

RIGHTS AND RESPONSIBILITIES (LEVELS 3)

Description:	Learners will get to know their rights and make the connection between rights and responsibilities. Source: National Child Day: Child Rights Activity Guide
Leading question:	How can we promote human rights in our community and evoke a sense of responsibility?
Subjects:	Civics, Social-emotional learning
Total time required:	5 hours over 5 days
Resources required:	Large chart paper, markers, sticky notes, pencils, pens, pennies (or buttons), a ball of yarn
Learning outcomes:	By the end of this project, learners will be able to: <ol style="list-style-type: none"> 1. Identify the rights and responsibilities of children 2. Understand the relationship between rights and responsibilities 3. Distinguish between needs and wants 4. Explore and demonstrate an understanding of the Convention on the Rights of the Child 5. Understand how their behavior affects themselves and their community 6. Prepare and plan for a public event to promote human rights and evoke a sense of responsibility in the community
Supervision	Medium
Previous Learning	N/A

Day 1 -

Time	Activity and Description
45 minutes	<p><i>In the next five days, we are going to plan and prepare for a public event to raise awareness and understanding about children's rights, or plan for an initiative to evoke a sense of responsibility in our community.</i></p> <p>A child's rights and wants</p> <p>Preparation: markers, sticky notes, and one large paper per group. Print copies of the child-friendly version of the Convention on the Rights of the Child.</p> <ol style="list-style-type: none"> 1. Organize participants into groups of 5-7. Hand out markers, sticky notes and paper to each group. 2. One group member lies down on the paper and their outline is traced. 3. Instruct the groups to imagine that this paper person represents a child. Groups should give their child a name.

	<ol style="list-style-type: none"> 4. Groups brainstorm all of the things their child will need to have and be able to do now, in their childhood, to grow up happy and healthy. Explain that some of their ideas will be things that we can touch and have physically (like nutritious food). Other ideas will be things that we can do or have but that can't be seen or touched (like privacy). Each idea should be recorded on a different sticky note and placed inside the child's outline. 5. After brainstorming, groups debate and then leave the 15 most important ideas inside the paper outline. They set the others aside in a pile. 6. Then each group shares some of their ideas about their child and the things he or she needs to grow up happy and healthy. 7. Announce that, unfortunately, circumstances in their child's life mean that they will not be able to have or be able to do all of the things the group feels are necessary. Each group must choose the 5 least important items (leaving 10 remaining) to remove from their paper outline. They set these aside in a separate pile. 8. Explain that sadly their child will have and be able to do even fewer things in their childhood. The group must choose the 5 least important items inside the outline and remove them to a separate pile. They will have 5 items remaining. 9. Regroup and discuss: <ul style="list-style-type: none"> ○ What are some of the things you have remaining inside your child's outline? Do we see similar ideas among the groups? ○ What were some of the items you removed in the first elimination? What about in the second or in the third? ○ Did it get harder to decide which items to remove the more you were asked to take away? Why? ○ What can we say about the items remaining on your paper versus the ones you removed in the first elimination? ○ Discuss the difference between 'needs' (the things that are absolutely necessary for all children to have or be able to do to live a happy and healthy life) and 'wants' (the things that are nice to have but are not necessary for a full life). 10. Now introduce the Convention on the Rights of the Child and explain that it is a list of child rights that governments have agreed to uphold. All of the rights in the Convention are considered equally important and necessary for a full life. 11. Using the child-friendly version of the Convention on the Rights of the Child paraphrase and discuss a few articles then ask: <ul style="list-style-type: none"> → Do any of these rights surprise you? Which ones? Why? → Do you have all these things? Do all children have these things? → Why are these things important for all children to have? 12. Hand out a copy of the child-friendly version of the Convention to each group. Have participants draw a line down the middle of their child splitting them in two. They label one side 'rights' and the other side 'wants'. Then participants categorize their sticky notes under the two categories. They can use the Convention for help.
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	13. Post the paper children up around the room and have participants circulate to see the ideas of other groups.
10 minutes	Rights Pictionary Activity <ul style="list-style-type: none"> - You can play this game if learners are now familiar with the articles in the convention. - Make teams and have one person from each team draw the same article from the Convention at the same time. - The first team to guess the right article wins the point!
5 minutes	<ul style="list-style-type: none"> - Reflect and wrap up.

Day 2 -


Time	Activity and Description
30 minutes	Rights Web Activity <p>Preparation: Collect 1 ball of yarn. Choose an open space for this activity.</p> <ol style="list-style-type: none"> 1. Introduce the activity as a fun way to visually symbolize child rights. 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. 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"> ○ All children in the world have the same rights, just like every person in our circle holds the same yarn. ○ 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. ○ Let's explore what happens when children are denied the rights they deserve. With everyone still holding their yarn, read the scenario below* 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. ○ 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.

