-plays draw out what participants think about other people through their "ability" to play or imitate them. This is also what makes these activities great fun! It may be useful to always address the issue in the debriefing by asking, "do you think that the people you played are really like that?". It is always educational to make people aware of the need for constant, critical reviewing of information. You can therefore also ask participants where they got the information on which they based the development of the character.
- **Simulations:** Simulations can be thought of as extended role-plays that involve everybody. They enable people to experience challenging situations but in a safe atmosphere. Simulations often demand a level of emotional involvement, which makes them very powerful tools. People learn not only with their heads and hands but also with their hearts. Debriefing is especially important after a simulation. Players should discuss their feelings, why they chose to take the actions that they did, any injustices they perceived, and how acceptable they found any resolution that was achieved. They should be helped to draw parallels between what they have experienced and actual situations in the world.
- **Pictures: photographs, cartoons, drawing, collage:** "A picture says a thousand words". Visual images are powerful tools both for providing information and for stimulating interest. Remember also that drawing is an important means of self-expression and communication, not only for those whose preferred thinking style is visual but also for those who are not strong in expressing themselves verbally. Ideas for activities using pictures and drawings are given with the "[Picture games](#)".
Tips for building up a picture collection

- Pictures are such a versatile tool that it is a good idea for facilitators to build up their own stock. Images can be collected from innumerable sources, for instance, newspapers, magazines, posters, travel brochures, postcards and greetings cards.
- Trim the pictures, mount them on card and cover them with transparent, sticky-backed plastic (sold for covering books) to make them durable and easy and pleasant to handle. The collection will look more like a set if the cards are all made to one size. A4 is ideal, but A5 is a good, practical compromise.
- It can be a good idea to write a reference number on the back of each picture and to record the source, original title or other useful information elsewhere. Thus, people will have only the image to respond to and will not be distracted by other clues.
- When choosing pictures, look for variety. Be aware of gender, race, ability and disability, age, nationality and culture including sub-cultures. Try to get a selection of images from North, South, East and West, different natural and social environments and cultures. Also bear in mind the impact that individual pictures have because of their size and colour. This effect can distort people's perception of a picture, so try to trim your collection so you have a reasonably homogeneous set.
- **Films, videos and radio plays:** Films, videos and radio plays are powerful tools for HRE and popular with young people. A discussion after watching a film should make a good starting point for further work. Things to talk about are people's initial reaction to the film, how true to "real life" it was, whether the characters were portrayed realistically, or whether they were trying to promote one particular political or moral point of view.
- **Newspapers, radio, television, Internet:** The media are an infallible source of good discussion material. It is always interesting to discuss the content and the way it is presented and to analyse bias and stereotypes.
- **Taking pictures and making films:** The technology of camcorders and disposable cameras now makes making films and taking pictures much more accessible for everyone. Young people's pictures and films vividly show their points of view and attitudes and make excellent display material. Video letters are a proven way to break down barriers and prejudices. They enable people who would not otherwise meet face to face to "talk" and to share insights into how they live and what is important to them.

General tips on running activities

Co-facilitating

If at all possible, always co-facilitate together with someone else. There are practical advantages in that there will then be two people to share the responsibility of helping with small-group work or dealing with individual needs. When two people run a session, it is easier to alter the pace and rhythm to keep things interesting and the participants on their toes. Two facilitators can support each other if things do not go as planned and it is also more rewarding to conduct a review with someone else than to do it alone. Better even than working with two facilitators is to develop your activities in a team, possibly involving some young people in the preparation.

Managing time

Plan carefully and not try to cram too much into the time available. If the activity is taking longer than you anticipated, try to shorten it so that you have plenty of time for discussion (see notes on the learning cycle). On the other hand, if you have lots of time in hand, do not try to drag the discussion out, have a break or do a quick energiser activity for fun.

Create a non-threatening environment

People must feel free to explore and discover, and to interact and share with each other. Be genuine, friendly, encouraging and humorous. Do not use jargon or language that participants do not understand.

Set ground rules

It is important that everyone in the group understands the ground rules for participatory, experiential activities. For example, everyone should take their share of the responsibility for the

session, that everyone should have a chance to be listened to, to speak and to participate. No one should feel under pressure to say anything they do not feel comfortable with. These ground rules may be discussed and agreed when you first start working with a class or group.

Give clear instructions

Always make sure everyone has understood the instructions and knows what they have to do. The simplest way is to invite questions, and to write down what is most important. Do not be afraid of questions; they are very useful and give you (and the rest of the group) the opportunity to clarify things. No questions sometimes means a sign of general confusion ("but I am afraid to ask because everyone else seems to understand").

Facilitating discussions

Discussion is central to the HRE process. Pay special attention to ensure everyone in the group can participate if they wish to. Use words, expressions and language common to the group and explain words with which they are unfamiliar.

Invite participants to offer their opinions. Ensure that there is a balance of global and local aspects so that people see the issue as directly relevant to their own lives.

Debriefing and evaluation

Give the participants plenty of time to complete the activity and if necessary come out of role before discussing what happened and what they learned. Spend time at the end of each activity talking over what people learnt and how they see it relating to their own lives, their community and the wider world. Without reflection, people do not learn much from their experiences.

We suggest that you try to go through the debriefing and evaluation process in sequence by asking the participants questions that relate to:

- what happened during the activity and how they felt
- what they learned about themselves
- what they learned about the issues addressed in the activity
- how they can move forward and use what they have learned

Reviewing

It is important to review the work and the learning periodically. This may be at the end of the day at a seminar or at the end of a series of two or three lessons or meetings. You may find that the group finds reviewing boring especially if there has already been a lot of discussion. Remember that reviewing doesn't have to be through discussion; you can also use other techniques including body language, drawings, sculpting, etc.

Co-facilitators should find time to relax and wind down and review how things went for them. Talk about:

- How the activity went from your point of view: preparation, timing, etc.
- What the participants learnt and if they met the learning objectives
- What the outcomes are: what the group will do now as a result of doing the activity
- What you yourselves learnt about the issues and about facilitating

Evaluation and reflection opportunities

For ending a day or a session:

- **Ball Toss:** Children toss a ball from one to another. Each person who catches the ball states one thing she or he learned or can use from the activity.
- **Collective Summary:** Pose a summarizing question (e.g. "What will you especially remember from today's activity?") or an open-ended statement (e.g. "Try to think of a word or phrase that sums up your feelings at the end of today" or "I still wonder..."). Ask children to respond in turn.
- **Group Bulletin Board:** Each child in turn adds one word or picture to a group display and explains why it represents something important he or she is feeling or has learned.
- **Releasing the Dove of Peace:** The facilitator mimes holding a significant object (e.g. bird, newborn baby) and invites each child to say something to it as it is passed from one child

to another. After the 'object' has been passed to everyone, they draw into a tight circle and collectively let it go.

Managing conflict

For addressing conflicts within the group and within individual children:

Conflicting feelings and values are inevitable when dealing with a topic like human rights, especially when engaged in non-formal activities like those in *Composito* that intentionally address children's emotions as well as their intellects. Such conflict, which may arise between children but also within an individual child, is not necessarily negative and with skill facilitation can even be transformed into a constructive experience. Learning to deal with conflict is one of the most important life skills children can acquire and an essential one for developing a culture of human rights in the world around them. Here are some ideas:

- **Anticipate conflict:** When preparing an activity, think about possible conflicts it might evoke in the group or in individual children. Is the topic, the rules or terminology too sensitive for some or all of the children?
- **Do not provoke conflicts but also do not step aside when they arise.**
- **Don't assume conflicts are your fault – or anyone's fault.** They are normal and inevitable within every group. Help children accept that fact and avoid blaming. Focus on managing conflict, not fault finding.
- **Do not ignore bad feelings in the group.** Acknowledge their reality and help children address them.
- **Taking plenty of time for debriefing and discussions** after each activity so that children have a chance to express how they are feeling, both about the activity and each other. This is perhaps your important opportunity to model conflict management.
- **Talk to children individually:** Often a child's feelings are too personal or painful to be discussed within the group. When you sense this, make an opportunity to speak privately about what may be causing this distress. Let the child know you are ready to listen whenever he or she is ready to discuss the problem.

Practicing human rights education

No child can learn about human rights in an environment that does not itself respect and promote a culture of human rights. The most important contribution a facilitator can make to a child's understanding of human rights is to create that environment.

Model the principle of the child's best interest. For example, deal with the conflicts that inevitably arise among children in a manner that emphasizes everyone's right to participation and to express an opinion, as well as everyone's responsibility for the welfare and harmony of the group. Engage children in actively resolving conflicts.

Practice the non-discrimination you want the children to learn. Be aware that even the with the best intentions, we all reflect the biases of our own culture. These prejudices and stereotypes are especially true in the area of gender equality. Research shows that without knowing or intending to do so, most teachers give boys more attention and encouragement than girls. Make a special effort to see that girls participate equally in all parts of an activity. If necessary, practice positive discrimination.

Composito can only be as effective in promoting human rights as you, the facilitator, are!

Educational Tools

Module 1 – The Bee Story

(authors Dana Yanis, Rosa Turbau Valls, Teodor Vasilev, Osama Mohamed Helmy Farag)

1. Aims and Objectives of the module „The Bee Story“:

After studying the topic „The Bee Story“, each student will:

- Know the context of the Article 31 from the Convention of Right of the Child (1989) - *The child has the right to rest and leisure, to play and freely participate in cultural life and the arts.*
- Know facts about animal life.
- Can express feelings and arguments.

Attitude included in the module:

- Sense of justice and social responsibility; Desire to contribute to the betterment of the community; Respect for self and others; Empathy and solidarity; Curiosity; Open mind and appreciation of diversity; Sense of responsibility for ones actions

Knowledge included in the module:

- Article 31 (Right to play); Facts about animal life and nature; Knowledge about debating and voting process;

Skills included in the module:

- Addressing conflict positively; Active listening and communication skills; Consensus building; Critical thinking; Problem solving; Expressing oneself with self confidence; Participating democratically in activities with debating and voting; Taking responsibility; Cooperating in group work

2. Implementation

Age group – 6 - 12 years

Number of participants – up to 25

When – no specific season

Place – indoor or outdoor

Duration – 45 - 120 minutes

Support materials on the subject – the story:

“The Bee Story”

Once upon a time there was a little bee cold Bee Lee who lived in the big bee Queendom with a huge community. This was the place where everybody works and every day was like the day before.

Playing the song of the bees:

“Every morning we wake up

We put honey in the cup

We work for honey, not for money

Cause honey is our money”

(Played like most popular army song)

Bee Lee has discovered that she had fun doing strange things and she goes to his friend Bee Zu and tells him: “Look what I have done, I created balls from honey! And while I was throwing them around I actually had a lot of fun.”

“Fun, what does that mean?” said Bee Zu.

