

## RIGHTS AND RESPONSIBILITIES (LEVEL 1)

<b>Description:</b>	Learners will get to know their rights and make the connection between rights and responsibilities.
<b>Leading question:</b>	How can we promote human rights in our community and evoke a sense of responsibility?
<b>Subjects:</b>	Civics, Social-emotional learning
<b>Total time required:</b>	45 minutes a day for 5 days
<b>Resources required:</b>	Paper, pencil, pen, pennies (or buttons), ball of yarn
<b>Learning outcomes:</b>	By the end of this project, learners will be able to: <ol style="list-style-type: none"> <li>1. Develop an understanding of what rights are</li> <li>2. Explore and demonstrate an understanding of the Convention on the Rights of the Child</li> <li>3. Distinguish between needs and wants</li> <li>4. Understand the relationship between rights and responsibilities</li> <li>5. Understand how their behavior affects themselves and their community</li> <li>6. Prepare and plan for a public event to promote human rights and evoke a sense of responsibility</li> </ol>
<b>Supervision:</b>	Medium
<b>Previous Learning</b>	N/A

### Day 1 -

Today, you will engage in activities to explore children's rights, distinguishing between what constitutes a right and what doesn't

Time	Activity and Description
5 minutes	<p><i>In the next five days, we are going to plan and prepare for a <b>public event</b> to raise awareness and understanding about children's rights and evoke a sense of responsibility in our community.</i></p> <ul style="list-style-type: none"> <li>● Start by posing these two big questions and have learners share their answers. <ul style="list-style-type: none"> <li>- <b>What are rights and what rights do all people share?</b></li> <li>- <b>What special rights do children have?</b></li> </ul> </li> <li>● <i>At this stage, don't correct learners. Listen to their answers then tell them that today, we are going to discuss concepts related to these two questions.</i></li> </ul> <p><i>Living things all have basic needs. These are things that they need so they are able to grow and develop in a healthy way.</i></p> <ul style="list-style-type: none"> <li>- Learners 'think, pair, share' their ideas with the class (think individually for 30 seconds, discuss in pairs for a minute then share their ideas with the class).</li> </ul>

	<ol style="list-style-type: none"> <li>1. What do plants need? (They need water, air, light and nutrients from the soil to grow, etc.)</li> <li>2. What are things all humans need to survive, grow and develop in a healthy way? (Some of the basic needs of all humans are food, water, shelter, to be safe, to have the opportunity to learn and develop, etc.).</li> </ol> <ul style="list-style-type: none"> <li>- <b>Child rights can be thought of as the basic things all children need to have or be able to do in order to live a healthy, happy life.</b></li> <li>- Learners come up with a list of rights and their ideas on chart paper (they can draw if they cannot write).</li> </ul>
20 minutes	<p><b>Activity (What is a right and what is not):</b></p> <ul style="list-style-type: none"> <li>- Place three pieces of A4 paper on the floor: one saying YES; one MAYBE; one NO.</li> <li>- Explain that you will ask a series of questions and you want learners to think for themselves and stand nearest the: <ul style="list-style-type: none"> <li>→ <b>YES mat (if they think the question is linked to a right. Remind them that a right is something you absolutely need to survive and live well)</b></li> <li>→ <b>NO mat (if they think the question is not linked to a right, could be something nice to have but living well does not depend upon it)</b></li> <li>→ <b>MAYBE mat (if they are not sure).</b></li> </ul> </li> <li>- Ask 4-6 questions – a mixture of questions linked to rights and ‘wildcards’ not linked to rights. After each question, allow learners to choose their mat and allow for discussion. Link discussion to key Articles as outlined below. <b>Ask: Do you think (insert statement) is a right?</b> <ol style="list-style-type: none"> <li>1. to go to school. <b>Article 28 – right to an education</b></li> <li>2. to have breakfast/ lunch. <b>Article 24 – right to good food, clean water and see a doctor if you are ill</b></li> <li>3. to be listened to at school. <b>Article 12 – right to be listened to</b></li> <li>4. to feel safe at school. <b>Article 19 – you have a right to feel safe</b></li> <li>5. to play. <b>Article 31 – you have the right to play</b></li> </ol> </li> </ul> <p>Wildcard questions/ not linked to rights:</p> <ol style="list-style-type: none"> <li>1. Having a phone</li> <li>2. Owning a TV</li> <li>3. Having a pet</li> <li>4. Going on holiday abroad</li> </ol> <p><b>Optional:</b> At the end of this activity, you could introduce <a href="#">the child-friendly version of the Convention on the Rights of the Child</a>, paraphrase and discuss 5 articles then ask:</p> <ul style="list-style-type: none"> <li>- Do any of these rights surprise you? Which ones? Why?</li> <li>- Do you have all these things? Do all children have these things?</li> <li>- Why are these things important for all children to have?</li> </ul>
15 minutes	<b>Rights Web Activity</b>

