



# Thinking Rights

What happens when rights seem to conflict



# INTRODUCTION

Thinking Rights is a resource pack that builds on pupils' previous experience of working on the UN Convention on the Rights of the Child. The activities support Citizenship Education in line with the Philosophy for Children approach and address a range of aspects of Personal and Citizenship Education. As such, they involve the use of drama and role play and are therefore particularly relevant for English and drama classes.

The main aim of this resource is to encourage young people to develop concepts and skills that will improve their thinking about the nature of human rights. This approach provides structures to help the teaching of thinking skills, and opinion forming as well as speaking, listening, reading and writing skills. The activities encourage children to be more reasonable, 'that is, ready to reason and be reasoned with'. Teachers can read more about this Philosophy for Children approach at:

<http://sapere.org.uk>

The activities contribute to the National Assembly for Wales's Children and Young People: Rights to Action *Framework Document*. In particular in relation to the following of the core aims:

- the best possible health, free from abuse, victimisation and exploitation;
- treated with respect and have their race and cultural identity recognised;
- a safe home and community;
- children and young people not disadvantaged by poverty.

In Scotland, the Curriculum for Excellence states that 'all children and young people in Scotland have an entitlement to a curriculum which will support them in developing their values and beliefs'. This pack will contribute to the national priorities for education in terms of:

- health and well-being across learning;
- religious and moral education;
- social studies.

Teachers should decide which activities to use based on the previous learning and experiences of their class. Each activity provides extension activities which can be used for pupils wishing to take their learning further, or for homework.

# LEARNING LOGS

Encourage pupils to keep a learning log to help them reflect on what they have learnt, what skills they have attained, and how their attitudes develop and change. Stress the need for them to be honest with themselves and to analyse their ideas critically. Each activity suggests some ideas for developing the learning log.

Completing a selection of these statements might be helpful:

- *I found \_\_\_\_\_ was the easiest part of this activity;*
- *I found \_\_\_\_\_ was the hardest part of this activity;*
- *I may need more help with \_\_\_\_\_ in the future;*
- *I was proud of the way in which I \_\_\_\_\_;*
- *one important thing I learned today was \_\_\_\_\_;*
- *one less important thing I learned today was \_\_\_\_\_;*
- *one thing I learned today about how I behave was \_\_\_\_\_;*
- *one thing I learned today about myself was \_\_\_\_\_;*
- *as a result of this activity, I feel more able to \_\_\_\_\_.*

These questions provide a framework for pupils' learning logs:

- *What did I learn from this activity?*
- *To what extent did I participate in the activity?*
- *Did this activity raise any concerns for me?*
- *How did this activity make me feel?*
- *Will I change my behaviour in any way as a result of participating in this activity?*
- *What can I change?*
- *What unanswered questions do I have?*

Pupils can use the following approaches to help with their learning logs. They could:

- *write a letter about the activity they have participated in;*
- *adopt another person's viewpoint and write about the activity;*
- *keep a running set of comments on what they are learning;*
- *find a critical friend who can be used as a sounding board to test their ideas.*

Every three weeks or so, ask pupils to review their learning log to identify any changes in their ideas and attitudes.

Most of the activities use a set of Child Right Cards or Universal Rights Cards. You are advised to download, print and cut these into sets of cards, laminated if possible, so that the cards can be kept and used for all appropriate activities.

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- CHILD RIGHTS CARDS** 6
- Along with the Universal Rights Cards, these are used in most of the activities. Prepare them beforehand by photocopying (enlarging if necessary), laminating and cutting out, keep them in envelopes for re-use.
- UNIVERSAL RIGHTS CARDS** 10
- Along with the Child Rights Cards, these are used in most of the activities. Prepare them beforehand by photocopying (enlarging if necessary), laminating and cutting out, keep in envelopes for re-use.
- 1. THE IMPORTANCE OF RIGHTS** 12
- This activity introduces pupils to, and reviews the articles in the UN Convention on the Rights of the Child. The activity focuses on all the articles of the Convention.
- Theme: Rights, global citizenship, participation, values*  
*Curriculum area: Citizenship, English, PSHE*
- 2. GETTING IT STRAIGHT** 14
- In this activity, pupils will consider some common myths around human rights by matching statements to their explanation.
- Theme: Rights, discussion, attitudes*  
*Curriculum area: Citizenship*
- 3. TYPES OF RIGHTS** 17
- This activity will help pupils become more familiar with, and develop a deeper understanding of the articles in the Convention by exploring how rights can be categorised.
- Theme: Rights, participation, discussion*  
*Curriculum area: Citizenship, PSHE*
- 4. THE BOY WITH TWO EYES** 19
- This activity explores how people who are perceived as different are often not treated equally or respected.
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*Curriculum area: PSHE, English, citizenship*
- 5. VALUES IN CONFLICT IN SCHOOL** 22
- This activity addresses the relationships and tensions between, for example, the right of freedom of expression and discrimination, the right to privacy and the right to be protected.
- Theme: Attitudes, bullying, conflict resolution, discussion, rights*  
*Curriculum area: PSHE, citizenship*

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- 6. RIGHTS IN TENSION** **25**  
This activity explores situations where rights come into conflict with each other. In many situations there is a set of rules or laws that can be referred to. In other circumstances, discussions, negotiations and compromises are needed.  
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*Curriculum area: PSHE, citizenship*
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*Theme: Conflict resolution, rights, values, poverty*  
*Curriculum area: PSHE, citizenship*
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*Theme: Conflict resolution, skills, rights,*  
*Curriculum area: Citizenship, PSHE*
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*Theme: Bullying, rights,*  
*Curriculum area: PSHE, ESD*
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*Theme: Global citizenship, participation, rights,*  
*Curriculum area: Citizenship, English, PSHE*
- 11. TAKING IT FOR GRANTED** **43**  
This activity explores how it is easy for some people to take the rights they have for granted, such as in this example of the right to education – a right that still has to be fought hard for in some parts of the world.  
*Theme: Rights, education, child exploitation, conflict, child labour, poverty*  
*Curriculum area: Citizenship, English, Geography*

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- 12. MISBAH'S CHOICE** **50**  
This activity uses the case study of Molly Campbell/ Misbah Rana to explore the articles in the UN Convention on the Rights of the Child that state that children should have a say in what happens to them.  
*Theme: Rights, conflict resolution, discussion, family*  
*Curriculum area: Citizenship, RE, PSHE*
- 13. WATER, WORK AND LEISURE** **56**  
This role play is based on a real-life event that happened at Palm Grove Primary School in Zambia and focuses on the conflict of rights between health and education for children, and employment for adults.  
*Theme: Rights, conflict resolution, education, values, health*  
*Curriculum area: Citizenship, PSHE, English, Geography*
- 14. ALL WORK AND NO SCHOOL** **60**  
This activity focuses on the conflict between a child's right to education and to be protected, and the contribution their work can make to their families' (and hence their own) standards of living.  
*Theme: Rights, education, child labour, trade*  
*Curriculum area: Citizenship, English, ESD*
- 15. HAVE YOUR SAY** **69**  
This role play puts into practice some negotiation and compromise skills, using the setting of a school council meeting.  
*Theme: Participation, rights, trade, health, conflict resolution, discussion*  
*Curriculum area: Citizenship, English, PSHE, ESD*

# CHILD RIGHTS CARDS:

UN CONVENTION ON THE RIGHTS OF THE CHILD (SHORTENED VERSION)



## ARTICLES 1 & 2

All young people under the age of 18 have all the rights in the Convention, regardless of colour, race, religion, sex, language or the politics of their parents.