"I don't know it felt good and I was laughing" said Bee Lee. Bee Zu was so confused and quite astonished so he replied: "Instead of working all the time you were creating balls? You know that is forbidden, right? You should be working all day and all night."

Bee Lee said: "But I want to discover how to have more fun and laugh more. So want to go to the jungle and take you with me on this journey!"

"But I am afraid we get caught!" said Bee Zu. But Bee Lee comforted him and they went off on the journey...

While walking in the jungle first they met a big elephant. The elephant was painting a picture with his trunk using various colors. Bee Zu and Bee Lee stopped and asked him admiringly: "What are you doing?" The elephant answered saying: "I am playing with colors to express my emotions." Bee Lee and Bee Zu asked in a very confused tone: "Playing, what is that?" The elephant was so submerged in his creation that he didn't hear their question. So they continued their journey of discovery.

After walking for some time they met a monkey. The monkey was jumping and doing acrobatic moves like in a circus. Bee Zu and Bee Lee were astonished at what his doing so they asked "What are you doing?" The monkey answered saying: "I am playing with the ropes and jumping to make my body fit and strong." Bee Lee and Bee Zu asked in a very confused tone: "Playing, what is that?" The monkey was so submerged in admiring his muscles that he didn't hear their question. So they continued their journey of discovery.

Along their journey, Bee Zu and Bee Lee bumped into a cat. The cat was doing handicrafts using strings of wool to make different shapes. Bee Zu and Bee Lee were astonished at what the cat was doing so they asked "What are you doing?" The Cat answered saying: "I am playing with the wool strings to make handicrafts." Bee Lee and Bee Zu asked in a very confused tone: "Playing, what is that?" The Cat was so tangled in the ropes that she didn't hear their question. So they continued their journey of discovery.

Finally Bee Zu and Bee Lee met a very interesting Bird. He was singing loudly and smiling. Bee Zu and Bee Lee were astonished at what his doing so they asked "What are you doing?" The Bird answered saying: "I am playing with my voice while singing to discover the limits I can go with my tunes and create new songs." Bee Lee and Bee Zu asked in a very confused tone: "Playing, what is that?" Another bird was singing, so Bird fell in love and was so busy singing back to her that he didn't hear their question. So they continued their journey of discovery.

Bee Zu and Bee Lee were discussing on their way back from their adventurous journey heading back to the hive: "Did you notice they all mentioned the word play Bee Zu?" asked Bee Lee.

"Yes, what do you think that means?" Bee Zu said

"I think play means having fun, enjoying time, laughing while still learning something new and benefiting their health and body. And I enjoyed watching them and wished I can do the same." said Bee Lee

"But Bee Lee we are bees, we have to work all the time. This is what we were born to do. We can't "waste" our time "playing." Bee Zu warned Bee Lee.

"Yes, but if being a BEE means working all day and all night then I'm not sure I want to be a BEE..... (Long Pause) TO BE OR NOT TO BE... THAT IS THE QUESTION (with a cup of honey)... (Pause)

***** Decision making and expressing activity *****

Bee Lee was determined to share her knowledge about playing with the rest of the community so she announced to everyone that she will be making a very important speech. She gathered all the animals she met and all the bees she knew and stood up to make the speech...

*We are here today for our right to play
Our right is here to stay*

As we will not obey
I am a being but I want to be a playing Being
(“Let it Be, Let it Be” song we invite the audience to sing)

With all the self confidence that she gained from the support of the community she goes towards the castle to talk to the queen. Bee Lee suggested to the queen that the community demands a place and time to play during our hard working days and nights.

The Queen answered: “I admire your courage Bee Lee but did you forget our national anthem?”

“Every morning we wake up
We put honey in the cup
We work for honey, not for money
Cause honey is our money”
(Played like most popular army song)

Bee Lee asked the community if they wanted to play or not. (YES!!!) So they go to convince the queen.

**** **Debate and argumentation activity** ****

The queen decides to give place and time to play and the bees production of honey actually increased and there was plenty of food and laughter in the hive due to the fact that they worked better together. What started as a decision of one bee to ask for the right to play ended up with benefiting the whole community.

3. Educational activities with participants

- Games for **activating children** - exercise - 10 minutes
- **Keynote discussion** – Start conversation with children asking questions about jungle, bees, games and art. This way you will direct attention of children to the topic.

Thematic content:

- **Introduction** in the topic by **starting to tell the story – “The Bee Story”**
- The children experience the story through interactive storytelling with the children themselves interacting and taking parts in the story. The story is told with the use of various techniques such as Music and Singing, Acting, Theatre of the oppressed (Image Theatre), Puppets and Origami. Tip: guitar is a good tool for music. - *(experiential part of The Kolb`s cycle)*

- **Decision making and expressing activity – “Painting and writing in the Bee image”** - In the moment where the Bee Lee and Bee Zu is contemplating what to do after their adventure in the jungle, we pause the story telling and give a chance to the children to decide with the bees.

After the story is told we will discuss with the children through bee illustration, where they can either color (6-8 years old) or fill in (8-11) how Bee Lee feels. Using the bee illustration to see what the bees learned indicating how the children used the story to relate it to their own realities. So we ask children to write in the head of a big illustration of a bee what it learned from this experience (in the jungle), in the body (heart) of the illustration - what the bees feel in this moment and in the title bubble of the illustration - what the bees have to do when they go back to the hive. Then all the children share their writings. With younger children only the colors can be used for them to express answers of the above questions. - *(reflective part of The Kolb`s cycle)*



Variation: The illustration is used for the children to write what the bee could have done, so in a way they have the chance to make their own ending of the story. They may act out the ending they suggested, if there is time for enactment.

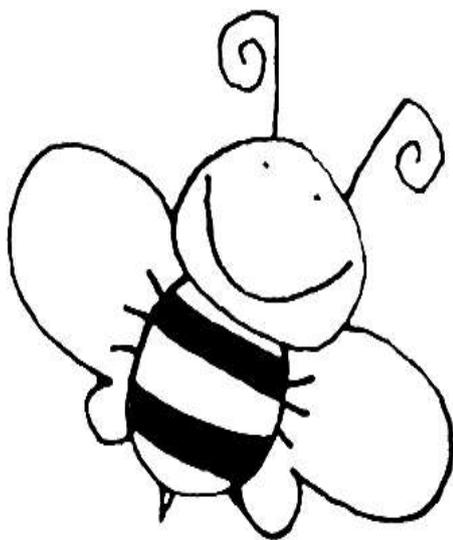
- **Debate and argumentation activity – “How to convince The Queen”** – The trainer continues to tell (or act with children) the story. During the story the children discuss with Bee Lee whether the queen should allow them to play or not and why. The story is stopped at the moment when Bee Lee and bee’s community goes to convince the Queen for their right to play. The trainer asks children to think and write in the wings of the bee illustration what arguments they will use to convince the Queen to give time and place for playing. Then all the children share their writings.

After the children share their arguments they play the real debate. They choose one child to represent Queen and 3-4 others to represent the community. Then (with the help of the whole group and the trainers) the children play negotiation with the Queen and they make the decision. Tip: Here we can discuss the democratic process, voting, referendum etc. - *(generalization part of The Kolb’s cycle)*

After the children make their decision the trainer tells THE END of the story.

- **Closing discussion** – First we starting with the question about finding link between the story and the real life. After the children share their opinion we ask them to share if all of us can do something to change situation.

At the end we ask children to write at the bottom of the illustration what they learned in this session. – *(application part of The Kolb’s cycle)*



Module 2 – Makaya, or the top of the tree

(authors Carla Saleta, Gergana Dzhenkova, Patrícia Amaral (Tixa))

1. Aims and Objectives of the module „Makaya, or the top of the tree“:

After studying the topic "Makaya, or the top of the tree", each student will:

- Know that they have right of non-discrimination.
- Raise their awareness about acceptance and tolerance toward differences.
- Can freely discuss the topic of disabilities, differences of different origin.

Attitude included in the module:

- Acceptance, tolerance, compassion; Appreciation of talent; (In this specific case we use it on physical disabilities but we believe the tool can be adjusted to be used on other differences as gender, sexual preferences, race, etc.)

Knowledge included in the module:

- Disabilities and differences; Animals and forest; Climate.

Skills included in the module:

- Expression of opinion; Debating; Listening and cooperation; Body expression; Expression through puppets.

2. Implementation

Age group – 6 - 10 years

Number of participants – up to 10

When – no restriction

Place – indoor or outdoor with possibilities for using puppets on stage.

Duration – 90 - 120 minutes

Support materials on the subject – the story:

"Makaya, or the top of the tree"

Once upon a time there was a little bird called Makaya and he could sing very beautifully. Every time he would start singing all the animals in the forest stopped what they were doing and listened to the song. The beautiful melodies made them happy.

Makaya lived in a nest on a top of a high tree. He never left the nest although the other animals loved him very much and always wanted to play with him. Every time he was invited to play, Makaya politely refused to join them and enjoy.

One day something unusual happened. Suddenly the sky started to change and soon big clouds covered the sun. Makaya was in his nest as usual and from the top of the high tree he could see a furious storm was about to hit the forest and destroy all animals' houses. "Oh, I have to warn everybody", Makaya thought. "They are my friends and I have to tell them about the storm coming. What would happen if they lose their homes? Quickly, quickly, Makaya", he said to himself.

And although he himself was very scared of the storm he started singing loud so as everybody could hear even those who were deep asleep. Makaya sang and sang and sang until he almost lost his beautiful voice. But everybody knew there was a thread for the forest.

In a while the storm hit and broke many trees but the animals were safe hidden in holes or caves. Their homes were also preserved.

On the next day, when everything was calm again, the animals went out of their hidden places and gathered to thank Makaya. They were so grateful to him for saving the forest inhabitants.

They went to the tree when Makaya lived and told him "You saved us all! Thank you from all our hearts! We want to throw a big party for you. Come down, play with us!" Makaya has never done such a thing before but feeling how much they wanted him to come down, he decided to take the risk and leave the nest.

Slowly he came down and everybody could see Makaya was only half bird. His other half was a snake's tale. All the animals were shocked! "Is it possible that the bird we all love and respect for what he did for us, is such a weird creature? What is actually he? Bird or snake?"

The animals got very scared with his body. They screamed and run far and away.

Poor Makaya... He got very sad and felt sorry for going out of the nest. Slowly he climbed the tree, got back to his place and decided not to go down ever again.