	<p><b>Preparation:</b> Collect 1 ball of yarn. Choose an open space for this activity.</p> <ol style="list-style-type: none"> <li>1. Introduce the activity as a fun way to visually symbolize child rights.</li> <li>2. Have learners stand in a circle. Hand the ball of yarn to one person. They say "I have rights. (Another learner's name), you have rights too." Then they hold tight to one end of the yarn and toss the ball to the person they named. That learner chooses someone to throw the yarn to, repeats the statements, holds tight to the yarn and tosses the ball on. This process repeats until everyone is linked into the web.</li> <li>3. Explain that the web they have created is a good symbol for child rights for a few reasons: <ul style="list-style-type: none"> <li>○ All children in the world have the same rights, just like every person in our circle holds the same yarn.</li> <li>○ Our web links all of us together, just like child rights are linked together. Have a few learners tug at their string one at a time so that the tug is felt by others around the circle.</li> <li>○ Let's explore what happens when children are denied the rights they deserve. With everyone still holding their yarn, read the <b>scenario below*</b> and ask the following questions: What things does the child in this story not have that they need? For example, the group may agree that the child is being denied the right to play and rest. Let's pretend that (name a learner) represents the right to play and be active and (name another learner) represents the right to rest. What will happen to our web if they drop their yarn? Instruct the two learners to drop their yarn. Discuss what happens.</li> <li>○ Our web is strong because we are all part of it. We are all equally important to the strength of the web, just as each child's right is equally important to the health and happiness of a child.</li> <li>○ Ask: What did you learn from this activity? Why is a web a good symbol for child rights?</li> </ul> </li> </ol> <p><b>*Scenario:</b> Rehka comes from a family of 8 children. She goes to school each day but has to help take care of her younger brothers and sisters before and after school. On weekends Rehka works with her uncle in his shop to help earn extra money for her family. Rehka has very little time for playing with her friends or relaxing around her house. Rehka is 10 years old. (Right violation: article 31)</p>
5 minutes	<p>Return to the two big questions at the beginning to assess learning.</p> <ul style="list-style-type: none"> <li>- <b>What are rights and what rights do all people share?</b></li> <li>- <b>What special rights do children have?</b></li> </ul>

## Day 2 -

Today, you will initiate a Rights Exhibition and learn about the concept of responsibilities.

Time	Activity and Description
	Start the day by having learners reflect on what they learned the previous day and share an idea or question triggered by yesterday's activities.


30 minutes	<p><b>Rights Exhibition:</b></p> <ul style="list-style-type: none"> <li>- Choose enough rights from the Convention so that each 2-3 participants will receive one right. Pick the articles that are easiest to illustrate.</li> <li>- Write each one on a separate piece of paper. Hide these papers around the room. Collect paints, pencil crayons, markers, magazines and paper.</li> <li>● Explain that the participants will be searching for something very special today-something really worth searching for. They are only to find one and be seated once they have found it.</li> <li>● Once all of the articles have been found and everyone is seated, discuss what they have discovered. Explain that this right is theirs now and they have the responsibility to tell others about it-to educate others.</li> <li>- Explain that learners (in pairs or in groups) are going to creatively depict one of the articles from the <a href="#">Convention</a>. These can be drawings, paintings, or collages of photos that illustrate their assigned right. The resulting collection will be publicly displayed to <b>educate the community about child rights in the final public event</b>.</li> <li>- These pictures should show what your rights are, as a child.</li> <li>- Once done, present the right and discuss their work with the group.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>➔ Learners can wrap their work and give it to someone they know on National Child Day.</li> <li>➔ Hang the exhibition at the community library or a local art gallery so that it can be viewed by many people.</li> <li>➔ Publish the exhibition as a book, magazine or web site.</li> <li>➔ Publish the photos as postcards and mail them to politicians.</li> <li>➔ Print the photos as note cards and sell them.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>● <b>Introducing Responsibilities:</b></li> <li>- Think of the rights you have illustrated in the previous activity and think, how can we assure you are able to enjoy these rights? Do you have to do something in return? (for example, you have the right to a clean environment, what do you have to do in return? Keep the environment clean, not throw trash, etc).</li> <li>- Do you hear the word "be responsible" often? When do you hear it? Do you recall the incident? What does it mean to "be responsible"?</li> <li>- In your own words, what does "responsibility" mean?</li> <li>- What is one responsibility you have?</li> <li>- How are your responsibilities at home different from those at school? Can you give examples?</li> <li>- What are the consequences of fulfilling or not fulfilling your responsibilities? Why does everyone need to fulfil their role?</li> </ul> <p><b>Age of Responsibility</b></p> <ul style="list-style-type: none"> <li>- <b>Discuss:</b> Have your responsibilities changed over the years as you got older?</li> <li>- For example, being responsible for washing hands at age 3, being responsible for</li> </ul>