## ARTICLE 3

Whenever an adult or an organisation has anything to do with children and young people, s/he/it should work towards what is in the best interests of the child.

## ARTICLE 6

All children have the right to life. Governments should ensure that children survive and develop healthily.

## ARTICLES 7 & 8

All children have the right to a legally registered name and nationality. Also the right to know and, as far as possible, to be cared for by their parents. Governments should respect this right.

## ARTICLE 9

Children should not be separated from their parents unless it is for their own good. If parents live apart, you have the right to be able to contact both parents easily.

## ARTICLES 10 & 11

If you are living in a different country from your parents, you have the right to get back together and live in the same place. Governments should take steps to stop you being taken out of your own country illegally.

## ARTICLE 12

Whenever adults make a decision that will affect you in any way, you have the right to give your opinion and for adults to take your opinion seriously.

## ARTICLE 13

You have the right to learn and say what you think through speaking, writing, art and other forms of expression. However, you must respect the rights or reputations of others.

# CHILD RIGHTS CARDS:

UN CONVENTION ON THE RIGHTS OF THE CHILD (SHORTENED VERSION)



## ARTICLE 14

You have the right to think what you like, and to follow whatever religion you choose. Your parents should help you to learn what is right and what is wrong.

## ARTICLE 15

You have the right to meet, make friends with, and form groups with other people, unless it harms the rights of others.

## ARTICLE 16

You have the right to privacy: for example, keeping a personal diary. Your home and family have the right to the protection of the law against interference or attacks – either physical or verbal.

## ARTICLE 17

Children have the right to reliable information from TV, radio and newspapers that is in a language that they can understand. The media should not promote material that could harm children.

## ARTICLE 19

Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

## ARTICLE 22

Children who come into a country as refugees should have the same rights as children born in that country.

## ARTICLE 23

Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

## ARTICLE 24

Children have the right to good quality health care, to clean water, nutritious food and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

# CHILD RIGHTS CARDS:

UN CONVENTION ON THE RIGHTS OF THE CHILD (SHORTENED VERSION)



## ARTICLE 27

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

## ARTICLE 28

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

## ARTICLE 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures and the environment.

## ARTICLE 30

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

## ARTICLE 31

All children have the right to relax and play, and to join in with a wide range of activities.

## ARTICLE 32

The Government should protect children from work that is dangerous, or might harm their health or their education.

## ARTICLE 33

The Government should provide ways of protecting children from dangerous drugs.

## ARTICLE 34

The Government should protect children from sexual abuse (this includes all forms of pornography).

# CHILD RIGHTS CARDS:

## UN CONVENTION ON THE RIGHTS OF THE CHILD (SHORTENED VERSION)



### ARTICLE 37

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

### ARTICLE 38

Governments should not allow children under the age of 15 to join the army. Children in war zones should receive special protection.

UNICEF Education Officer Richard Ndoute speaks with former child soldiers at the start of the process to reintegrate the children back into their communities.

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# UNIVERSAL RIGHTS CARDS:

## UN UNIVERSAL DECLARATION OF HUMAN RIGHTS (SHORTENED VERSION)



**1**

All human beings are free and equal in dignity and rights.

**2**

All people are entitled to rights without distinction based on race, colour, sex, language, religion, opinion, origin, property, birth or residency.

**3**

Right to life, liberty and security of person.

**4**

Freedom from slavery.

**5**

Freedom from torture.

**6**

Right to be treated equally by the law.

**7**

Right to equal protection by the law.

**8**

Right for all to effective remedy by competent tribunal.

**9**

Freedom from arbitrary arrest.

**10**

Right to fair public hearing by independent tribunal.

**11**

Right to presumption of innocence until proven guilty at public trial with all guarantees necessary for defence.

**12**

Right to privacy in home, family and correspondence.

**13**

Freedom of movement in your own country and the right to leave and return to any countries.

**14**

Right to political asylum in other countries.

**15**

Right to nationality.

# UNIVERSAL RIGHTS CARDS:

## UN UNIVERSAL DECLARATION OF HUMAN RIGHTS (SHORTENED VERSION)



**16**

Right to marriage and family, and to equal right of men and women during and after marriage.

**17**

Right to own property.

**18**

Freedom of thought and conscience and religion.

**19**

Freedom of opinion and expression and to seek, receive and impart information.

**20**

Freedom of association and assembly.

**21**

Right to take part in and select government.

**22**

Right to social security and realisation of economic, social and cultural rights.

**23**

Right to work, to equal pay for equal work and to form and join trade unions.

**24**

Right to reasonable hours of work and paid holidays.

**25**

Right to adequate living standard for self and family including food, housing, clothing, medical care and social security.

**26**

Right to education.

**27**

Right to participate in cultural life and to protect intellectual property rights.

**28**

Right to social and international order permitting these freedoms to be realised.

**29**

Each person has responsibilities to the community and others as essential for a democratic society.

**30**

Repression in the name of rights is unacceptable.

# 1 THE IMPORTANCE OF RIGHTS

## ABOUT THIS ACTIVITY

This activity introduces the articles in the Convention on the Rights of the Child to pupils. It reviews and focuses on all the articles of the Convention. For older pupils, or those who are already familiar with the Convention, you may use the UN Universal Declaration of Human Rights (UDHR) and the Universal Rights Cards instead.

## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- be familiar with all the articles of the Convention (or UDHR);
- understand their own rights and responsibilities as individuals;
- express their ideas and opinions about the importance of rights for them;
- be able to explain why some rights are specially important to them;
- have interacted and cooperated with other pupils.

## PREPARATION

You will need one set of the Child Rights Cards (Universal Rights Cards) per group of four to six pupils.

## PROCEDURE

Hand out one set of Child Rights Cards to each group of pupils.

Ask the groups to read the cards, discuss them and then select the three cards which they as a group consider to be the rights that are most important to them. They will need to discuss these in order to reach a consensus.