3. Educational activities with participants

- Games for **activating children** - exercise - 10 minutes

Thematic content:

- **Puppet's show** – instructors make the puppet's show to tell the story of Makaya in front the children. By this audience experience the story that gives examples of the problem with disabilities and acceptance.
- **Exploration** - Give the children the puppets you have played with to tell the story to get familiar with and explore how they are different from what we have as a general idea of an elephant, camel, turtle, etc. (The puppets can be origami dolls; puppets from recycled materials or other unexpected ones that are same time recognizable but extraordinary). Especially give more time for them to get familiar with Makaya - the half-bird-half-snake – to touch and explore his different body.
- **Discussion** – start the conversation with following questions:
What have we seen? (Resume the story)
Why do you think Makaya never left the nest?
What do you think the animals felt about Makaya, before he came down?
Why Makaya did finally came down?
Why do you think the animals ran away?
How do you think Makaya felt when the animals ran away?
- **Exercise** – lead the children through an exercise that promotes cooperation and experiencing motor difficulties:
Create a space for the children to explore the animals through their own bodies. You name an animal and everybody in the circle makes that animal using movements and sounds. The last one to experience is Makaya. Ask the children to try a body of a half bird half snake and move through the place like this (ropes and bandages can be used to reduce movements – but after proper risk analysis).
Ask them to share on their experience on the difficulty to move and their feelings.
Then split them into pairs and ask for the same exercise. This time one child is moving through space and the other one is helping them.
- **Discussion** – start the conversation with following questions:
How did you feel when you experienced being Makaya?
Was there a difference between the first time you did the exercise (alone) and the second time (with help)?
- **Conversation about their daily life** - start the conversation with following questions:
Do you know someone with physical disabilities?
What kind of disabilities do you know/have seen?
Do you think your town has facilities to people that have motor difficulties?



How do you act with this people?

- **Facilitated conversation on future behavior** - start the conversation with following questions:
What would you do when you see a person or a child with physical disabilities?
How would you make sure they feel accepted? What would you say?
If there is someone who is not supportive of people with disabilities what would you explain to them?
- **Exercise “The End of the story”** - as final step ask children to take the puppets and finish the story. What would they do playing the animals who initially got scared of seeing Makaya?
Facilitate a reflection on the ending. Are you all happy with the ending? Why? How do you think life in the forest will change with that ending?
- **Closing discussion** - give children to take a picture of a bird-snake and an inspirational sentence to remember their learning or alternatively, give materials to make their own bird-snake (paper and pencils to draw, easy origami, dough). Ask them to share with the group their pictures and sentences. Ask them to share what will remember from this session.

Module 3 – Bubba and Shanti

(authors Rawan Rishaq and Veneta Nikolova)

1. Aims and Objectives of the module „ Bubba and Shanti”:

After studying the topic "Bubba and Shanti", each student will:

- Know their right for freedom from discrimination.
- Develop attitudes towards intercultural dialogue.
- Raise their awareness about diversity.
- Show acceptance of the differences between people and focus on the similarities.

Attitude included in the module:

- Empathy; Respect; Imagination; Acceptance; Non-discrimination; Curiosity; Cooperation;
To show diversity and teach/encourage acceptance of the differences between us, focusing on the similarities - Implementation of **Article 2** from the UDHR - Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it is independent, trust, non-self-governing or under any other limitation of sovereignty

Knowledge included in the module:

- Article 2 (UDHR) - Freedom from discrimination; Intercultural dialogue; Geography; Biology - elephant's life and anatomy.

Skills included in the module:

- Decision-making; Critical thinking; Teamwork; Active listening.

2. Implementation

Age group – 8 - 10 years

Number of participants – 10 - 12

When – no restriction

Place – indoor with possibilities for projecting, playing music (sounds) and painting.

Duration – 120 minutes

Materials - 2 drawing papers (A3), paints & brushes, white board/flipchart, markers, newspapers, glue, multimedia or printed images, sound, 12 bubble making toys

Support materials on the subject – the story:

Bubba and Shanti

Once upon a time there was a baby elephant named Bubba. He lived his whole life in the African plains. Bubba had a wide imagination, sometimes he would stay in the watering hole after the herd was done drinking, playing by himself. He would make believe there were other worlds other than his own, and he would always play the hero in his own stories. Today he was pretending to be putting out a fire by splashing water from his trunk. He was having an especially fun time when he realized he could blow bubbles. He loved it and was chasing the bubbles and popping them, staring at them as they fly randomly. Then he decided to try and blow the biggest bubble in the world. So, he blew and blew and blew until the bubble got so big it surrounded his whole body! It felt so cool and light inside the bubble, and suddenly when he looked down he realized he was floating in mid-air. He laughed, making the bubble jiggle, so he was quiet and still. A gust of wind lifted him up, up, up into the sky! Bubba was so excited, but also scared, he had only ever left home in his imagination. He had no idea what was really out there.

Another gust of wind came from the west and carried him east, Bubba let go of control and let the breeze take him where it may. He watched with curious eyes as the landscape below him changed into water. The bubble flew faster and faster, Bubba had never seen an ocean before! After a long while, the ocean led to the shores of a new land. This surface looked nothing like the African plains, they had been flat and easy to see all the animals on, but here the trees were so tall and thick that that's all he could see from above. This made him even more curious, and he decided to take the risk and go down to see for himself.

With great courage, Bubba stuck his trunk out and burst his own bubble. POP! And he fell down, down, down, luckily landing in a river. He drank, and shook the water off with his ears, and then he slowly started exploring. He noticed that the jungle was so much greener than home. There were so many little creatures living in the tangles trees. While walking, he had to watch out for roots and thorns on the ground. He struggled to walk without running into branches, when all of a sudden he heard a familiar sound. He listened closely and recognized it as the sound of a herd of elephants! He followed the calls until he found them all together feeding on some grass. He was so excited that he ran towards them screaming...

Bubba: JAAAAMMMBOOOO!!!

They all turned for a moment with puzzled looks on their faces, but none of the elephants gave him more attention, except for one little one, and she said...

Shanti: Namaskar! My name is Shanti.

Bubba: Jambo Shanti! My name is Bubba. Please tell me, where am I?

Shanti: You are in India! But now you tell me, why are your ears so big?

Bubba didn't know how to answer, and now he looked at the herd again and realized they looked very different from any elephants he had seen before. They were smaller in size, their skin was smoother and some of them didn't even have tusks. Shanti pulls her father's tail and says...

Shanti: Papu look, look how this elephants ears are so big!

Her father turns around and is shocked at how different Bubba is. All at once the rest of the herd surround him, staring and whispering. The father says...

Papu: Where did you come from, oh big eared elephant?

Bubba: From across the water, a land we call Africa.

Everyone: Oooooo Afriicaaa

Papu: Why do you look like this? Is something wrong with your skin for it to be so wrinkly?

Bubba: No...we all look like this where I come from.

Papu: Well then, how did you get over here?

Bubba: I, um, I...I flew over in a bubble.

Papu: Do you think this is funny? Someone who looks like you better not make jokes. Go back where you came from!

Bubba hung his head in shame. He knew no one would believe him. The herd all followed the father and left Bubba behind. All except Shanti who came back a little later to find Bubba alone and sad.

Shanti: Did you really come here in a Bubble?

Bubba: Yes, but do you really believe me?

Shanti: I guess I do, but it does sound crazy, and why would you leave your own land?

Bubba: I wanted to see another world. I was curious to learn what else was out there. And look, I found you!

Shanti: Hmm... Alright then, teach me more about Africa...

Bubba and Shanti shares stories and talked until the night. They became great friends, and every day Shanti would come visit Bubba to learn more from him about Africa and the creatures there. But she noticed that when he was quiet for a moment, he was sad, feeling left out by the rest of the herd. So one day she decided to do something about it. She went to her father and said...

Shanti: Papu, I think we need to accept Bubba as an elephant just like us. He is left out and alone, for what?

Papu: No way Shanti! Don't you see he is so different, he is too big and too wrinkly, he speaks words we don't understand. It is dangerous. I mean what is Jambo anyways?

Shanti: Jambo means hello in Swahili Papu, just like Namaskar in Hindi. We can understand if we only try! Imagine if I was in Africa, would you want me to be left alone like this?

Papu paused to ponder what his young, but wise, daughter was saying. He realized he had been wrong and decided to send with her an invitation for Bubba to join the herd. Bubba gladly accepted, and lived for months with them, ever so happily. He travelled India with them and learned so much about this land and its fascinating creatures.

One morning, Shanti awoke and could not find Bubba. She looked everywhere, until she arrived at the river. There she saw small bubbles, and she instantly knew that he must have flown away. Maybe he had gone back to Africa because he missed it, or maybe he wanted to see a whole new world because he was still curious. Either way, she never forgot him, and for every year after that when she saw bubbles at the river on that day, she wondered if she would ever catch her own and go with the wind.

3. Educational activities with participants

- Games for **activating children** - exercise - 10 minutes

Thematic content:

- **Interactive storytelling - the story "Bubba and Shanti"** -

children are involved in the story itself.

Tips for creating atmosphere of interaction: The story teller could have elephant ears, trunk or tale. At the moment of Bubba making bubbles, there are actual soap bubbles appearing. Using the movements in story (when Bubba is going up and down, from west to east) with the children.

While telling the story we could have images (multimedia or printed ones) showing different landscapes from Africa and India and elephants. Sounds – a sound of the elephant herd.

To make the story telling interactive use visual aids. Project a photo of African plains in the section of the story that took place there, a photo of the ocean while the travelling happens, and a photo of the Indian jungle once he arrives there. Also, the sound of an elephant herd when Bubba first heard them in India. The timing and simplicity of the aids helps the children visualized, because they may have never seen a



photo of these lands, which then helped them later with illustration. When we reach the part in story where the Father elephant and herd of elephants have to decide whether Bubba should stay or leave we *stop the story*.

- **Discussion** - The questions are:

Do you know what Jumbo and Namascar mean? (Saying hello in different languages – Swahili and Hindi.)

What was the name of the main character and where he was coming from?

Where did he arrive?

Was he different from the other elephants there?

Do you know people from different countries? Do they look different?

Do you have friends who look different?

Have you been to a place which is different from yours and how did you feel?

How do you feel when someone new comes into your space?

- **Illustration/application “The picture of Africa and India”**- children are divided into two groups. One of the groups is going to travel to Africa and the other one to India. After we split up the groups the educator asks them all about the elephants, and if they can draw an elephant. The educator shows how we can all make an elephant easily, by using only newspapers and glue. Then children are asked to help the educator make an elephant: Questions: how many legs does an elephant have, what else, a body? Ears? A tale? A head? And a trunk? After the demonstration kids are invited to make their own elephants. After we all have our own elephants, children start working within their groups. First task is to think what our elephants are doing – drinking water, eating grass or leaves, playing etc., then children have think of what their elephants are doing, then start painting the surrounding area and landscapes, depending on where there are – India or Africa. The educator helps them a little bit related to the different landscapes - how it is in Africa – desert, no many trees, is yellowish and etc. The same for India – greenish, lots of trees, the jungle, big rivers etc. Then kids are left to their own imagination to create the landscapes for what are their elephants doing there. Both teams have to share one big sheet of paper each. After they are done painting the landscapes, they have to place their elephants in the appropriate spot depending on what they are doing, ex. drinking at the watering hole. Then we place the two landscape drawings on the wall and move to the next step.