	<ul style="list-style-type: none"> ○ Ask: What did you learn from this activity? Why is a web a good symbol for child rights? <p>*Scenario: 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>
30 minutes	<p>Rights Exhibition:</p> <ul style="list-style-type: none"> - Choose enough rights from the Convention so that each participant will receive just one right. Pick the articles that are easiest to illustrate. - Write each one on a separate piece of paper. Hide these papers around the room. Collect paints, pencil crayons, markers, magazines and paper. ● 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. ● 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. - Explain that learners (alone, in pairs or in groups) are going to creatively depict one of the articles from the Convention. These can be drawings, paintings, sculptures or collages of photos that illustrate their assigned right. The resulting collection will be publicly displayed to educate the community about child rights in the final public event. - These pictures should show what your rights are, as a child. - Once done, present the right and discuss their work with the group. - Extension: → Learners can wrap their work and give it to someone they know on National Child Day. → Hang the exhibition at the community library or a local art gallery so that it can be viewed by many people. → Publish the exhibition as a book, magazine or website. → Publish the photos as postcards and mail them to politicians. → Print the photos as note cards and sell them.

	<ul style="list-style-type: none"> - Find an example below of the right to have a clean environment. <p style="text-align: center;">Right to a clean environment</p>  <p>The illustration shows a person standing on a paved path in a park. The grass is green, and there are several pieces of red and orange litter scattered on it. A grey trash can is visible in the background. A speech bubble from the person says 'Let's get the litter off the grass'.</p>
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Day 3 -

Time	Activity and Description
10 minutes	<p>Introducing Responsibilities:</p> <ul style="list-style-type: none"> - Think of the rights you have illustrated in the Rights Exhibition 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). - 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"? - In your own words, what does "responsibility" mean? - What is one responsibility you have? - How are your responsibilities at home different from those at school? Can you give examples? - What are the consequences of fulfilling or not fulfilling your responsibilities? Why does everyone need to fulfil their role?
20 minutes	<p>What are the responsibilities that come with rights? (Purpose: explain the essential connection between rights and responsibilities)</p> <ul style="list-style-type: none"> - Discuss: What does hand in hand mean? - 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. - On paper, trace both your hands then cut them out either yourself or with the help of an adult. - Choose one right from the Convention and write it on the left hand, you can be creative and draw it as well. Then write and draw the responsibility you believe goes along with your right on the right hand. - When all are finished, have each learner share their right and responsibility with the group. - Share your left and right hand cut outs with the group or someone else and then post it on the board or somewhere others can see.

	<ul style="list-style-type: none"> - Learners can identify what responsibilities could be connected to the following rights instead of choosing rights from the convention. - Right: The right to play and rest - Responsibility: The responsibility to be helpful around the house - Right: The right to protection from harm - Responsibility: The responsibility not to harm others - Right: I have the right to speak up my mind - Responsibility: I have the responsibility to respect other people's opinions - Right: The right to nutritious food - Responsibility: The responsibility to make healthy food choices. - Add as many rights as you want and discuss the responsibilities connected to each. - Ask: Who, other than children, have the responsibility to protect the rights of children? (Duty bearers: the government, parents, child rights advocates/organizations, families, friends, etc.) - Discuss: What might happen to your rights if no one acted on the responsibilities you have discussed? <p>You can also use these Rights and Responsibilities Picture cards for reference.</p>
20 minutes	<p>Handful of Responsibility</p> <ul style="list-style-type: none"> - To explore and further the discussion on how our actions affect others, you can do the activity Handful of Responsibility: - Use a large double-handful of buttons, pennies or any other small items. - Have the learners pass the handful around the room. Do not pick up any that drop. Go around the room once with minimal instructions. - Once completed, point out the items that have been dropped. (Make it a large handful so that it is not an easy task.) - Explain how if one person “drops” their responsibility it affects the whole group. - Pass it around again and see if they improve. - 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.
10 minutes	<div style="text-align: center;">  </div> <p>Reflect:</p> <ul style="list-style-type: none"> → Was it hard to hold such a large handful? → Did you feel responsible to the others if you dropped any? → Did you help anyone who had difficulty with it?