For each card they have selected, ask the groups to think of a personal experience, or a real or fictional incident they have read about or seen on TV that illustrates each right (anecdotal evidence).

Ask each group to now prepare a two minute presentation to tell the rest of the class about one of the rights they chose and why, using their experiences and anecdotal evidence to support their presentation.

Record all the rights the groups have chosen and ask them to vote on those they think are most important. Ask them to chose one of these rights and prepare a presentation. They may wish to do this by:

- producing a short presentation;
- devising and performing a short drama;
- making a poster;
- presenting the information in graphical form.



# 1 THE IMPORTANCE OF RIGHTS

Discuss with the class any rights that were not mentioned by any of the groups and consider why they were not chosen.

If another class has done this activity, it would be interesting to compare the results from each class.

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.



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## EXTENSION ACTIVITY

Pupils could do the same activity imagining they were someone else. Choose people the class have recently learnt about either in school or on the news; for example, a student in China, a monk in Burma (Myanmar), a girl in Iran; or a young couple with children in the UK, an elderly person living in your street; or people from the past.

# 2 GETTING IT STRAIGHT

## ABOUT THIS ACTIVITY

In this activity, pupils will consider some common 'myths' around human rights by matching statements to their explanation.

## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- understand that the foundation of human rights is justice and not wants;
- appreciate that the exercise of one's right may be limited by that of others;
- understand that rights can be denied or abused but not taken away;
- understand that some groups need greater protection;
- understand some of the controversy about the relative importance of different human rights.

## PREPARATION

Photocopy the Explanations resource sheet and cut into cards. Photocopy the Statements resource sheet. Make enough sets of Explanations cards and Statements sheets for one per group.

This activity requires a clear space in which pupils can move around. On one side of the room put a sign reading 'agree', and on the other side place a sign reading 'disagree'.

## PROCEDURE

Ask the pupils to imagine a line running between the 'agree' sign and the 'disagree' sign. One by one read out the statements on the Statements resource sheet. Each time ask the pupils to stand along the line in accordance with the extent to which they agree or disagree with the statement.

While pupils are standing on the line ask a few to explain why they chose to stand where they did. Regroup as a full class to discuss the main issues raised by this activity.

Now ask pupils to work in groups. Hand out a Statements resource sheet and a set of Explanation cards. Explain the meaning of words such as 'inalienable' and 'universal' if you need to. Ask the groups to match the explanations to the correct statement.

As a class discuss any issues that arise.

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

## EXTENSION ACTIVITY

Ask pupils to research newspapers for items that refer to rights. Fairly recent examples include the smoking ban, road pricing and the right to drive. Assess whether these are rights or wants.

Ask pupils to write an essay presenting the arguments for and against the concept of rights for animals.

# 2 GETTING IT STRAIGHT

## RESOURCE SHEET: STATEMENTS



I have the right to do whatever I want

I can always claim my human rights

Not everyone has human rights

Some people have special rights

Some rights are more important than others

Human rights can be taken away

# 2 GETTING IT STRAIGHT

## RESOURCE SHEET: EXPLANATIONS



You can claim and exercise your rights as long as by doing so you do not restrict the rights of others.

No individual or group of people have special rights. Some members of society are more vulnerable and need greater protection to make sure their rights are upheld. For example: children, those who are physically weaker, and those who are discriminated against.

Human rights are inalienable. This means that they can never be taken away. However, they can be denied or abused.

Although rights are universal, there are sometimes disagreements about how different rights are valued. Many developing nations, for example, consider the immediate right to food and shelter should be more important than the right to free speech. Some Asian leaders in the past have argued that Westerners value individual and personal freedoms over the interests of the wider community and society.

There is a big difference between a right and a want. You may want to eat sweets but you do not have a right to do so. No injustice would be committed if you were prevented from eating sweets. An adult may want to drive fast but they do not have a right to do so. In fact, a law exists to prevent them doing this as it endangers the right of others to life and quality of life.

Human rights are universal. This means that everyone has the same human rights simply because they are human beings, regardless of whether they are rich or poor, what race or age they are, or what faith they follow.

# 3 TYPES OF RIGHTS

## ABOUT THIS ACTIVITY

This activity will help pupils become more familiar with, and develop a deeper understanding of the articles in the Convention by exploring how rights can be categorised.

By the end of this activity, pupils will:

- consider the meaning of rights in more detail;
- understand the significance of specific rights more deeply.

## PREPARATION

You will need a set of Child Rights Cards for each group of four to six pupils. This activity uses cards 6, 24, 19, 14, 28, 30, 12, 15, 23, 32, 34, 38 (you may wish to select different cards). Ask the groups to select these from the pack at the beginning of the lesson and to put the other cards to one side. They will not be used in this activity.

## PROCEDURE

Hand out the Resource Sheet and go through it with the class, explaining how rights can be categorised. You may wish to also display these categories while pupils are working on this activity. Ask the class to give you some examples for each category.



Hand out the sets of Child Rights Cards to the groups. Ask them to sort the cards into four piles according to the kind of right each card states. When they have done this, go round and ask each group to select one right and explain why they put it in that category. Start asking one group for a right they have put in the 'survival rights' category, then 'development rights' and so on.

## AS A WHOLE CLASS, DISCUSS:

- if there were any rights they had difficulty placing in any of the four categories;
- if they felt any rights belonged in more than one category;
- ask pupils to look at the rights on the cards and to think of a situation in which two of the rights on the cards could come into conflict with each other.

## SUGGESTED ANSWERS

There are no right or wrong answers, as long as pupils can justify their selection.

Survival rights: 6, 24, 19

Development rights: 14, 28, 30

Participation rights: 12, 15, 23

Protection rights: 32, 34, 38

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

# 3 TYPES OF RIGHTS

## EXTENSION ACTIVITY

Ask pupils to research the following issues and relate them to the articles in the Convention:

- child soldiers;
- vaccinating children.

Pupils can find out more about the Convention at: [www.unicef.org.uk/crc/](http://www.unicef.org.uk/crc/)

## RESOURCE SHEET: TYPES OF RIGHTS

### Survival rights

Right to life and to have your most basic needs met (for example: adequate standard of living, shelter, nutrition, medical treatment).

### Development rights

Rights that enable you to reach your fullest potential (for example: education, play and leisure, cultural activities, access to information, and freedom of thought, conscience and religion).

### Participation rights

Rights that allow you to take an active role in your community (for example: the freedom to express opinions, to have a say in matters affecting your own life, to join associations).

### Protection rights

Rights that are essential for safeguarding you from all forms of abuse, neglect and exploitation (for example: special care for refugee children, protection against involvement in armed conflict, child labour, sexual exploitation, torture and drug abuse).