	setting the table at age 5, being responsible for washing your own hair at age 6, etc.
5 minutes	<p><b>Responsibility Day</b></p> <ul style="list-style-type: none"> <li>- Tell learners they need to keep track of every responsible action they take during the next day.</li> <li>- Save enough time at the end of the day (end of tomorrow's activities) for learners to come together and make a class chart listing all the ways they exhibited responsibility.</li> <li>- Examples might include, "took out the trash", "took care of a sibling", "cleaned table after lunch", "listened to others while they were speaking", etc.</li> <li>- <b>Optional:</b> have learners make and decorate awards or badges that proclaim "I am a responsible member of my community."</li> </ul>

### Day 3 -

Today, you will learn about how rights and responsibilities go hand in hand.

Time	Activity and Description
10 minutes	<p><b>What are the responsibilities that come with rights?</b> (Purpose: explain the essential connection between rights and responsibilities)</p> <ul style="list-style-type: none"> <li>- <b>Discuss:</b> What does hand in hand mean?</li> <li>- Reiterate that rights and responsibilities go "hand in hand". You can't have rights without responsibilities. For example, children have the right to privacy. They also have the responsibility to respect the privacy of others.</li> <li>- Learners can discuss what responsibilities could be connected to the following rights: <ul style="list-style-type: none"> <li>- <b>Right:</b> The right to play and rest</li> <li>- <b>Responsibility:</b> The responsibility to be helpful around the house</li> <li>- <b>Right:</b> The right to protection from harm</li> <li>- <b>Responsibility:</b> The responsibility not to harm others</li> <li>- <b>Right:</b> I have the right to speak up my mind</li> <li>- <b>Responsibility:</b> I have the responsibility to respect other people's opinions</li> <li>- <b>Right:</b> The right to nutritious food</li> <li>- <b>Responsibility:</b> The responsibility to make healthy food choices.</li> </ul> </li> <li>- <b>Discuss:</b> What might happen to your rights if no one acted on the responsibilities you have discussed?</li> </ul>
15 minutes	<p><b>Handful of Responsibility</b></p> <ul style="list-style-type: none"> <li>- To explore and further the discussion on how our actions affect others, you can do the activity <b>Handful of Responsibility:</b></li> <li>- Use a large double-handful of buttons, pennies or any other small items.</li> </ul>

	<ul style="list-style-type: none"> <li>- Have the learners pass the handful around the room. Do not pick up any that drop. Go around the room once with minimal instructions.</li> <li>- Once completed, point out the items that have been dropped. (Make it a large handful so that it is not an easy task.)</li> <li>- Explain how if one person “drops” their responsibility it affects the whole group.</li> <li>- Pass it around again and see if they improve.</li> <li>- A variation of the game would be to have 2 groups that race each other. If there is a learner who may have difficulty with the motor skills necessary for this game or one who has very small hands, point out that helping them, not making them feel inferior, is the responsible choice.</li> </ul>  <ul style="list-style-type: none"> <li>- <b>Reflect:</b> <ul style="list-style-type: none"> <li>→ Was it hard to hold such a large handful?</li> <li>→ Did you feel responsible to the others if you dropped any?</li> <li>→ Did you help anyone who had difficulty with it?</li> <li>→ The next time you are part of a team, will you think about how your actions affect the whole team?</li> </ul> </li> <li>- Conclude that all children have rights but they also have responsibilities to work together, to be kind to one another, to help each other and listen to each other. When children work together and with adults, we can find answers and accomplish things that we can't on our own.</li> </ul>
15 minutes	<p><b>Classroom Rights and Responsibilities</b></p> <p><b>Part 1: Wants and Rights</b></p> <ul style="list-style-type: none"> <li>- Divide learners into smaller groups and ask them to brainstorm what things they would have in their ideal learning environment.</li> <li>- Encourage learners to identify both objects (such as games and books) and concepts (such as respect, safety, free time, a clean environment).</li> <li>- Come together as a whole class and write the learners’ ideas in a list.</li> <li>- Next go through this list and ask learners to decide whether each item on the list is: <ul style="list-style-type: none"> <li>→ a ‘want’ (something that is nice to have in the learning environment, but not essential)</li> <li>→ a ‘right’ (something that is so important to have in the learning environment that learners have a right to expect it).</li> </ul> </li> <li>- Explain to learners that things can fall into more than one category. Some things</li> </ul>