We ask for feedback on how they felt while working in the teams, was it easy or challenging, did they want to share from this experience? How did they reach decisions about placement of things in their paintings?

- **Parallel exercise** - we all together compare the two landscape drawings and what is each elephant doing there. It is very well illustrated the differences between the two landscapes and the shapes of the different elephants, but it is very important that we put our focus on the actions of the elephants and the fact that they are doing the same things – we need water, shelter, food etc... Meanwhile transferring that to our own reality, that we as the elephants are all human beings, we might look different, speak different languages but our needs are the same everywhere.
- **Decision making activity** - The children are asked to go back to the story and imagine that



they are the herd of Indian elephants. They have to decide as group whether or not to include Bubba in their herd. When they reach a consensus we discuss, if they can't reach a decision, we vote. Questions at this time would be related to why should he be included, or why not, with the aim being to encourage acceptance and non-discrimination.

If the children choose yes, we read the rest of the story. If they choose no, we end with further discussion.

- **Feedback** – the trainers choose a method to extract from the children overview of the learning process of the session. It can be related to drawing, writing, sharing etc.
- **Closing** - we close the session by giving each of the kids a bubble toy, in which we ask them to close their eyes, blow bubbles and imagine a place they want to go to. They take the bubble toys home with them as a symbol and reminder.

Module 4 – Shoes and Juice

(authors Eva Navarro Campanera, Yasmine Nassif, Osama Mohamed Helmy Farag-Ozoz, Monika Rejtner, Hamza Zabalawi)

1. Aims and Objectives of the module „Shoes and Juice”:

After studying the topic "Shoes and Juice", each student will:

- Know the right to have the views of children taken into consideration.
- Know the context of the Article 6 from the Convention of Right of the Child (1989) - *The child, for the full and harmonious development of his-her personality, needs love and understanding. He shall grow up in the care under the responsibility of his parent's affection, moral and material security.*
- Can make decisions.

Attitude included in the module:

- Respect for self and others; Understanding.

Knowledge included in the module:

- Children will know their rights to have their views taken into consideration and be able to decide and participate. To know that parents must have their best interest at their hearts hence linking both together

Skills included in the module:

- Decision making; Communication skills; Comprehensive skills; Active listening; Self-expression.

2. Implementation

Age group – 8 - 11 years

Number of participants – 15 - 25

When – no restrictions

Place – Not specified- but not too small

Duration – 90 minutes

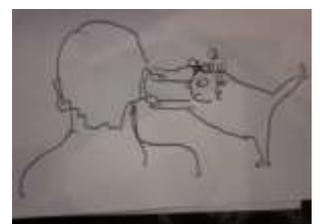
Materials - 3 colored cards for each child, paper, markers, beamer and laptop (if needed for presenting illustrations)

Support materials on the subject – the story:

“Shoes and Juice”

Can ya makan (Ones upon a time), a boy wakes up and goes to the kitchen to have breakfast like every day.

“Can I have scrambled eggs?” - asked the child¹.



¹ Could be altered to fit the social class, country or kids you want to work with.

His father gave him the dish and then he was surprised to see pancakes. "Maybe my dad lost his hearing during the night", thought the child to himself. But he eats it anyway without saying anything.



After eating, he goes to get dressed.

"Mom, can you give me the red t-shirt?" shouts the kid from his room².



Instead, he gets the orange t-shirt. "Maybe my mum lost her colorful vision during the night" he thought again. He wears the orange t-shirt and then gets ready to get off to school.

During the day, the child keeps wondering if anything has happened to his parents during

the night.

(See footnote³)



"This is happening every day. I need to do something with that!!"

The evening, he looked around and saw his parents watching TV, so he knew that they are not deaf or blind.

"Maybe I should become a TV", he thought.

So he cuts off a TV-like frame and goes to talk to his parents. Thinking that this could work, the child is surprised to see that they did not listen again.

Next morning, when the child wakes up and goes to breakfast, his father asked him to bring him the juice.

SUDDENLY, the child had a brilliant idea!

Instead of bringing him the juice, he got him the shoes.



3. Educational activities with participants

- Games for **activating children** - exercise - 10 minutes

Thematic content:

- **Interactive storytelling – "Shoes and Juice"** - the story is framed in an illustrated book (could include special illustrations that are interactive) or by pictures of illustrations. Presenting the story could be done through narration and same time using illustrations by the book or projecting.

² Could be altered to fit the social class, country or kids you want to work with

³ If you feel like you need to add another example of the senses, we thought of using "olfactory sense", you can do that by adding the same sequence but with bubble bath shampoo. He wants a certain one but gets the other. The same can apply to the sense of touching using blankets as an example (cotton and wool).

- **Discussion** - right after the story, we make a discussion so as not to lose the content of the story. We ask the kids how they felt and what happened in the story.
- **Activity “Who should Decide?”** - http://www.eycb.coe.int/compasito/chapter_4/4_39.asp
(Description in “Support materials on the subject”)
We give children different decisions and ask them to divide into groups – Self-made decision, parent-based decisions, and joint based decisions. Then we talk about why each type of decision is made by the group and then come to the conclusion that it is related to love and understanding.
- **Application** - write or choose decisions and talk about them with parents. Maybe they could do an outline where they can get involved in participative-decision making in daily activities

Who Should Decide?

When is ‘old enough’?

(http://www.eycb.coe.int/compasito/chapter_4/4_39.asp)

Themes	Family and alternative care, Participation
Age	7 – 10 years
Duration	45 minutes
Group size	4 – 24 children
Type of activity	Decision making, small group discussion
Overview	Children respond to a list of questions on who should make a decision in each situation. After each question, the children use a color-coded card to show their response.
Objectives	<ul style="list-style-type: none"> • To reflect on decision making processes in families • To discuss child participation in family life • To introduce the concept of evolving capacities
Preparation	<ul style="list-style-type: none"> • Prepare questions ready to read out. • Make a set of cards for each child.
Materials	<ul style="list-style-type: none"> • 1 x Green, Yellow and Orange card for each child

Instructions

1. Ask the group to reflect on what they’re wearing and ask them to discuss with a person sitting next to them who decided what they would wear that day. Was it their parent/s? Was it themselves? Was it a joint decision made by the parent/s and child together? Explain that this activity is about making decisions.
2. Give a set of cards to each child (green, yellow and orange). Explain that you will read out a list of decisions that should be made, and after each question you will ask the group to think about who should make the decision. If the child thinks that the parent/s should make the decision, then they should hold up a green card. If they think the child should make the decision, then they should hold up a yellow card. If they think the child and the parent/s should make the decision, then they should hold up an orange card.
3. Read out the questions one by one and after each question wait until everyone in the group has held up their card. Encourage the children to look around at the responses from the rest of the group after each question. Some children in the group will probably make comments, but discourage discussion at this point: hold discussion until the debriefing.

Debriefing and evaluation

1. Debrief the activity by asking questions such as these:
 - How did you like this activity?
 - Was it difficult to respond to some of the questions? Why?
 - Which ones were easier to respond to and which ones were more difficult? Why?

- Why did some people have different answers?
 - Is there a right answer or a wrong answer to the questions?
 - Does the age of child make a difference in the role they should have in making decisions concerning themselves? Why or why not?
2. Introduce the phrase 'evolving capacities' and explain that it means that children have more decision making opportunities and responsibilities in personal matters as they mature. For older children, you can refer specifically to Article 5 and 14 of the CRC and discuss this concept further. Ask questions such as these about the children's own role in decision making:
- Are you involved in making decisions in your family? Which decisions are they?
 - Are there some things that you can make a decision about yourself? What decisions are they?
 - Are there some things that you need help and guidance from your parent/s to make decisions about? What things are they?
 - What are some ways you can ask for more guidance from your parent/s?
 - Is it important for you and your parent/s to participate in your family life? Why or why not?
 - What are some ways you can participate more in your family life?
 - Do you like the way decisions are made in your family? Are there some decisions you would like to participate in that you do not? What are some things you could do to have a greater role in decision making?
3. Relate the activity to human rights by asking questions such as these:
- Why do you think some human rights concern children and their families?
 - Why do you think participation in decisions that concern them is one of every child's human rights?
 - Who else makes decisions about children's lives besides themselves and their parents? Why is this important?

Suggestions for follow-up

- You may like to start focusing on the family by running the activity 'We are Family', p. 180 as a start, before this one.
- The activity 'A Constitution for Our Group', p. 56, also involves children in participatory decision making and negotiation.

Ideas for action

- Ask each person in the group to develop a family strategy with their parent/s about how each member of the family can participate further in family life.
- Invite parent/s to speak to the group about their views on participation in family life, including how their role in making decisions about children's personal matters changes as the child/children grow and develop.

Tips for the facilitator

- Some questions may be difficult for some of the children to answer; however, you should encourage them to choose the card or response that is most relevant for them.
- Be sure to know the family situations of the children in the group you are working with. Some children may not live with a parent or parents and may live with a guardian. In these cases, you should also include guardian/s along with parent/s in the activity.
- Some children will want to explain why they have given a certain response straight away but instead of engaging in discussion after each question, remind children that they will have the chance to speak about the activity afterwards.
- You may want to ask children to draw a picture on each colored card before you read out the questions so that they remember which card represents which response. Alternatively, you can write this on a chart or board at the front of the room so they can refer to this if they forget which color responds to who makes the decision.
- Adaptation:

- For a longer and more in-depth activity, ask the children to discuss their decisions after each set of questions.
- For older children: ask them to identify which CRC rights the questions refer to.
- For older children: Ask what human rights protect the participation of children and parent/s in family life? Why are they important?

Questions to read out

Who should decide whether you can stay at home on your own when your family goes shopping:
At 5 years old? At 10 years old? At 15 years old?

Who should decide whether you can stay in touch with both your parents after they have separated?

At 4 years old? At 9 years old? At 17 years old?

Who should decide whether you can join the military service?

At 6 years old? At 11 years old? At 16 years old?

Who should decide whether you should wear a raincoat when going out in the rain?

At 3 years old? At 9 years old? At 14 years old?

Who should decide whether you should be a vegetarian or not:

At 4 years old? At 8 years old? At 13 years old?

Who should decide whether you can smoke cigarettes?

At 6 years old? At 9 years old? At 15 years old?

Who should decide whether you can stay up until midnight?

At 5 years old? At 9 years old? At 14 years old?

Who should decide whether you can use the Internet without supervision?

At 6 years old? At 10 years old? At 16 years old?

Who should decide whether you can choose your own religion?

At 5 years old? At 9 years old? At 13 years old?