Seven months after the 2004 tsunami in Indonesia, 15-year-old Khairuddin is reunited with his mother. A UNICEF Child Centre protected Khairuddin and helped reunite him with his family. Children have the right to protection and to be cared for by their parents. © UNICEF/HQ05-1699/Estey



# 4 THE BOY WITH TWO EYES

## ABOUT THIS ACTIVITY

This activity explores how people who are perceived as different are often treated unfairly or disrespected. Teachers can use this activity to highlight the issues of bullying, and how pupils should treat a new member of the class or anyone who is perceived as different. This activity focuses specifically on the Convention Article 2, which states that every child has all the rights in the Convention, whatever their race, religion, abilities.



## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- understand some of the challenges of living in a diverse society;
- identify and appreciate the effects of exclusion, stereotyping, bullying and other unfair treatment of individuals and groups;
- appreciate the value of each person and the contribution each can make;
- have developed empathy towards those who are different.

## PREPARATION

Photocopy the resource sheet *The Boy with Two Eyes* – enough for one per two or three pupils.

## PROCEDURE

**Note:** Do not hand the copies of the stories out until you have read the first section and pupils have discussed the questions in their groups.

Read aloud the first five paragraphs of the story to the class, stopping after 'they were amazed'. Ask pupils in their groups to discuss the following:

- In what ways is the boy with two eyes disadvantaged?
- How is his life made even more difficult?
- Why do you think others behave towards him in the way they do?
- How do you think this story might end?

Hand out copies of the story and ask pupils to read to the end. Ask pupils in their groups to discuss the following:

- What rights was the boy with two eyes being deprived of before he realised he could see in colour?
- What rights were the other children exercising when they called him names, and how did these rights conflict with the rights of the boy?
- Can everybody exercise their rights in this situation?
- If not, whose rights are more important? Why?

# 4 THE BOY WITH TWO EYES

Explain that there are situations where rights come into conflict with each other and one has to take precedence. In some situations, this can be resolved through negotiation and compromise. In other situations, the matter can be resolved by law or a set of rules.

Discuss with pupils the ways in which people can be different, noting that we all have differences to some extent. Explain that some people have differences that mean they need to receive specific treatment. For example, children themselves need rights that will protect them, hence the UN Convention on the Rights of the Child. Other examples might be people who have a hearing or visual impairment.

Hand out the Child Rights Cards and ask pupils to pick out the rights that are relevant to this story.

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

To read more about difference, visit:

[www.bbc.co.uk/northernireland/learning/eyewitness/difference/index.shtml](http://www.bbc.co.uk/northernireland/learning/eyewitness/difference/index.shtml)

The Australian rock band Rudely Interrupted performed at UN Headquarters to mark the International Day of Persons with Disabilities.

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# 4 THE BOY WITH TWO EYES

## RESOURCE SHEET: THE BOY WITH TWO EYES

Way, way out in space there is a planet just like Earth. The people who live there are just like us, except they have only one eye. But it is a very special eye. With their one eye, they can see in the dark. They can see far, far away, and they can see through walls.

One day, a child was born who was different. He had two eyes! At first his mother and father were very upset. It took them a long time to get used to the way he looked. Despite this he was a happy child and his parents loved him. But they worried because he was different from other children and they didn't know why. They took him to lots of doctors. The doctors shook their heads and said, 'Sorry. Nothing can be done.'

As the child grew up, he had more and more problems. Since he couldn't see in the dark, at night he had to carry a candle, and cruel children would blow it out. When he went to school, he could not read the chalk board unless he sat at the very front of the class on his own. Also he had to keep moving around the school because he could not see through the walls. His teachers tried to give him the extra help he needed, but they were very busy and often didn't know what was best for him. They had never taught a child with two eyes before.

The other children thought he was strange. Most of the other children were nice to him, but kept their distance from him. A few made his life very difficult. They would get in his way when he was trying to read and they called him names: 'Two-eyes! Two-eyes!' What was worse, they also said that there must be something wrong with his parents for giving birth to someone like him. He had no real friends and sometimes when he walked home from school he felt very lonely. 'Other children see things I can't see,' he thought. 'Why am I different from everyone else?'

One day, he made an extraordinary discovery. He could see things in a way that nobody else could. He realised that whereas everyone else saw things in black and white, he could see things in colour. He told his parents about his thrilling discovery and described to them what he saw. He pointed at the green grass, the red tiles on the roof, the blue sky, Rover their yellow dog, the blue dress his mother was wearing and told them what he was seeing, and they were amazed!

[stop here]

The children at school were amazed as well. He told them the colours of their eyes: blue, brown, green. He told them the colour of their clothes: red, purple, yellow, brown, words they had never heard before. He told them wonderful stories full of descriptions about green trees and lilac flowers, blue skies and seas, brown cows and ginger cats. His stories were so much more interesting than the ones they knew. Everybody wanted to know how he saw things. People in shops asked him the colour of the vegetables, meat and cakes they were buying. Suddenly, he had lots of friends and those who used to call him names forgot they ever had. Now they wished they had two eyes and could see the world in colour.

One day, he met a girl. She didn't mind that he had two eyes. They fell in love and got married. By now, he was very famous. People came from all over the planet to hear him talk about the world they only saw as black, white or grey. Eventually they had a son. The child was just like all the other children on the planet. He had only one eye.

# 5 VALUES IN CONFLICT AT SCHOOL

## ABOUT THIS ACTIVITY

This activity addresses the relationships and tensions between certain rights in school situations. It also provides a forum for a discussion about aspects of behaviour, leading to an agreed code of values. Some caution is needed for this activity. Pupils may express anti-social views and you will need to consider carefully how you will deal with these. Do not challenge every viewpoint, but keep the discussion focused on the interpretations of the Convention and issues of rights.

## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- understand how a knowledge of human rights, and a rights framework, can help in making judgements about acceptable and unacceptable behaviour;
- understand that with rights come the responsibility to respect the rights of others;
- have practised their skills of persuasion;
- have experienced seeing a situation from someone else's point of view;
- appreciate the universal benefits of discussing and agreeing codes of behaviour.

## PREPARATION

Photocopy the Resource Sheet (enlarge if possible), and cut up into cards. Make some blank cards (about three for each group). You will need to provide a large sheet of paper and glue for each group. Each group will also need a set of Child Rights Cards.

## PROCEDURE

Ask the pupils to work in groups. Hand out the cards, including some blank cards and one large sheet of paper per group. Ask the pupils to draw five columns on the sheet and write the headings:

- acceptable behaviour;
- unacceptable behaviour;
- reason;
- right being met;
- right being infringed.

Ask the group to place the cards face down in the middle of the table. They then take it in turns to pick a card. Each pupil should read the card to the rest of the group and decide whether it should go in the 'acceptable' column or the 'unacceptable' column, and explain to others why s/he has made that decision.