	<p>may be a 'want', or a 'right', but it is important for learners to identify that <b>not all things will be rights.</b></p> <p><b>Reflect:</b></p> <ul style="list-style-type: none"> <li>- Was it difficult to decide whether some things were wants or rights?</li> <li>- How did you decide when something was important enough to be a 'right'?</li> <li>- Why would some 'needs' be protected as 'rights'?</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>- Do the same activity, but this time include responsibilities towards one's country/environment or towards their host country.</li> </ul>
10 minutes	<p><b>Responsibility Day (follow-up on previous day's task)</b></p> <ul style="list-style-type: none"> <li>- Learners make a class chart listing all the ways they exhibited responsibility (teacher to write these acts if children don't know how to write).</li> <li>- Learners celebrate all the small actions they have done to exhibit responsibility by making and decorating awards or badges that proclaim "I am a responsible member of my community."</li> </ul> 

#### Day 4 -

*Today, you will create a classroom charter of rights and responsibilities and prepare for a public event where you will showcase activities to raise awareness about human rights.*

Time	Activity and Description
25 minutes	<p><b>Part 2: Creating a Classroom Charter of Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>- The items that learners identified in the previous activity as classroom rights will be used in this activity again.</li> <li>- Refer learners back to the previous activity of converting rights into responsibilities.</li> <li>- Ask learners to think about each of the classroom rights and come up with a short phrase that describes a responsibility related to that right. For example, for the right to learn, a responsibility could be to listen and participate during class.</li> <li>- Record these phrases on a large sheet of paper or a whiteboard where all the children can see them.</li> </ul>

	<ul style="list-style-type: none"> <li>- Explain to learners that this list will become their Classroom Charter of Rights and Responsibilities.</li> <li>- Ask learners if they would like to add or change anything.</li> <li>- Once the class has agreed on the Classroom Charter of Rights and Responsibilities, you can read it out loud together and discuss what it means for the classroom.</li> <li>- Conclude this activity by asking learners to suggest some ways of putting the Classroom Charter of Rights and Responsibilities into action. For example, if the responsibility is to listen and participate during class, they could suggest ways to remind each other to stay focused and engaged.</li> <li>- You can remind the class of the Charter throughout the year, and refer back to it when discussing classroom behavior.</li> <li>- You will share your Charter of Rights and Responsibilities in the final public event.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>- Do the same activity, but this time include responsibilities towards one's country/environment or towards their host country. Ask learners to think about ways they can be responsible citizens and take care of the world around them.</li> </ul>
	<p><b>At home:</b></p> <ul style="list-style-type: none"> <li>- Ask learners to have a discussion at home about their learning on human rights and the Classroom Charter of Rights and Responsibilities they developed.</li> <li>- Instruct learners to ask their family members what rights they believe are important in the family home.</li> <li>- They should also discuss with family members who they think should be responsible for making sure these rights are respected.</li> <li>- Learners should use this information they have collected to design a visually appealing, one-page family charter (similar to the charter of rights and responsibilities developed in class) to present in class and in the final public event.</li> </ul>
20 minutes	<p><b>Prepare for the Public Event</b></p> <ul style="list-style-type: none"> <li>- The public event aims at raising awareness of children's human rights and will be followed by the launch of an initiative "The Common Good" to encourage the community to take action/ be responsible.</li> <li>- You could invite members from the community, local government, school classes, parents and rights organizations to attend.</li> </ul> <ol style="list-style-type: none"> <li>1. <b>Choose a name for the event!</b></li> <li>2. <b>Prepare a short speech</b> to welcome and introduce the event and its purpose.</li> <li>3. <b>Each group of learners will be responsible for a corner in the event</b> (you can add more corners or activities):</li> </ol> <ul style="list-style-type: none"> <li>- <b>Performing Rights:</b> Work in groups to perform skits or plays to act out a scenario where a child's rights are violated. Encourage participation from the audience. Discuss which rights are being violated and what could be done to resolve the situation. Suggest that audience members step into the play and act out the potential solutions.</li> </ul>