	<p>→ The next time you are part of a team, will you think about how your actions affect the whole team?</p> <ul style="list-style-type: none"> - 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.
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Day 4 -

Time	Activity and Description
20 minutes	<p>Classroom Rights and Responsibilities</p> <p>Part 1: Wants, Needs and Rights</p> <ul style="list-style-type: none"> - Divide learners into smaller groups and ask them to brainstorm what things they would have in their ideal learning environment. - Encourage learners to identify both objects (such as games and books) and concepts (such as respect, safety, free time, a clean environment). - Come together as a whole class and write the learners' ideas in a list. - Next go through this list and ask learners to decide whether each item on the list is: <ul style="list-style-type: none"> → a 'want' (something that is nice to have in the learning environment, but not essential) → a 'need' (something that is essential to have in a good learning environment) → a 'right' (something that is so important to have in the learning environment that learners have a right to expect it). - Explain to learners that things can fall into more than one category. Some things may be a 'want', a 'need' and a 'right', but it is important for learners to identify that not all things will be rights.
5 minutes	<p>Reflect:</p> <ul style="list-style-type: none"> - Was it difficult to decide whether some things were wants, needs or rights? - What is the difference between a 'want' and a 'need'? - How did you decide when something was important enough to be a 'right'? - Why would some 'needs' be protected as 'rights'? <p>Extension: do the same activity, but this time include rights towards one's country/environment.</p>
30 minutes	<p>Part 2: Creating a Classroom Charter of Rights and Responsibilities</p> <ul style="list-style-type: none"> - The items that learners identified in the previous activity as classroom rights will be used in this activity again. - Refer learners back to the previous activity of converting rights into responsibilities. - Ask learners to rephrase each of the classroom rights into a classroom responsibility and record these on a sheet of paper. - For example: 'Everyone has a right to express their opinion in the classroom' might be rewritten as 'Everyone has the responsibility to consider others'

	<p>feelings before speaking or acting’.</p> <ul style="list-style-type: none"> - Explain to learners that this list will become their Classroom Charter of Rights and Responsibilities. - Ask learners if they would like to add or change anything. - Once the class has agreed on the Classroom Charter of Rights and Responsibilities, you can hang it in the classroom. - Conclude this activity by asking learners to suggest some ways of putting the Classroom Charter of Rights and Responsibilities into action. - For example: Question: “How do we ensure that everyone has a chance to voice their opinion in class?” Answer: “Raising hands to indicate when someone wants to talk”, “listening while others are talking”. - You will share your Charter of Rights and Responsibilities in the final public event. <p>Extension: do the same activity, but this time include responsibilities towards one's country/environment.</p>
5 minutes	<p>At home:</p> <ul style="list-style-type: none"> - Ask learners to have a discussion at home about their learning on human rights and the Classroom Charter of Rights and Responsibilities they developed. - Instruct learners to ask their family members what rights they believe are important in the family home. - They should also discuss with family members who they think should be responsible for making sure these rights are respected. - 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.

Day 5 -

Time	Activity and Description
30 minutes	<p>Prepare for the Public Event OR the Common Good Initiative</p> <ul style="list-style-type: none"> - 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. - You could invite members from the community, local government, school classes, parents and rights organizations to attend. <ol style="list-style-type: none"> 1. Choose a name for the event! 2. Prepare a short speech to welcome and introduce the event and its purpose. 3. Each group of learners will be responsible for a corner in the event (you can add more corners or activities): <ul style="list-style-type: none"> - Performing Rights: 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

	<p>resolve the situation. Suggest that audience members step into the play and act out the potential solutions.</p> <ul style="list-style-type: none"> - Rights Exhibition: your role is to present the drawings you made to illustrate different children's rights. These posters will be hung all over the school/ learning environment. - People Power - Trace the outline of each of your group members on large pieces of paper. Decorate these paper people and write inside "I have the right to..." for each article of the Convention. Hang these paper people on the walls to educate others about their rights. - The Card Activity: 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. - Draw your Rights: 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. - Charter of Rights and Responsibilities: 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. <p>4. Optional: Create invitation cards.</p>
30 minutes	<p>The Common Good Initiative</p> <ul style="list-style-type: none"> - Invite members from the community, local government, school classes, parents and rights organizations to participate in this initiative. - In this initiative, community members all agree to do something for the common good. <ol style="list-style-type: none"> 1. Brainstorm: Identify a right and responsibility related to your classroom, city or the environment. For example, "right to a clean city" and you could clean up or make improvements to the learning environment. 2. Plan: Identify any resources and support you'll need (people, materials, expertise); design what the initiative will entail, lay out a timeline, and delegate tasks. 3. Communicate: Develop a communication plan to get the word out and inspire participation in this initiative. Think about how you will communicate your message. 4. Implement: designate roles and responsibilities: Consider all that needs to be done, make a list, and assign names to specific tasks. 5. Celebrate success: reflect on the success of the Initiative. <ul style="list-style-type: none"> - Suggestion: Learners and their families can be divided into different groups to manage different events and activities, such as picking up trash, painting walls, planting trees or flowers, or organising a fund-raising bake sale, etc. - This will help learners see how they are responsible for maintaining their community and working for the common good.
30 minutes	Public Event

	<ul style="list-style-type: none"> - Invite members from the community, local government, school classes, parents and rights organizations to attend. - Collect feedback. See what they think about: <ol style="list-style-type: none"> 1. organisation of the event. 2. was it interesting/ informative 3. what could be improved
30 minutes	<p>OR The Common Good Initiative</p> <ul style="list-style-type: none"> - Invite members from the community, local government, school classes, parents and rights organizations to participate in this initiative. - In this initiative, community members all agree to do something for the common good by identifying a right and responsibility related to your classroom, city or the environment. For example, "right to a clean city" and you could clean up or make improvements to the learning environment.
10 minutes	<p>Reflection</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"> - Which part was the most interesting? - Which part was the most challenging or difficult? - What are some of the questions that popped into your head, and you are still thinking about and would like to explore? - How do you plan to use what you have learned?