Who should decide whether you can stop attending school?

At 6 years old? At 10 years old? At 15 years old?

Who should decide whether you can join the local choir group?

At 5 years old? At 9 years old? At 17 years old?

Who should decide whether you can have your own mobile phone?

At 4 years old? At 8 years old? At 14 years old?

Who should decide whether you should be put in foster care?

At 4 years old? At 10 years old? At 16 years old?

Module 5 – The Lost Ball

(author Abdallah Ahmad Abdel Rahman Almomani, Shaker Said Attia)

1. Aims and Objectives of the module „The Lost Ball”:

After studying the topic "The Lost Ball", each student will:

- Raise his awareness with the kids in accepting other kids in another situation.

Attitude included in the module:

- Cooperation; Empathy; Respect the feeling of others; Self confidence; Acceptance.

Knowledge included in the module:

- Every child has the right to play even when he has minor or major disabilities.

Skills included in the module:

- Communication; Team work.

2. Implementation

Age group – 7-12 years

Number of participants – 10 -15

When – no restrictions

Place – no restriction

Duration – 60 minutes

Materials - Puppets, music, accessories, curtain and stage

Support materials on the subject – the story:

“The Lost Ball”

Children in the neighborhood are playing football and a young boy watches from the window. His name is Ali.

The ball falls inside the house so Waleed, one of the children, went to bring it from the house. There, he met the mother and asked her to bring the ball, and then Ali appeared to be standing behind the door. Waleed was surprised to see that he was sitting on a wheel chair.

Waleed realizes that Ali is sitting all the time by the window because he can't walk. Waleed asked the mother of Ali if he can play with them, but she was afraid to let Ali go alone outside. But Waleed convinced her and she realized that Ali is very happy to play. Ali's mother changed his clothes and then allowed him to go downstairs and play.

Waleed went to his friends and told them about how he saw Ali, at the same time, he told them that Ali was going to come and play with them.

One of the friends, Sami, didn't like the idea and he refused to give opportunity for Ali to play and he left the game. But Waleed played with Ali and Aisha, so Sami realized that he is alone and he returned back to play with them and he apologized to Ali.

The mother was watching the game and felt happy that Ali was playing. After that she called Ali to tell him that playing time was over. Finally, Ali says goodbye to his new friends and says that he will play with them again tomorrow.

3. Educational activities with participants

- Games for **activating children** - exercise - 10 minutes

Thematic content:

- **Introduction** - a “kid” (a pantomime) playing pantomime moves showing that he is sad then a happy marinate enters and starts asking the “kid” questions to know why he is sad, the marinate tries to make the “kid” happy, so she asks him to tell a story to make him happy, then the “kid” and the marinate go behind the stage and the story starts
- **The puppet show** – the story is presented by traditional glove puppets. At the end of the story: (The pantomime) goes out again with the marinate and starts singing and dancing with the audience, then all the other marinates go out to salute the kids and audience.
- **Activity** - After presenting the story, we combined two activities from Compasito: Blind Fold and Silent Speaker. In this activity, we blind folded kids and asked them to undertake specific tasks (tasks depend of the place and space we have) and also asked them to silently say sentences so as to get an idea of how hard it is to have something similar as a disability.
- **Discussion** - We asked the kids if they knew anyone with a disability. If they do, we asked them to outline the rights for each and every child with a disability and the rights from those who don't have any disabilities.
- **Application** – We ask the kids to list different voluntary activities that they can join to do with kids with disabilities.



Module 6 – Trunky

(author Osama Aboelezz, Dana Yanis, Maria Ulldemolins Urrea, Milena Leneva, Sarah Mohammed Elwy Abd Elaziz El Batrawy)

1. Aims and Objectives of the module „Trunky”:

After studying the topic "Trunky", each student will:

- Increase awareness of the right of non discrimination.

Attitude included in the module:

- Sense of justice and social responsibility; Desire to contribute to the betterment of the community; Respect for self and others; Empathy and solidarity; Curiosity and open mindness; Diversity appreciation; Sense of responsibility for one's action.

Knowledge included in the module:

- Article of non discrimination; Image theatre; Scientific facts about nature; Self awareness.

Skills included in the module:

- Self expression; Self confidence; Conflict resolution; Imagination and creativity; Communication skills; Teamwork.

2. Implementation

Age group – 7 - 12 years

Number of participants - 20

When – no restrictions

Place – classroom, outdoor, theatre

Duration – 90 minutes

Materials - stickers - 8 different colors

Support materials on the subject – the story:

“Trunky”



Once upon a time there is an elephant that was born without a trunk. His name was Trunky. He used to depend on his mother to feed him and to wash him. Trunky could not get attached to the rest of the group because he couldn't hold the tails of the other elephants without a trunk. Trunky used to walk beside his mother everywhere. One day, his mother was gone and his life became tougher. There was no one to help him and care for him, so he became a burden for the elephant herd. So the elephants decided to leave him behind as he couldn't follow up with the rest of the herd. The leader of the herd talked to Trunky in a very serious way and said: "Trunky! Stop following us, you are so

disturbing, look at you... Trunkless! As you can't keep up you need to find another place to stay and other people to annoy."

Trunky was so sad and left his group and walked all alone to find another group. While walking Trunky used to whistle as not to feel alone and as he is trunkless he couldn't hear the sound of other elephants but he can whistle really well.

One day as Trunky was searching for food and water a group of birds heard him whistling in a beautiful way and said to him: "You whistle like us?" And Trunky replied: "Yes! That is probably the only thing I can do, I'm trunkless". "And so are we!" the birds replied back. Come with us, we can show you our place beside the river, where we live and have water. Come you look tired and you need to rest. "So little Trunky went with them and joined their group, and they became friends ever since. As days went by, drought season started becoming worse, and the groups of elephants were running out of water. Little Trunky thought to himself: "They are still my family, I should help them and show them the way to the river where I live now. So Trunky went to the herd saying: "You really don't have to leave, I already know a place that can keep us all here with plenty of water", and told them where his place is. "Us? You are not part of us!" they replied. "You are trunkless, how could you even feed yourself or drink water! You're useless, go away to where you came from; we already have enough trouble to worry about!" The herd of elephants kept searching but could not find water, no rivers, no valleys - nothing... Which led them to wonder: "Maybe Trunky is right! Why don't we go at least and check, we don't have another option but to leave". The elephants grouped up and started walking to Trunky's place, where they found plenty of pure water and felt really guilty for treating him like this all this time, because being without a trunk, doesn't mean that you are useless. The herd went to Trunky and apologized and suggested to him to walk in front of them to be their guide from now on. Trunky accepted and lead the herd so that he doesn't need to get attached to the tails of others as he will be in front. Trunkless deserved this to be awarded for his amazing spirit.

3. Educational activities with participants

- Games for **activating children** - exercise - 10 minutes

Thematic content:

- **Interactive storytelling** - the children can experience the story through storytelling and if possible also through illustration, puppets or origami.
- **Image theatre I** - discuss how the children feel about the story through image theatre (form of theatre of the oppressed). The children have to act out 2 images from the story. The first image is when the leader tells the Trunky that he is slowing them down so he needs to leave the herd. The 2nd image will be the second conflict which is when Trunky is trying to tell them where the water oasis is and the herd is ignoring him. Reflection and discussion of images will be conducted.
- **Sticker game** - the children will relate the story to their reality and in general to their world by 2 ways (you can choose either or depending the human right article you want to highlight, whether it be non discrimination or disability).
Provide children with colored stickers on their forehead, each child will receive a sticker with a certain color. Only 4 children will have colors that none of the others have. The rest will create groups according to common colors, leaving 4 children without a group. Discussion will be conducted with children that belonged to a group and children that don't belong to reflect on how it feels to belong and how it feels not to belong to a group.
- **Image theatre II** - the children will be asked to reconstruct the two images they acted out during the reflection to potentially suggest solutions to the conflicts. Discussion will be conducted to conclude how to apply such solutions in reality to include and nondiscriminate.



Module 7 – Don't Judge a Book by its Cover

(authors María Ulldemolins Urrea, Lora Velichkova, Mohammed Abdelrehem, Barbara Malecka)

1. Aims and Objectives of the module „ Don't Judge a Book by its Cover“:

After studying the topic „Don't Judge a Book by its Cover ", each student will:

- Know how to cope with resentment in an environment full of stereotypes.
- Know the origins of stereotypes in the society and their environment.
- Be able to deal with the issues related to interpersonal differences.

Attitude included in the module:

- Sense of justice and social equality; Empathy and solidarity; Respect for the self and others; Open mind and appreciation of diversity; Sense of responsibility for one's own actions; Sense of human dignity of self worth and others worth.

Knowledge included in the module:

- Everyone has human rights and the responsibility to respect the right of others; Human Rights are universal; Human Rights provide standards of behavior.

Skills included in the module:

- Critical thinking; Addressing conflict positively; Consensus building; Active listening; Problem solving; Participating democratically in activities.

2. Implementation

Age group – 16 – 21 (High School) years

Number of participants – 10 - 20

When – no restriction

Place – no restriction; possibilities to use projector and sound.

Duration – 90 – 120 minutes

Materials – Images; The movie "Crash" 2004 (<http://www.imdb.com/title/tt0375679>); Projector; Computer.

Support materials on the subject – the story:

"Mansur and Pablo"

Mansur was 15 years old boy and had just arrived to Spain. His parents decided to migrate seeking a better life. He lived with his family in a Spanish city and he should have gone to school. The first day he went to school was horrible. The teacher talked really fast and loud, opening her eyes and gesturing incomprehensively. However, this had not been the worst. His partner glances and their laughs and gossips. He needn't understand the words; Mansur could understand perfectly the meaning. That is way Mansur decided giving up school. He was afraid of the teacher, of their partners, of books, of white sheets of paper that he was supposed to fill with impossible words. So, every day he went out from home, pretending he was going to school so that their parents would not worry. But, he spent his time at the streets with friends from his own country who were older than him and who did not have anything else to do. They did not have a job. Mansur was in the street and each day he could see Pablo going to school.

Pablo was a student in Mansur's class and they were neighbors. When Pablo went to school, he always saw Mansur talking with his friends. He was scared when he passed by Mansur. Pablo's mother used to explain unpleasant thing about that kind of people. "*These immigrants come here to take profit of our money*"; o either "*These Muslims are crazy people, they are all terrorists, they are all pickpockets.*" Pablo could also watch the TV news about Muslim world: The Twin Towers, Attocha terrorist attack...

One day when Pablo was going to school, he turned right the street and at the corner he bumped into Mansur. Mansur was about to stumble. Pablo did not expect it and he got frightened and run away screaming: "*The thief, he wants to rob my wallet*". Everybody in the street was looking at Mansur. Pablo had already vanished and Mansur could not understand a thing. He did not know how but eventually he was taken to the police station. After too many hours waiting, he was all searched. However Pablo's wallet was not found and finally he could go home. He arrived at home really late and really sad. His mother asked him: "What do you arrive so late", and Mansur answered: "Because I was invited by a classmate to have dinner at his house. I am very tired mum, I go to sleep."