	<ul style="list-style-type: none"> <li>- <b>Rights Exhibition:</b> your role is to present the drawings you made to depict different children's rights. These posters will be hung all over the school/ learning environment.</li> <li>- <b>The Card Activity:</b> Prepare picture cards that depict different human rights. Your role is to ask community members what they think the right shown is and tell why it's important.</li> <li>- <b>Draw your Rights:</b> Prepare a list of rights (or print the United Nations Convention on the Rights of the Child). Your role is to introduce the United Nations Convention on the Rights of the Child and have community members draw a picture to go with the right.</li> <li>- <b>Age of Responsibility Chart:</b> Present your own Age of Responsibility Chart and help community members create their own.</li> <li>- <b>Charter of Rights and Responsibilities:</b> Your role is to present the charter of rights and responsibilities you created in class and have your community members create their own family charter.</li> </ul> <p>4. <b>Optional: Create invitation cards.</b></p>
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## Day 5 -

*Today, you will present your work and reflect on the previous days.*

Time	Activity and Description
35 minutes	<p><b>Public Event</b></p> <ul style="list-style-type: none"> <li>- Invite members from the community, local government, school classes, parents and rights organizations to attend.</li> <li>- Collect feedback. See what they think about:               <ol style="list-style-type: none"> <li>1. organisation of the event.</li> <li>2. was it interesting/ informative</li> <li>3. what could be improved</li> </ol> </li> <li>- At the end of the event, have the community members all agree to do something for the common good by identifying a right and responsibility related to their classroom, city or the environment. For example, "right to a clean city" and they could promise to clean up or make improvements to the learning environment.</li> </ul>
10 minutes	<p><b>Reflection</b></p> <p>This is your time to reflect on what we have learned and done during the past few days. Use the following questions as a guide for your response:</p> <ul style="list-style-type: none"> <li>- Which part was the most interesting?</li> <li>- Which part was the most challenging or difficult?</li> <li>- What are some of the questions that popped into your head, and you are still thinking about and would like to explore?</li> <li>- How do you plan to use what you have learned?</li> </ul>

<b>Additional enrichment activities:</b>	<p><b>Picture Cards Activity:</b></p> <ul style="list-style-type: none"> <li>- In small groups, learners take picture cards that have a particular right and discuss why the right shown on their card is a good thing and how it helps children everywhere.</li> <li>- Refer to <a href="#">the child-friendly version of the Convention on the Rights of the Child</a> which includes rights with photos.</li> <li>- Each group shares their thoughts on why the right shown on their card is a good thing and how it helps children everywhere.</li> <li>- Other groups could share their thoughts as well.</li> </ul> <ul style="list-style-type: none"> <li>- <b>Read/ listen to the following story on being responsible:</b> <a href="https://www.youtube.com/watch?v=YpJKWcl6CL8">https://www.youtube.com/watch?v=YpJKWcl6CL8</a></li> <li>- Read the story of <b>The Ants and the Grasshopper</b>. Find it in the appendix</li> <li>- <b>Learn the Responsibility song:</b> <a href="https://youtu.be/3HOKo8H7dLg">https://youtu.be/3HOKo8H7dLg</a></li> </ul>
<b>Modifications for simplification</b>	Learners can draw if they are unable to write.