The statement is then opened out to the group for discussion. If people disagree, then they can try to persuade the person who placed the statement to change his/her mind. The person who placed the statement can move it to another column if persuaded. The card can then be stuck in place and the other columns filled in by the group.



Tangi (left, age 13) and Cecilia (right, age 14) host a children's radio programme in Windhoek, Namibia, that discusses issues such as bullying. © UNICEF/HQ08-0858/Isaac

# 5 VALUES IN CONFLICT AT SCHOOL

Each pupil has a go until the cards are finished. Pupils can write their own situations on the blank cards if they wish. As a group they should complete the other three columns.

Now ask the groups to compose a short moral code of acceptable and unacceptable behaviour for young people. It may be a paragraph, or it may be one or two lists.

In a plenary, groups share the main points of their discussions and compare their moral codes of conduct.

You may want to continue and compare their codes with the school's code or rules. If there is a vast discrepancy the class may wish to discuss what action to take to amend them: for example, take it to the School Council.

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

## EXTENSION ACTIVITY

Ask the pupils to write more situations where rights and values may come into conflict.

Think of other situations such as:

- at home;
- with friends;
- at work (if they have this experience);
- in sport.

A physically disabled boy is bullied by an older boy in Kibera, a slum area of Nairobi, capital of Kenya. Such conduct might form part of a moral code of unacceptable behaviour.

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# 5 VALUES IN CONFLICT AT SCHOOL

## RESOURCE SHEET: VALUES IN CONFLICT AT SCHOOL



A young person calls another young person a racist name.

A girl under the age of 16 carries condoms but her parents don't know.

A group of girls make rude remarks about other girls' clothes and school bags.

A teacher humiliates a trouble-maker in front of the class.

A group of young men regularly show homophobia towards other young men.

A girl tells a secret, told to her in confidence, to others.

A young person badmouths and tells lies about a former friend.

A young man is laughed at for being courteous and polite to others.

A group of young people make a habit of bullying younger pupils in the school.

A group of pupils, keen to work hard in school, are taunted by their classmates.

A young person refused to join in with friends who wanted to bunk off from school and go on a demonstration against war.

A young man refuses to use a condom when having sex with his girlfriend.

A young person regularly interrupts lessons by calling out and causing disruption.

A boy and girl who are attracted to each other keep kissing and touching each other in front of their friends in school.

A pupil who has done well in class is teased because s/he is praised by the teacher.

A small group of boys regularly encourage other boys to fight to resolve differences.

# 6 RIGHTS IN TENSION

## ABOUT THIS ACTIVITY

Rights are often limited by other rights. For example, you have the right to freedom of speech but you do not have the freedom of speech to abuse other people. Rights can often come into conflict with each other. For example, if someone is using their right of expression to voice an opinion that demonstrates a hatred for a particular religion they are infringing other people's right to practise that religion. In many situations, there is a set of rules or laws that can be referred to, or in other situations discussions, negotiations and compromises are needed. Pupils may wish to refer to the Child Rights Cards in this activity to remind themselves of the articles.

## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- know that it is a proviso of many articles of the Convention that children hold a particular right as *long as it does not infringe the rights of others*;
- know that not all rights coexist equally side by side at all times.

## PREPARATION

You will need to photocopy sets of Whose Right? Cards. Prepare enough for one set per group of four to six, or give one or two cards to each group to work on, depending on the time available. You will also need copies of the Whose Right? Matrix, enough for one per group.

## PROCEDURE

Participants work in groups of four to six pupils.

Take one of the Whose Right? Cards and discuss it with the whole class, pointing out where the rights are in conflict. Explain how the matrix should be completed.

Ask pupils to select one of the situations, discuss it within the group, and then fill in the Whose Rights? Matrix. Pupils can do as many cards as they wish. Pupils can then present their work by:

- acting out the scenario on the card and their solution;
- explaining one of the situations they had and the result of their discussions.

Ask students to think of a situation in their own lives, either one they have experienced or one they have heard about, where rights have been in conflict with each other. They could use examples from TV or books they have read if they wish.

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

## EXTENSION ACTIVITY

Ask pupils to read the article at:

[www.bbc.co.uk/worldservice/people/features/ihavearightto/four\\_b/casestudy\\_art30.shtml](http://www.bbc.co.uk/worldservice/people/features/ihavearightto/four_b/casestudy_art30.shtml)

Then make notes on the possible differences between the 'West' and the 'East' in their approaches to human rights.

# 6 RIGHTS IN TENSION

## RESOURCE SHEET: WHOSE RIGHT? CARDS



**1**

Ben's job is to collect up the scissors at the end of the lesson. Jack won't give them to him because he hasn't finished his work yet. Ben tries to take the scissors from Jack's hand, and they tussle.

Both Ben and Jack have rights. What are they and how should they resolve their disagreement?

**2**

Terry has to use a wheelchair. He is a very popular boy as he is very funny and makes the class laugh. Sometimes he does this too frequently and the teacher gets annoyed. When the teacher tells Terry off, Terry says he will tell his parents that he is being picked on.

What are the rights in conflict here?  
How can this be resolved?

**3**

Yasmin's religious beliefs mean that she wears a hijab (headscarf) and shalwar (trousers) to school so her body is covered. Yasmin is the only girl in the school dressed like this. Some pupils say, 'It's not fair that Yasmin doesn't have to wear school uniform.'

What is Yasmin's right? Is it fair that she dresses differently? How could the school prevent bad feeling from other pupils?

**4**

6W's class teacher is ill and the class has had several supply teachers. Some children behave so badly that the teachers haven't stayed. Now they have another teacher and some pupils are playing up again. Abi likes the teacher and wants to do the work but she is being urged to join in the fun. She is worried what the class would do to her if she didn't.

What are the teacher's, Abi's and the other children's rights here? Which right should be paramount?

**5**

Kylie has recently fallen out with her best friend, Fiona. Marie is trying to be Kylie's best friend. One day, she said to Kylie. 'Look at Fiona's jacket! Where did she get it? She really looks a mess!'

Kylie feels uncomfortable. She still likes Fiona and would like to be friends with her again. She doesn't dislike Marie.

What are the rights in conflict here?  
How can this be resolved?

**6**

Mary has agreed to help new girl Suzanne, who doesn't speak very good English. One day they have a supply teacher who says,

'Mary, if I have to tell you again to stop talking I shall send you to the Head Teacher.'

What are the teacher's, Mary's and Suzanne's rights here?  
How can this be resolved?