Pablo had gone home and had explained to his mother what had happened. When Pablo went to bed, and put of his clothes he found his wallet inside his pocket. From that day on his mother always escorted Pablo to school, going through a different way. As his parents had to go to work, Pablo had to take care of his sister. Every day, he had to cook the dinner and take her to bed. One day Pablo forgot to put out the fire and the frying pan was left there. After an hour, while he was finishing his homework, he suddenly saw the kitchen on fire. He tried to extinguish the fire but instead he was flaring it up. He went out to ask for help and he saw two boys who were running to the house. When they reached the house, he saw that one of the boys was Mansur. Mansur also recognized Pablo. He would remember this face his whole life.

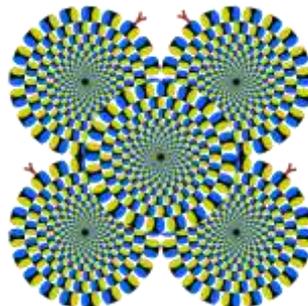
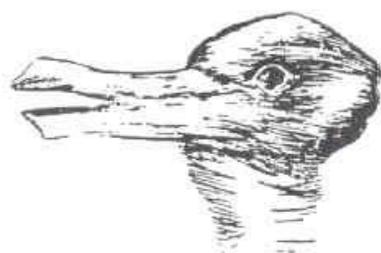
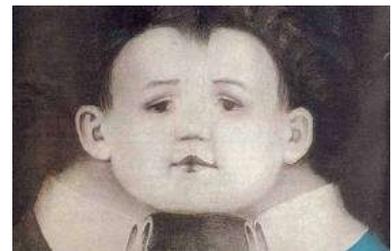
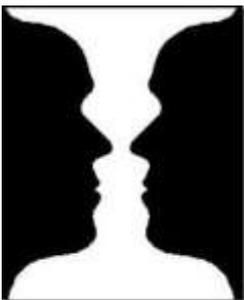
3. Educational activities with participants

- **Introductory activity** – at the beginning we will work with the two perception images (see appendix) to warm up the group and to show then that the first perception is not the only

one, and that sometimes it can be tricky. Here comes the first message – “You can't judge a book by the cover”.

Thematic content:

- **Storytelling** – the trainer tells the story “Mansur and Pablo” with an open ending.
- **Discussion** – start a discussion with following questions:
Depending on the audience (for example, if they represent a minority), the focus would be in different parts of the story.
 - How did you feel?
 - What has happened?
 - Is there any bad/good guy?: STEREOTYPES
 - Analyses of Mansur's actions: Finding the reasons for Mansur's difficult life.
- **Role playing** - finishing the story by them – We asking participants (all together; in small groups; in couples) to finish the story and to play it (or to write the text and to read it). We discussing the results and comparing different endings.
- **Discussion** - start a discussion with following questions/topics:
 - How can we overcome the feeling of resentment?
 - Importance to give a chance to people.
 - Application of this critical thinking (why do this kind of people act in that way?)
 - How can you relate it with your real live?
 - How prevent ourselves of judging stereotypes and at the same time being responsible of our safety?
- **Analyzing video** – we projecting some scenes of the movie “Crash” 2004 - because it suggests different experiences about the same topic.
After this we discussing about audience personal situations and what is the best way to live for now on.
Personal action plans can be made here with list of actions or behaviors which participants commit to follow.
- **(Optional) Take a step forward** – this activity from “Compass” (http://eycb.coe.int/compass/en/chapter_2/2_38.asp) can be used in this session for to widen the understanding of discrimination for participants.



Module 8 – 1001 nights

(authors Hiba Huneini, Maria Salgado Voces, Veneta Nikolova, Yasmine Nassif)

1. Aims and Objectives of the module „1001 nights“:

After studying the topic "1001 nights", each student will:

- Raise their awareness on gender issues (stereotypes)..

Attitude included in the module:

- To be positive and not to have stereotypes based on gender.

Knowledge included in the module:

- To enrich the student's knowledge about equality and gender stereotypes.

Skills included in the module:

- To enhance the skills of the students in discussions of critical thinking, active listening and communication.

2. Implementation

Age group – 12 - 16 years

Number of participants – 20 - 25

When – no restrictions

Place – in classroom

Duration – 90 - 120 minutes

Materials - flipchart, paper, pens, marker and music

Support materials on the subject:

"Sherezada and 1001 Nights"

Can ya makan... there was a very powerful sultan named Sahryar. He ruled over a large land that reached as far as India.

One day, the sultan found out his wife had betrayed him. He felt really sad and that made him goes mad and believed that all women will, at the end, betray him. So every night for three years, the sultan took a wife for the night only and had her executed next morning.

One day, Sherezade, the beautiful daughter of the vizier, volunteered to spend one night with sultan. She was famous for her collections of thousand of books, her wisdom and wittiness. The great vizier was very upset with his daughter's decision, because he knew that she will die.

The first night Sherezade told her first story while the sultan lay awake. As the night passed bay, she stopped in the middle of story. The sultan said:

- You can't stop now. You haven't finished the story. Please, continue!
- There is no time, as dawn is breaking. - Said Sherezade.

So the sultan spared her life for one more day to finish the story. So the next night Sherezade finished the story, and then began a second one, even more exciting than the first, and stopped again half way vat down. So again the sultan spared her life to finish the second story.

Day by day, the sultan spared Sherezade's life, waiting the finishing of the stories. This lasted 1001 night, where the sultan had fallen in love. At the end of the 1001 nights Sherezade told the sultan that she had no more stories to tell him. So the sultan made her a queen and Sherezade was able to mold the sultan in to a kinder and wiser man.

3. Educational activities with participants

- **Introduction activities with children** - 10 minutes

Thematic content:

- **Storytelling** - Sherezade story telling during playing a soft music. We using reversed type of the story where all gender are turned opposite (sultan – sultanness; wife – husband etc.)

- **Adapted activity “Once upon a time...” from Compasito** – do the activity by using (reversed) Sherezade story and adapt to age group. (see below)

Discuss the story by asking the following questions:

- How did you like the story?
- Did you find anything unusual in it?
- When did you find anything is unusual? Ask for examples.

Then, ask the children to think of characteristics and activities that they consider typical of males or females in their everyday life.

Divide them in groups and let them fill two charts; one about typical gender roles and the other is non typical gender roles.

- **Comparing charts and finding links to stories and life** - evaluation of the activity:
 - We ask the children to compare the two charts.
 - Ask them to think of other stories where the characters have typical characteristics and tails where the characters have non-typical characteristics.
 - Did they experience situations in real life where there are characters that have non-typical characteristics?
 - Define stereotypes and we give examples.
- **Discussion** - ask the children:
 - Why are stereotypes unfair to boys and girls?
 - What is the connection between stereotypes of human rights?
 - What can you do to act against stereotypes?

Make a list on the flipchart of what can be done to act against stereotypes and it will be hanged on the bulleting of the class.

Once Upon a Time...

See what happens when you reverse the sexes of characters in a well-known story

(http://eycb.coe.int/compasito/chapter_4/4_19.asp)

Themes	Democracy, Discrimination, Gender equality
Age	7-13 years
Duration	40 minutes
Group size	5 – 15 children
Type of activity	Storytelling, discussion
Overview	Retelling a familiar story with characters' sexes reversed, leading to discussion of gender stereotypes
Objectives	<ul style="list-style-type: none"> • To recognize stereotypical gender roles and characteristics in stories and everyday life • To discuss traditional and non-traditional gender roles • To encourage gender equality
Preparation	Preparation Revise / rewrite a well-known story (e.g. novel, fairy tale, film) not longer than 10 minutes, reversing the sex of most characters. If necessary, change their names and other details as well. Choose a story with characters of both sexes who behave in a traditional way. (See example of reversed Cinderella below.)
Materials	<ul style="list-style-type: none"> • Flipchart and pens

Instructions

1. Ask the children to sit comfortably in a circle. Explain that you are going to tell them a story; they are to listen carefully and notice anything unusual in the story. Read the modified story to the children. Stop from time to time to ask, “Do you notice anything unusual about this story.” Once all the children have understood the role reversals, it may be unnecessary to read the whole story or you may wish to jump to the conclusion.

2. Discuss the story, asking question such as these:
 - a. How did you like the story?
 - b. Did you find anything unusual in it?
 - c. When did you realize that something was unusual? Ask for examples.
3. Point out that something seems unusual to us when it differs from our everyday experience and expectations. Ask the children to think of characteristics and activities that they consider typical of males and females in their everyday life. List their suggestions on a table such as the one below.

Chart 1, stereotypical gender roles

	MEN/BOYS	WOMEN/GIRLS
USUAL CHARACTERISTICS	Curious, smart, bold, loud, adventuresome, aggressive, ambitious, have short hair	Polite, sensitive, quiet, thoughtful of others, timid, nosey, obedient, wear dresses, have long hair
USUAL ACTIVITIES	Like sports, get in fights, go to work, take action, drive trucks	Stay at home, do the housework, cry easily, gossip, like pretty clothes, afraid of bugs

1. Discuss this chart:
 - a. Compare this chart with the familiar version of the story. Do characters have typical characteristics and activities (e.g. Cinderella stays home, cries, is abused, and gets pretty clothes, while the Prince takes action to find a wife, and executes a clever plan to find Cinderella)?
 - b. Ask the children if they can think of other stories where the characters have these typical characteristics and activities? List these stories as they are mentioned and ask the children to explain their suggestions.
2. Are these characteristics and activities typical of real women and men today?
 - a. Make a chart such as the one below and ask the children to record their observations of unusual behavior, first in the story and then in real life.

Chart 2: non-stereotypical gender roles

	MEN/BOYS	WOMEN/GIRLS
USUAL CHARACTERISTICS	In the story: Needs help In your experience:	In the story: Commanding, clever In your experience:
USUAL ACTIVITIES	In the story: Cries, does housework, wants nice clothes, stays at home In your experience:	In the story: Actively pursues a husband, organizes a search In your experience:

1. Compare and discuss the two charts, asking questions such as these:
 - a. Can you think of other stories where the characters have such unusual characteristics and activities?
List these stories as they are mentioned and ask the children to explain their suggestions.
 - b. Do you know of any real men and women who have non-typical characteristics and activities? Ask the children to describe their unusual characteristics and activities and to explain how they are unusual.
2. Define the word stereotype and give examples.
3. Ask the children to look at their chart of typical characteristics and activities. Ask them to determine which characteristics and activities are biological facts about men or women and which are beliefs, attitudes or stereotypes.
4. Point out that roles such as making money, raising children, and doing housework are common responsibilities of both men and women today.