## ASSESSMENT CRITERIA

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A majority of my learners were able to:

- Understand what rights are.
- Demonstrate an understanding of the Convention on the Rights of the Child
- Distinguish between needs and wants
- Understand the relationship between rights and responsibilities
- Understand how their behaviour affects themselves and their community
- Prepare and plan for a public event to promote human rights and evoke a sense of responsibility

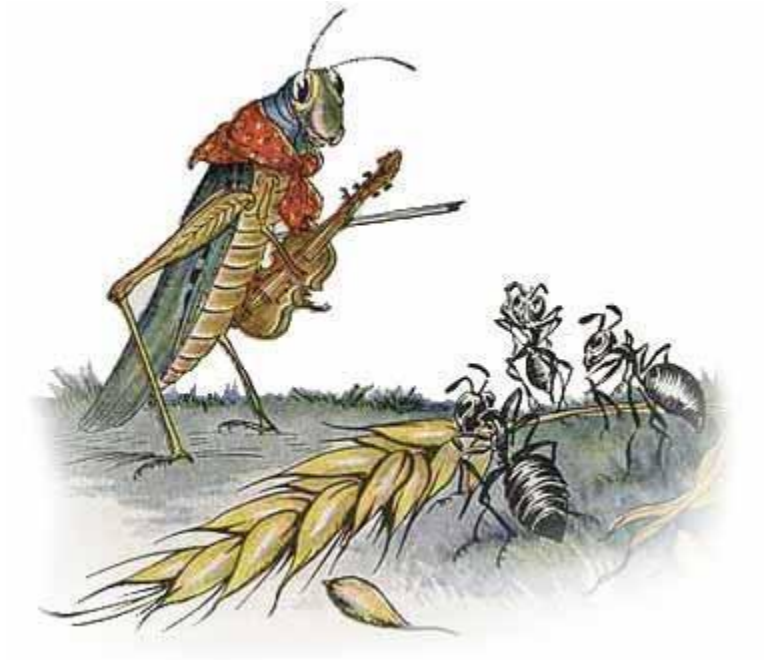
## Appendix 1



1  DEFINITION OF A CHILD	2  NO DISCRIMINATION	3  BEST INTERESTS OF THE CHILD	4  MAKING RIGHTS REAL	5  FAMILY GUIDANCE AS CHILDREN DEVELOP	6  LIFE, SURVIVAL AND DEVELOPMENT	7  NAME AND NATIONALITY
8  IDENTITY	9  KEEPING FAMILIES TOGETHER	10  CONTACT WITH PARENTS ACROSS COUNTRIES	11  PROTECTION FROM KIDNAPPING	12  RESPECT FOR CHILDREN'S VIEWS	13  SHARING THOUGHTS FREELY	14  FREEDOM OF THOUGHT AND RELIGION
15  SETTING UP OR JOINING GROUPS	16  PROTECTION OF PRIVACY	17  ACCESS TO INFORMATION	18  RESPONSIBILITY OF PARENTS	19  PROTECTION FROM VIOLENCE	20  CHILDREN WITHOUT FAMILIES	21  CHILDREN WHO ARE ADOPTED
22  REFUGEE CHILDREN	23  CHILDREN WITH DISABILITIES	24  HEALTH, WATER, FOOD, ENVIRONMENT	25  REVIEW OF A CHILD'S PLACEMENT	26  SOCIAL AND ECONOMIC HELP	27  FOOD, CLOTHING, A SAFE HOME	28  ACCESS TO EDUCATION
29  AIMS OF EDUCATION	30  MINORITY CULTURE, LANGUAGE AND RELIGION	31  REST, PLAY, CULTURE, ARTS	32  PROTECTION FROM HARMFUL WORK	33  PROTECTION FROM HARMFUL DRUGS	34  PROTECTION FROM SEXUAL ABUSE	35  PREVENTION OF SALE AND TRAFFICKING
36  PROTECTION FROM EXPLOITATION	37  CHILDREN IN DETENTION	38  PROTECTION IN WAR	39  RECOVERY AND REINTEGRATION	40  CHILDREN WHO BREAK THE LAW	41  BEST LAW FOR CHILDREN APPLIES	42  EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54  HOW THE CONVENTION WORKS	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					

## Appendix 2

### Story: [The Ants & the Grasshopper](#)



One bright day in late autumn a family of Ants were bustling about in the warm sunshine, drying out the grain they had stored up during the summer, when a starving Grasshopper, his fiddle under his arm, came up and humbly begged for a bite to eat.

"What!" cried the Ants in surprise, "haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store up any food," whined the Grasshopper; "I was so busy making music that before I knew it the summer was gone."

The Ants shrugged their shoulders in disgust.

"Making music, were you?" they cried. "Very well; now dance!" And they turned their backs on the Grasshopper and went on with their work.

*There's a time for work and a time for play.*