Additional enrichment activities:	<p>Use some of the ideas from the <u>Child rights activity guide</u>:</p> <ul style="list-style-type: none"> - Which Rights? - Read news articles to find a story where a child's rights are being ignored, violated or denied. Use the Convention to identify the rights violations in the story. Craft a letter to the editor, or to a relevant organization/ person associated with the story. Use the letter to suggest actions to better protect the rights of the children in the story. Students can also make a radio broadcast on the same. - Children's Wear - Throw a t-shirt decorating party. Design t-shirts for a child rights awareness-raising campaign. Research the t-shirts to make sure no children were exploited in their making. Choose a day to launch your campaign (such as National Child Day) and don your new child rights wear. - Graffiti Wall - Paper a wall and invite your school or local community to contribute thoughts, quotes, musings, challenges, drawings, etc. on child rights. - Survey Says - Do a survey to evaluate the child rights climate of your school or local community. Design a questionnaire that asks respondents to evaluate how accurately statements describe their school/community. Give statements like "no one in our school is disciplined unfairly" or "all students are safe from discrimination". Devise a creative way to share the results of the survey. Then host a public debate on the issues raised by the survey
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results. Devise resolutions for the identified rights concerns.

For day 1, Activity (What is a right and what is not):

- Place three pieces of A4 paper on the floor: one saying YES; one MAYBE; one NO.
- Explain that you will ask a series of questions and you want learners to think for themselves and stand nearest the:
 - **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)**
 - **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)**
 - **MAYBE mat (if they are not sure).**
- 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.

Ask: Do you think (insert statement) is a right?

 1. to go to school. **Article 28 – right to an education**
 2. to have breakfast/ lunch. **Article 24 – right to good food, clean water and see a doctor if you are ill**
 3. to be listened to at school. **Article 12 – right to be listened to**
 4. to feel safe at school. **Article 19 – you have a right to feel safe**
 5. to play. **Article 31 – you have the right to play**


Wildcard questions/ not linked to rights:

1. Having a phone
2. Owning a TV
3. Having a pet
4. Going on holiday abroad

- **Ask: What did you learn from this activity?**

For day 3, The Ripple Effect

- The ripple effect is the continuing and spreading results of an action.
- If you think about the ripples that happen when a stone is thrown into water, where the ripples spread out into the water from the original landing point, that is the ripple effect.
- **The ripple effect also happens after behaviour. This can be a negative or a positive ripple effect. What we do affects other people.**
- An example of this is if one person smiles at three people and then each of those three people smile at another three people, then those people each smile at three more people and so on. In this way, the ripple continues to grow and spread.

	<ul style="list-style-type: none"> - In pairs, discuss how the ripple effect relates to us having a responsibility to be positive and to do our best within our communities then share your thoughts with the class. <p><u>For Day 3 & 4, Responsibility Day</u></p> <ul style="list-style-type: none"> - Tell learners they need to keep track of every responsible action they take during the next day. - 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. - Examples might include, "took out the trash", "took care of a sibling", "cleaned table after lunch", "listened to others while they were speaking", etc. - Optional: have learners make and decorate awards or badges that proclaim "I am a responsible member of my community." <p>Responsibility Day (next day follow-up)</p> <ul style="list-style-type: none"> - Learners make a class chart listing all the ways they exhibited responsibility. - Learners celebrate all the small actions they have done to exhibit responsibility by making and decorating awards or badges for each other. <div style="text-align: center;">  </div>
Modifications for simplification	<ul style="list-style-type: none"> - As long as the objective of the activity remains unchanged, you can adapt the activities to simpler versions. - If you believe that these are too many rights to cover, you can condense the lesson to discuss some of the rights and let children know that there are more.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Identify the rights and responsibilities of children
- Understand the relationship between rights and responsibilities
- Distinguish between needs and wants
- Explore and demonstrate an understanding of the Convention on the Rights of the Child
- Understand how their behavior affects themselves and their community
- Prepare and plan for a public event to promote human rights and evoke a sense of responsibility in the community

Appendix 1



1 -18 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	CONVENTION ON THE RIGHTS OF THE CHILD					