Debriefing and Evaluation

1. When the children have understood the concept of stereotypes, ask questions such as these:
 - a. How are people treated when they do not conform to stereotypes of how males and females should behave?
 - b. Why are stereotypes unfair to men and boys? To women and girls?
 - c. How do gender stereotypes create inequality between men and women, boys and girls?
2. What can you do to act against stereotypes?
3. Ask the children if they can see any connection between gender stereotypes and human rights? Help them understand that everyone has a human right to be free from discrimination, including discrimination based on sex or gender stereotypes.
4. Ask the children how they felt about the activity.

Suggestions for follow-up

- Ask the children to look for other stories or films where girls and boys are more • equal and have nontraditional roles and characteristics.
- The activities 'Boys Don't Cry', p. 78, and 'What I Like and What I Do', p. 180 also address gender stereotypes and their effects.

Ideas for action

5. Ask, "Are people in our community discriminated against because they do not act the way people think men/boys or women/girls should?"
 - a. Ask for examples, especially from the child's daily life.
 - b. Ask the children to role play what they might say or do in such a situation to oppose discrimination.

Tips for the facilitator

- Your goal in this activity should be to empower gender equality and encourage the children to question their own and others' assumptions about gender roles.
- Point out that expectation for how males and females behave can vary from country to country, community to community and even family to family. Emphasize the equality does not necessarily mean 'the same'.
- When asking the Debriefing and Evaluation questions, be sensitive to the fact that some children may already be teased and excluded for their non-traditional gender behavior. Do not permit discussion to cause them discomfort.
- You do not need to use terms such as 'gender' or 'gender roles' with young children; however, developmental research shows that even pre-school children already understand different gender expectations.

Adaptations

- For a large group: Create small groups of four. Give each a copy of Chart 1 and ask them to record the typical activities and characteristics of men and women. Representatives of the groups can present their findings. Discuss traditional and non-traditional roles with the whole group. Then ask the children to go back to their small groups and complete the chart with non-traditional characteristics and activities of men and women in both stories and their everyday life. End the activity with a discussion with the whole group.
- For older children: Instead of a fairy tale choose novel or well-known film. Start the story with sex roles reversed and let the children continue telling it themselves. Some older children may be able to revise and retell a familiar story on their own. Then each small group could share their story with the whole group.

Sample reversed fairy tale

"Cinderella"

Once upon a time, there lived an unhappy young boy. His father had died, and his mother had brought home another man, a widower with two sons. His new stepfather didn't like the boy one

little bit. All the good things, kind words and special privileges were for his own sons. They got fashionable clothes, delicious food and special treats. But for the poor unhappy boy, there was nothing at all. No nice clothes but only his stepbrothers' hand-me downs. No special dishes but only leftovers to eat. No privileges or even rest, for he had to work hard all day, grocery shopping, cooking, washing clothes and keeping the whole house clean. Only when evening came was he allowed to sit for a while alone by the cinders of the kitchen fire.

During these long evenings alone, he used to cry and talk to the cat. The cat said, "Meow", which really meant, "Cheer up! You have something neither of your stepbrothers have, and that is beauty."

What the cat said was quite true. Even dressed in rags with his face grimy from the cinders, he was an attractive young man, while no matter how elegant their clothes, his stepbrothers were still clumsy and ugly, and always would be.

One day, beautiful new clothes, shoes and jewellery began to arrive at the house. The Queen was holding a ball and the stepbrothers were getting ready to attend. They were continually standing in front of the mirror. The boy had to help them to dress up in all their finery. He didn't dare ask, "What about me?" for he knew very well what the answer to that would be: "You? My dear boy, you're staying at home to wash the dishes, scrub the floors and turn down the beds for your stepbrothers. They will come home tired and very sleepy."

After the brothers and their father had left for the ball, the poor boy brushed away his tears and sighed to the cat.

"Oh dear, I'm so unhappy!" and the cat murmured, "Meow".

Just then a flash of light flooded the kitchen and a fairy appeared. "Don't be alarmed, young boy," said the fairy.

"The wind blew me your sighs. I know you are longing to go to the ball. And so you shall!"

"How can I, dressed in rags?" the poor boy replied. "The servants will turn me away!" The fairy smiled. With a flick of his magic wand, the poor boy found himself wearing the most beautiful clothing, the loveliest ever seen in the realm.

"Now that we have settled the matter of what to wear," said the fairy, "we'll need to get you a coach. A real gentleman would never go to a ball on foot! Quick! Get me a pumpkin!" he ordered.

"Oh, of course," said the poor boy, rushing away.

Then the fairy turned to the cat. "You, bring me seven mice!"

The poor boy soon returned with a fine pumpkin and the cat with seven mice she had caught in the cellar. "Good!" exclaimed the fairy. With a flick of his magic wand – wonder of wonders! – the pumpkin turned into a sparkling coach and the mice became six white horses, while the seventh mouse turned into a coachwoman, in a beautiful dress and carrying a whip. The poor boy could hardly believe his eyes.

"I shall present you at Court. You will soon see that the Princess, in whose honor the ball is being held, will be enchanted by your good looks. But remember! You must leave the ball at midnight and come home. For that is when the spell ends. The coach will turn back into a pumpkin, the horses will become mice again and the coachwoman will turn back into a mouse. And you will be dressed again in rags and wearing clogs instead of these splendid dancing shoes! Do you understand?"

The boy smiled and said, "Yes, I understand!"

When the boy entered the ballroom at the palace, a hush fell. Everyone stopped in mid-sentence to admire his elegance, his beauty and grace.

"Who can that be?" people asked each other. The two stepbrothers also wondered who the newcomer was, for never in a month of Sundays would they ever have guessed that the beautiful boy was really their stepbrother who talked to the cat!

Then the Princess set eyes on his beauty. Walking over to him, she curtsied and asked him to dance. And to the great disappointment of all the young gentlemen, she danced with the boy all evening.

"Who are you, beautiful young man?" the Princess kept asking him.

But the poor boy only replied: "What does it matter who I am! You will never see me again anyway."

"Oh, but I shall, I'm quite certain!" she replied.

The poor boy had a wonderful time at the ball, but, all of a sudden, he heard the sound of a clock: the first stroke of midnight! He remembered what the fairy had said, and without a word of goodbye he slipped from the Princess' arms and ran down the steps. As he ran he lost one of his dancing shoes, but not for a moment did he dream of stopping to pick it up! If the last stroke of midnight were to sound...oh, what a disaster that would be! Out he fled and vanished into the night.

The Princess, who was now madly in love with him, picked up his dancing shoe and proclaimed that she would marry the man whose foot the slipper would fit. She said to her ministers, "Go and search everywhere for the boy that fits this shoe. I will never be content until I find him!" So the ministers tried the shoe on the foot of all the boys.

When a minister came to the house where the boy lived with his stepfather and stepbrothers, the minister asked if he could try the shoe on the young men in the household. The two stepbrothers couldn't even get a toe in the shoe. When the minister asked if there were any other young men in the household, the stepfather told her. "No".

However, just then the cat caught her attention, tugging at her trouser leg and leading her to the kitchen.

There sat the poor boy by the cinders. The minister tried on the slipper and to her surprise, it fit him perfectly.

"That awful untidy boy simply cannot have been at the ball," snapped the stepfather. "Tell the Princess she ought to marry one of my two sons! Can't you see how ugly the boy is! Can't you see?"

Suddenly he broke off, for the fairy had appeared.

"That's enough!" he exclaimed, raising his magic wand. In a flash, the boy appeared in a beautiful outfit, shining with youth and good looks. His stepfather and stepbrothers gaped at him in amazement, and the minister said,

"Come with me, handsome young man! The Princess waits to present you with her engagement ring!" So the boy joyfully went with him. The Princess married him in a few days later, and they lived happily ever after.

And as for the cat, she just said "Meow!"

Source of the fairytale: Cinderella stories: www.ucalgary.ca/~dkbrown/cinderella.html

Module 9 – The Rose and the Dragon

(authors Monika Rejtner, Elisa Felip Guimerà, Ghaith Al-Adwan, Sara Fernandes)

1. Aims and Objectives of the module „ The Rose and the Dragon”:

After studying the topic „The Rose and the Dragon ", each student will:

- Promote cooperation and respect among groups and social participation.

Attitude included in the module:

- Sense of justice and social responsibility; desire to contribute to betterment of the community.

Knowledge included in the module:

- Understanding democracy and the right to vote.

Skills included in the module:

- Decision making in group; cooperation; democratic participation in activities with peers.

2. Implementation

Age group – 8 - 12 years

Number of participants – 10 – 15 (Can be adapted to bigger group)

When – no restrictions

Place – No special requirements (shadow theatre can be made outdoors with box)

Duration – 90 minutes

Materials - shadow puppets + box + lights; role playing cards (characters); voting cards

Support materials on the subject:

"The Rose and the Dragon"

Once upon a time, the dwellers of a small village were terrified by the menace of a dragon that lived in the nearby caverns. They had been afraid of the huge beast for lots of years, since it had once come down to the village asking for food. First, they gave it their chicken, but these were far too small to soothe the dragon's hunger, so it soon asked for more. The villagers thus decided to give away their sheep and goats. Still, these were not enough to fill the stomach of the beast. Desperate, the people gave away their cows, but they soon finished too. The dragon was never fulfilled and it was greedy for food. Some time passed in which the villagers could offer it nothing, so it went down to the village and made this dreary request:

- You shall give me one of your children every day. Should you not fulfill my desires, this village will be swept away forever by my fury.

And to demonstrate its power, he set one of the village's houses in flames with the fire blowing from its nostrils. (1)

There was nothing to do but to obey. However, who was to be given away? Sure enough everyone was scared and unwilling to be eaten by such a beast. Therefore, something was to be done.

Someone proposed that fortune should choose who was to be given to the dragon. The king of the village approved this solution. The names of all the young people of the village were written down and put into a bag. The king himself took one of the pieces of paper and went suddenly blank. He was to give away his very own daughter, the most beautiful lovely girl the world had ever seen. (2)

When she knew the sad news, the princess cried desperately, but she bravely accepted her destiny. So she said goodbye to everyone and set for the dragon's den.