# 6 RIGHTS IN TENSION

## RESOURCE SHEET: WHOSE RIGHT? MATRIX

WHAT ARE THE RIGHTS OF EACH PERSON?	HOW DO THEY CONFLICT?	WHAT RIGHT IS MOST IMPORTANT HERE?	WHY?
1			
2			
3			
4			
5			
6			

# 7 RIGHTS AND CULTURE

## ABOUT THIS ACTIVITY

Whilst there are certain human rights (non-derogable rights) that can never be limited or suspended even during a war or a state of emergency, different cultures appear to rate human rights differently. This unit will help pupils understand some of the reasons why people in different circumstances may have different views of human rights. The activity about the Maasai is taken from *The Final Frontier*, published by Leeds DEC: [www.leedsdec.org.uk/](http://www.leedsdec.org.uk/)

## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- appreciate that people with different needs may prioritise human rights differently;
- understand that rights can come into conflict with each other;
- have voiced their opinions about human rights dilemmas.

## PREPARATION

Photocopy the resource sheet of Needs Cards (enlarged and laminated if possible) and cut them up; the Maasai Pastoralist's Priorities resource sheet (prepare enough sets of cards and sheets for one per group); the case studies and the matrix so that there is one set per pair of pupils.

## PROCEDURE

Ask the pupils to work in groups. Give each group a set of the Needs Cards. Ask them to put them in three piles – 'most important', 'fairly important' and 'least important' – according to what is important to them and their lives. Restrict the number in the 'most important' pile to five. Ask each group to explain how they arrived at their decisions.



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Now give out copies of the Maasai Pastoralist's Priorities table, which shows the results of when this activity was done by a member of the Maasai in Kenya. Point out that these are the priorities of one Maasai person and that the result may be different for another Maasai person.

As a class, discuss whether the Maasai may prioritise rights in a different way from some of us, and if so how. Explain that if people have different needs, they may prioritise their rights differently.

Hand out the two resource sheets – case studies and matrix. Ask the pupils, working in pairs, to read the case studies and then fill in the matrix.

Having done this the pairs should discuss what they think should happen or should have happened in each case. Whose right do they think is most important or valid?

Explain that in the case of a journalist, the Danish Supreme Court said it was more important to protect people against

# 7 RIGHTS AND CULTURE

race discrimination rather than the journalist's right to freedom of speech. However, the International Court of Human Rights felt that the journalist's right to freedom of speech was more important. Emphasise the point that sometimes it is difficult to ascertain which rights should take precedence.

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

## EXTENSION ACTIVITY

Explore the following situations, finding out which rights are involved (use the Universal Rights Cards) and deciding what they think should happen.

- Young women and girls in many North African countries are 'circumcised'.  
(culture/harmful practices)
- Sadaam Hussein was deliberately targeted for assassination during the Iraq War.  
(life/public safety)

Read the statement below, research the issue and write a few paragraphs to say whether or not you agree with it, giving your reasons:

**The developing world view is that human rights are an imposition of Western values.**

Two Maasai boys move their cattle along a road in southern Kenya. The Maasai culture is based on cattle herding. Maasai move their herds to make best use of grasslands in Kenya and Tanzania for meat and milk production.

© UNICEF/HQ97-1161/Pirozzi



# 7 RIGHTS AND CULTURE

## RESOURCE SHEET: RIGHTS AND CULTURE, NEEDS CARDS



Warmth	Entertainment
Clothes	Health
Water	Hospitality
Money	Animals
Food	Education
Friends	Community
Land	Freedom
Shelter	Transport
Family	Security
Employment	Independence

# 7 RIGHTS AND CULTURE

## RESOURCE SHEET: A MAASAI PASTORALIST'S PRIORITIES

MOST IMPORTANT	FAIRLY IMPORTANT	LEAST IMPORTANT
Food	Shelter	Warmth
Family	Transport	Freedom
Land	Money	Clothes
Animals	Hospitality	Entertainment
Water	Community	Employment
	Friends	Education
	Health	Independence
	Security	

# 7 RIGHTS AND CULTURE

## RESOURCE SHEET: RIGHTS AND CULTURE, CASE STUDIES



**1**

A journalist taped a long interview with three members of a gang who were anti-foreigners. They made certain highly racist statements. The interview was broadcast in a news programme.

After the interview, the three members were arrested and charged with making racist 'threatening, insulting and degrading' statements. The journalist was also charged with aiding and abetting them (because he broadcast the comments from the interview).

He claimed that it was in the interests of the public to know about the racist movement in the country, saying that he had a right to freedom of speech.

**3**

A teenager has been excluded from school for wearing a religious bracelet.

Sarika Singh, age 14, refused to remove her Sikh bracelet, known as a *kara*, because she feels it is 'a constant reminder to do good.'

A spokesman for the school in South Wales confirmed that a pupil had been temporarily excluded for failing to accept a governors' ruling.

Aberdare Girls' School has a strict uniform policy which prevents pupils from wearing any kind of religious symbols.

Muslim girls are not allowed to wear headscarves at the school and all pupils are prevented from openly displaying their faith.

**2**

In 1984 the British Government banned membership of trade unions at GCHQ, the headquarters of Government Communications in the interests of 'national security'.

Employees were paid £1,000 each to give up union rights, but some refused and were sacked. They argued that membership of a trade union was a fundamental right.

In 1997 the New Labour Government restored employees' right to belong to a union.

**4**

All Australian citizens over the age of 18 (except those of unsound mind or those convicted of serious crimes) must be registered to vote and show up at the poll on election day. Australians who do not vote are subject to fines, although those who were ill or otherwise incapable of voting on election day can have their fines waived.

With Australia's compulsory voting system comes additional flexibility for the voter: elections are held on Saturdays; absent voters can vote in any state polling place; and voters in remote areas can vote before an election (at pre-poll voting centres or through postal ballot).

# 7 RIGHTS AND CULTURE

## RESOURCE SHEET: RIGHTS AND CULTURE MATRIX

CASE STUDY	RIGHTS INVOLVED	CONFLICT	SUGGESTED RESOLUTION

# 8 FINDING THE RIGHT PATH

## ABOUT THIS ACTIVITY

This activity is about peaceful problem solving through negotiation and compromise in situations where people are required to share space or resources, or where people's wants and needs may be different, creating tension or conflict. This is not just about rights in conflict but also about conflict resolution.

## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- recognise that even where rights are in conflict it is important to work out compromises that will satisfy both/all parties;
- have developed some conflict resolution skills.

## PREPARATION

Photocopy the Six Step Problem- Solving Process. You will need one copy per pupil.

## PROCEDURE

Choose two volunteer students and ask them to role play the 'conflict' on the right. Let them proceed for a couple of minutes after the opening statements. It is unlikely they will agree a solution.

Ask the class:

- Who has rights here?
- What are their rights?
- What ideas for solutions do they have?

Ask students to consider other situations where rights may come into conflict. They may want to consider, for example:

- the right to education and the behaviour of some pupils that prevent this happening;
- children who cannot go out to play because they feel intimidated by groups of other children;
- the right of celebrities to privacy when publicity and attention is what they seek, and the media asserts that it is the public interest for us to know about them;
- the right to privacy and the use of CCTV to prevent crime;
- inter-cultural adoption – how rigorous should the procedure be for the adoption of babies and children from other countries? For example, the recent case of Madonna adopting a child from Malawi where the father's agreement and understanding of exactly what was intended is in doubt.

Hand out the Six Step Problem- Solving sheet and explain the Six Step Problem-Solving Process.

Ask the pupils to repeat the role play, but now with a third student to help the two students resolve their problem.

## JO, 14, AND MEL, 12, SHARE A BEDROOM.

**Mel:** Every night, I sit down to do my homework but Jo keeps playing music loudly and jumping all round the room so I find it hard to concentrate. I have an exam coming up soon.

**Jo:** I can only play music in the bedroom as our parents like watching TV in the sitting room. I am rehearsing for a dance competition. Mel keeps asking me to stop but there is nowhere else I can go.

# 8 FINDING THE RIGHT PATH

Ask the pupils to form groups of four to practise the problem-solving process within a role play situation (see some of the suggestions on the previous page). Ask two of the pupils to act out the conflict, while the other to help them work through the process.

Finally, bring the class together and discuss:

- What conflicts did they role play, and what solutions did they arrive at?
- Was the problem-solving process helpful in finding a solution? Why or why not?

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

## EXTENSION ACTIVITY

Pupils can select topics in the news and apply the Six Step Problem-Solving Process, such as the Misbah's Choice story.

Two boys play in front of a mural promoting peace at the Eastern Peace Centre in Mountain View, Jamaica. The centre provides training in conflict resolution for young people in this community affected by violence.

© UNICEF/HQ08-0255/Markisz



# 8 FINDING THE RIGHT PATH

## RESOURCE SHEET: SIX STEP PROBLEM-SOLVING PROCESS

### 1. Identify needs

*'What is it that you need (or want)?'*

Each person in the conflict should answer this question without blaming or accusing the other person.

### 2. Define the problem

*'What do you think the problem is here?'*

The whole class can help to come up with a response that includes both people's needs, but does not blame. The persons in the conflict must agree to the definition.

### 3. Brainstorm lots of solutions

*'Who can think of a way that we might solve this problem?'*

Anyone in the class may offer a response. These should all be written down, without comment, judgement or evaluation. The aim of this step is to come up with as many solutions as possible.

### 4. Evaluate the solutions

*'Would you be happy with this solution?'*

Each party in the conflict goes through the list of alternatives and says which ones would or would not be acceptable to him/her.

### 5. Decide on the best solution

*'Do you both agree to this solution? Is the problem solved?'*

Make sure both parties agree and acknowledge their efforts in working out the solution.

### 6. Check to see how the solution is working

*'Let's talk to each other again soon to make sure the problem is really solved.'*

A plan should be made of how to evaluate the solution. The evaluation may take place in a few minutes, an hour, the next day, or the next week, depending on the nature of the conflict and the age of the people involved.

Taken from *Education for Development* by Susan Fountain, for UNICEF, pub. Hodder & Stoughton (out of print)

# 9 POSITIVE ACTION

## ABOUT THIS ACTIVITY

This activity distinguishes between asserting rights in the sense of knowing what your rights are, using them and standing up for them, and upholding the rights of others, even those who we may be connected with in apparently remote ways, such as cocoa farmers being treated fairly in the chocolate producing process.

## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- be able to distinguish between asserting their own rights and upholding the rights of others;
- have set themselves some personal goals in terms of their own behaviour.

## PREPARATION

You will need a set of Child Rights Cards for each group of four to six pupils. You will also need to photocopy the Positive Action Quiz for each pupil.

## PROCEDURE

Hand out a set of Child Rights Cards and a Positive Action Quiz to each pupil.

Give them about ten minutes to complete the quiz.

Then tell what this quiz says about them.

Point out that this is a light-hearted exercise!

## ANSWERS

### Mostly a):

You need to get out more and find out what you are missing! You are not claiming your rights and are not bothered about others.

### Mostly b):

You know what you should do, but you need to learn more about why rights are important and what rights you and others have.

### Mostly c):

You are a true Rights Hero! You stand up for your rights and the rights of others.

Ask the class if there are any issues arising and discuss these.

As a class discuss the following ways of taking positive action about rights:

- how they can support each other in class;
- how they can look after the school and the local environment;
- ways in which they can take responsibility for their own learning;
- ways in which they can help maintain school rules;
- ways in which they can care and look after others more;



# 9 POSITIVE ACTION

- what the barriers and challenges of taking positive action are, and why pupils might sometimes find it difficult to do this (peer pressure for example).

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

## EXTENSION ACTIVITY

Pupils can explore the concept of advocacy as a way of standing up for the rights of others, and research, for example, the work of organisations such as:

Human Rights Watch:  
[www.hrw.org](http://www.hrw.org)

Amnesty International:  
[www.amnesty.org.uk](http://www.amnesty.org.uk)

Read the article at:  
[www.open.edu/openlearn/society/international-development/international-studies/enough-giving-charity-aid-development](http://www.open.edu/openlearn/society/international-development/international-studies/enough-giving-charity-aid-development)

Write a short presentation on the difference between traditional ideas of charity and development aid based on rights and justice.

Participants on the theme of 'Girls Speak Out' at the 2007 Commission on the Status of Women, organised by the United Nations.

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# 9 POSITIVE ACTION

## RESOURCE SHEET: POSITIVE ACTION QUIZ

**1** Your school will have a vote to decide on how a small piece of land at the back of the school should be used. Do you:

- a) not bother to vote as you don't care what happens;
- b) vote for the idea your friend put forward;
- c) find out about all the ideas and vote for the idea you think is the best one.

**2** You think your maths teacher spends more time helping the boys than the girls, and that the boys get more time on the computers. Do you:

- a) not do anything because you are a boy;
- b) chat with your friends about how you think this isn't fair;
- c) politely point out to the teacher what you think.

**3** You have 80p to buy chocolate from the shop. You cannot decide between two bars. One is fair trade chocolate and costs 80p, the other is not fair trade and is 10p cheaper. Do you:

- a) go for the cheaper one as it tastes just as good;
- b) buy the fair trade bar because you think you ought to but you are not sure why;
- c) buy the fair trade bar because you know that this will help the farmers' right to a livelihood be met.

**4** While the teacher was out of the room, you accidentally knocked a cup of coffee over her desk. When she returns she asks that whoever did it to own up. She says she will keep the whole class in. Do you:

- a) keep quiet because you know the teacher will have to let you go home eventually;
- b) keep quiet but confess to the teacher when everyone else has gone;
- c) own up straight away as you don't see why everyone else should be kept in.