Soon after the princess had left, a handsome knight clad in a white costume with a red cross on it and armed with a sword and a white shield with a red cross (Catalan version: the shield has a Catalan flag), reached the village. When he saw the gloomy looks in the villagers' eyes, he quickly asked the reason they were so sad. The king, who was clearly the one that looked more depressed, told him about the beast and the terrible fate that was about to fall upon his beloved daughter. The knight did not hesitate a second about what he should do. He promised the king he would bring his daughter back safe and sound and rid the village of the dragon's menace. He then galloped to encounter the beast in its lair. (3)

And no sooner could he have arrived. The scene he saw as he approached the cavern was terrifying: the beast was slowly moving towards the princess, its eyes fixed in the beautiful girl as he imagined what a tasty meal she would be. Jordi - for this was the knight's name - pushed his horse forward, as he drew out the sword that had served him so well in the right hand. With the sound of metal and Jordi's war cry, the dragon's attention was distracted. It swayed its head towards the knight and with an angry look; it blew a ball of fire towards him. Jordi had expected this, and his shield was ready to stop the first attack. Fear had now left him, and courage was the only guide of his acts. He was a fast and experienced swordsman, so he gave a quick blow that the dragon could hardly avoid. However, the beast quickly reacted and threw his mighty long tail towards our hero. His horse was badly hurt, and he fell down from it, but he immediately regained his position. The dragon was now looking him right in the eyes.

Jordi then took a risky decision, which was in fact his only possibility. He threw himself towards the dragon's mouth, as it prepared the definite fire blow. However, Jordi "quickly" moved to the right side and down under the beast's body and-with all the strength he was able to gather-stabbed the dragon right into its heart. The dragon screamed with all its might and collapsed. Jordi was only inches away from being killed by the enormous falling body.

The princess ran to aid his savior and embraced him. And then, magic happened: from the pool of red thick blood coming from the dragon's heart, a rose tree sprouted. Little by little, the tree drank the dragon's blood and brilliant wonderful red roses appeared. Jordi approached the tree and, carefully avoiding its spines, took the biggest and more sweetly-perfumed rose to give it to the king's daughter.

This is the reason why, from that day, the 23rd of April of every year, when spring bursts, Catalan men give their beloved princesses a red (sometimes multicolor) rose. As to why girls offer books to their knights in return that same day, there is no legend as far as we have been able to discover.

3. Educational activities with participants

- **Introduction activities with children** - 10 minutes

Thematic content:

- **Storytelling** - use shadow theatre. The story can be stopped on 3 different points (for children to be asked for continuing the story and voting the end). "Stop Points" are marked in the text of story by numbers 1, 2, 3. Certain point is chosen by the educator.
- **Role playing** - After stopping the story some roles are given to different children (king, princess, shoemaker, villagers, and knight). They have the opportunity to decide by voting the best option to the end of the story. (Voting cards: They are going to write in a card what they want to vote about.)
- **Group statues** - understanding and express emotions - Dragon, village and rose. One by one participants go to ornate the statues. (if it isn't a big group, we can only do two statues)
- **Discussion** - Talk about vote experience and equality. Explain democracy rules and apply to their experience in real life and what's the value of it, how is your vote important.
- **Finish the story** – after final discussion the original story is told to the end.

Appendix

SHARING:

Movies

- La Belle Verte: http://www.youtube.com/watch?v=b1b5acYE_Q0
- Pursuit of Happiness
- Incendies by Denis Villeneuve

Music

- Zaz
- Macaco
- <http://www.youtube.com/watch?v=c8dxKscdx78>

Interesting Links

Human Rights Education

- Compass: www.coe.int/compass
- Compasito: www.coe.int/compasito
- <http://peaceoneday.org/> Jeremy Geley
- Gender Matters! (Gender issues): <http://eycb.coe.int/gendermatters/>

Euromed:

- T-kit 11 mosaic: **The training kit for Euro-Mediterranean youth work** > http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/T_kits

Children's literature and tales

- Galeano, Eduardo: The Book of Hugs
- The Paper Bag Princess
- Said, Eduard: Out of place.
- Ghassem-Fachandi: The little Lantern
- Oh the places you'll go.
- Iceland / nordic Legends.
- For Every Child
- Shaun Tan: Emigrantes
- La Cenicienta que no Quería comer Perdices
- Mayorlaine Leray: Una caperucita Roja
- Sopa de sueño y otras recetas de cocina
- Moure, Gonzalo: Palabras de Caramelo
- De Saint-Exupéry, Antoine: The Little Prince

Arts

- <http://en.origami-club.com/>

Stories

"The Silver Child"

Once upon a time, there was a child who lived in a small village in the coast. This child was so white, even his hair was white, almost silver, so everybody called him the Silver Child. Everyone in this village loved the beach, so everyone was very tan, the Silver Child had something special, when it was full moon, you could almost see him shine.

The Silver Child and all the children in the village spent all the day every day in the beach. They loved to surf, to play with the waves, recognize the patterns, and when the night came, they would all look up to the Moon to say good night before going to bed. The Silver Child was especially in love with the waves, he wouldn't have time for anything else but surfing, he would have lunch and leave all the rubbish on the sand, just so he wouldn't miss any waves.

One day, the waves started to be smoother, lower, and less frequent. Each night, when he looked up at the Moon, he could see her more unhappy, her smile was fading. Day after day it was more difficult to surf, until one day there were no waves at all, and the Moon was totally upset.

The Silver Moon kept going each day to the beach, but he had nothing to do. Playing with the sand was too boring; climbing up the trees wasn't fun, so he just sat on the sand, trying to understand what had happened. He was so bored; he started to play basketball with the rubbish on the beach, and collecting it inside a rubbish bin.

The day after, there were some waves, the Moon wasn't so miserable, the Silver Child and all the children were really happy, but still, the waves weren't big enough to surf. So he told the rest: "let's play basketball, its fun!" And so they did, they made teams and the one that collected more rubbish would win. That night, the Moon was especially bright, and, maybe even happy.

When they woke up the day after and reached the beach, there were huge waves, many of them, high waves and low ones, sets of tubular waves, and others so small and fast, they could surf them from one side of the beach to the other.

The Silver Child was really excited, he ran to the sea, and swam inside; he sat on his surfing board and looked at the beach. He realized it was clean. With their games, all the rubbish had been collected. The Moon was smiling, the waves were big, so, if they kept the beach clean, they could surf forever. So he understood: if they took care of the beach, the beach would take care of them.

Elisa Felip Guimera

A little story that comes flying from South America to Jordan...

“Victor and his Kite”



CAN YA MAKAN...

Victor was a boy who lived in the Brazilian Favela of Santa Marta, in Rio de Janeiro. He was eleven years old and every afternoon, when he came back from the school, Victor went up to the flat roof with his Kite.

He looked at it and he saw a broken, ripped and dirty Kite. He took it with his hands and tried flying it. But it didn't fly. Sometimes it started climbing but it always fell down.

Victor felt sad. He wanted to play with his Kite but he couldn't. So he started thinking what he could do.

Suddenly he heard some noise; Toc-Toc-Toc. He followed it until he found his mother, who was fixing the door of the house that had been broken with the last storm. Victor watched how his mother used the hammer and the nails with precision, care and love, and when she finished, he asked her for the hammer and four nails.

He went up to the flat roof and used the hammer and the nails to fix the sticks of his Kite, with precision, care and love.

When he finished, he looked at his Kite and he didn't see it broken anymore. Now it was strong, it was able to deal with all the winds, it was brave enough to fall down and rise up again.

But Victor thought it was still a ripped Kite and it could not use the strength of the wind to fly...

Victor decided asking for some help to his grandfather, who was a very wise man. He found him sitting on his favorite chair. He had fallen slept while he was sewing up one of his ripped socks. In his hands, he had the thread and one needle. Victor took them, without waking him up, and run to the flat roof. He started sewing up the cloth of his Kite. Sometimes he hurt his finger with the needle. It's not easy to heal some wounds... But little by little he learnt how to do it and with precision, care and love he achieved to sew up all the cloth of his Kite.

Victor looked at his Kite and he didn't see it ripped anymore. Now it was resistant but also flexible, like the palm trees in Brazil.

But Victor thought it was still a dirty Kite. It seemed very old... and how could it be old if that was his Kite, the Kite of a child?

He spent lots of days thinking what he could do, until one afternoon when he met his friend Andrea. She was painting a shirt with colors and she was enjoying it a lot. Victor asked her if she could help him to paint his Kite with colors because he had never painted something so important for him and he didn't know what colors he should choose. Andrea accepted and they went up to the flat roof. They started playing with the colors with care, love (and not a lot of precision this time) and Victor was enjoying it so much that he felt able to paint the most beautiful masterpiece in the world! And he did, in the end of the afternoon his Kite was full of lovely colors.

Victor looked at his Kite and he didn't see it dirty anymore. Now it was a new and funny Kite, a proper Kite for a child like him.

He looked at his Kite with precision, care and love, and he saw it strong, resistant and beautiful. For the first time in his life, he felt proud of it.

Suddenly, a gust of wind rose up the Kite, and, with him, Victor also started flying.

From the sky, Victor saw lots of lonely children in their flat roof, with their broken, ripped and dirty Kite between their hands.

Note:

I thought this story could be worked to create an educational tool, because the Kite is just a representation of what Victor thinks about himself and it can be useful to talk about what he does to take care of his Kite so it can fly (so, what he can do to take care of himself so he can be happy and he can go wherever he wants). For me it's also interesting that he has to ask for some help to do this process but is always himself who uses the tools that he finds. And finally, maybe it could be funny to invite children to draw or build their own Kite (as they see it now), and then try to think how they could make it more strong, resistant and beautiful. Like this, we could work with every child trying to discover how he feels about himself now and what he thinks he can do to change and feel better.

I hope you could understand my poor English... and I hope you liked it! And maybe we can work on it together someday!

Thanks for reading it!
Big hug from Argentina!

Rosa Turbau Valls

Universal Declaration of Human Rights

Universal Declaration of Human Rights - Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Source: United Nations Department of Public Information, NY

Convention on the Rights of the Child

Convention on the Rights of the Child

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989

Entry into force 2 September 1990, in accordance with article 49

Preamble

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural

Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children, Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child, Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

PART I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.

2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (*ordre public*), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence, nor to unlawful attacks on his or her honor and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;

(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

(c) Encourage the production and dissemination of children's books;

(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counseling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

(c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavor, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which they said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality;

(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;

(c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements

that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

(a) Provide for a minimum age or minimum ages for admission to employment;

(b) Provide for appropriate regulation of the hours and conditions of employment;

(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;

(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavor to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

(i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defense;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

(vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected. 4. A variety of dispositions, such as care, guidance and supervision orders; counseling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

- (a) The law of a State party; or
- (b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of eighteen experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights

(a) Within two years of the entry into force of the Convention for the State Party concerned;

(b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfillment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations. In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

References

UN Office of the High Commissioner for Human Rights - <http://www.ohchr.org/EN/UDHR>

UN Office of the High Commissioner for Human Rights <http://www2.ohchr.org/english/law/crc.htm>

COMPASS Manual on Human Rights Education with Young People - <http://eycb.coe.int/compass/>

COMPASITO Manual on Human Rights Education for Children - <http://eycb.coe.int/compasito/>