**5** At dinner time a boy on your table says a quiet prayer before he starts eating. Two other people at the table laugh and make fun of him. Do you:

- a) join in with the laughing;
- b) keep quiet;
- c) quietly point out to the others that he has a right to his religion and beliefs.

**6** Someone keeps sending nasty texts to your friend and you think you know who it is. Do you:

- a) not do anything;
- b) tell your friend who you think it is;
- c) go and see the person and ask them to stop.

**7** The science teacher is new to teaching and not very strict. A girl in your class always messes about in these lessons. Do you:

- a) join in with her mucking about;
- b) keep quiet and try to get on with your work;
- c) ask her to stop as she is preventing the rest of the class from learning.

# 10 HEROES AND HEROINES

## ABOUT THIS ACTIVITY

This activity focuses on case studies of men and women who have taken a stand to uphold other people's rights in situations where they could have done nothing. Pupils are encouraged to consider situations where they, or others they know, have championed someone else's rights.

## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- recognise situations where people can take a stand for rights;
- appreciate that this may require courage;
- identify similar situations in their own lives.

## PREPARATION

Make photocopies of the Heroes resource sheets so that there are enough copies for one per two pupils.

## PROCEDURE

Mind map the ideas of 'heroes' and 'heroines' and consider the men and women who pupils might think of. Make a list of these ideas to return to later in the activity.

Ask the pupils to name some heroes and heroines, either from real life or fiction. Now ask them to draw their ideas and to annotate their drawing indicating all the qualities they think a hero and heroine should have.



© UNICEF UK/Male

Ask pupils to read the three quotes on the resource sheet Heroes.

Working in pairs, ask pupils to discuss:

- what they think each quote means;
- what are the similarities and differences between the quotes?

Pupils should now read the case studies. In pairs, they should discuss:

- the ways in which the actions taken by these people were brave;
- the human rights they were defending;
- personal experiences they have of when someone took a stand. It could be something they, or someone they know, did.

Ask pupils individually to write a story where someone takes a stand. It can be based on personal experience or from their imagination.

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

# 10 HEROES AND HEROINES

## EXTENSION ACTIVITY

Think of recent international news stories and consider what role the UK took and what rights were involved. Think of disaster situations such as the earthquake in Haiti, or conflict situations such as the civil war in Libya.

Pupils can also research the lives of people like Nelson Mandela, Martin Luther King and Rosa Parks, relating their lives specifically to human rights.

Go to: [www.myhero.com](http://www.myhero.com)

Anne Frank (1929–45) wrote a diary about her experiences growing up as a Jewish girl in Nazi-occupied Netherlands. To avoid anti-Semitic persecution, she hid for more than two years before being discovered and sent to Bergen-Belsen concentration camp, where she died of typhus.

© Anne Frank House Amsterdam/Anne Frank Fonds Basel



Nelson Mandela (1918– ) spent 27 years in prison for his opposition to South Africa's racist apartheid regime. He was finally released in 1990. From 1994 to 1999 Mandela served as the first fully democratically elected President of South Africa.

© UNICEF/05-0038/Pirozzi



# 10 HEROES AND HEROINES

## RESOURCE SHEET: HEROES

### Quotes

'All that is necessary for the triumph of evil is that good men do nothing.'

*Edmund Burke*

'There are a thousand hacking at the branches of evil to one who is striking at the root.'

*Henry David Thoreau*

'First they came for the Communists and I didn't speak up because I wasn't a Communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the Catholics and I didn't speak up because I was a Protestant. Then they came for me, and by that time there was no one left to speak up for me.'

*Pastor Martin Niemoller, 1945*

### Case studies

*Danielle Maughan*

Danielle won an Anne Frank Award in 2003 for her courageous actions. On a school trip to Alton Towers, she overheard a conversation between youths who were making racist comments and jokes about two 11-year-old Asian boys in the same queue. Danielle knew none of the people involved.

*What would you have done?*

Danielle intervened, putting herself at risk of being ridiculed or insulted. She stood up for what she believed was right and challenged the racist comments. In doing so, she stopped the perpetrators from further insulting the young boys, and her actions made a real difference to the rest of their day and to their feelings.

*Andy Flowers and Henry Olonga*

Andy Flowers and Henry Olonga are Zimbabwean international cricketers. In 2003, at the Cricket World Cup in South Africa, they wore black armbands on their Zimbabwean shirts. They made no secret that the armbands symbolised the death of democracy in their home nation.

After the protest, they were dropped from the side for the rest of the series. Olonga, Zimbabwe's first black international cricketer, has never been chosen to play for his country again, nor has he been able to return to his country after receiving death threats.

Henry Olonga and Andy Flowers also received Anne Frank Awards for Moral Courage in 2003.

Case studies from:

[www.annefrankawards.org.uk](http://www.annefrankawards.org.uk)

# 11 TAKING IT FOR GRANTED

## ABOUT THIS ACTIVITY

This activity explores how it is easy for some people to take the rights they have for granted. In this example, it is the right of education, a right that still has to be fought hard for in some parts of the world.

## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- recognise that education is a fundamental human right;
- know that many in the world do not have access to this right;
- understand some of the ways in which they can champion their rights and the rights of others.

## PREPARATION

Photocopy the four case studies. Each group of pupils should receive one case study and each individual pupil should have a copy of the matrix. If the class is small enough, divide the class into four and give one case study to each group. You may also want to use the Child Rights Cards if pupils are not familiar enough with the Convention articles.

## PROCEDURE

With the whole class, discuss why children go to school. Ask pupils to imagine what they would not be able to do if they had not been to school. They can do this by thinking of what they do in a typical day and think how this may be different if they could not read or write, or do maths. Encourage them to also consider how their social lives may be different.

Remind pupils that rights are needs based: all children have a right to education because it is a fundamental need. Revisit the idea that rights are about survival, protection, development and participation. Ask pupils how the right to education may be relevant to all these categories.

Hand out one case study to each group of pupils. Allow them a few minutes to read through it and then ask them to discuss the reasons in each case why the character does not go to school.

Ask one pupil from a group to come forward and 'be' the character in their case study. The rest of the class should ask them questions about why they do not go to school full time. Continue until the characters from all the case studies have been questioned.



© UNICEF UK/Male

# 11 TAKING IT FOR GRANTED

Ask pupils what rights in each case the young people are missing out on. At this point, if your pupils are not familiar enough with the Articles in the Convention you should give each group a set of the Child Rights Cards. The following articles are particularly relevant: 5, 27, 28, 29, 32, 36. In each case whose responsibility should it be to ensure these rights are met?

In a plenary discuss why they think these different attitudes to education exist and what responsibilities are attached to the right to education. Ask for their opinions.

Hand out copies of the Matrix, one per pupil and ask them to complete it.

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

## EXTENSION ACTIVITY

Explain that sometimes the right to something is so important that countries make it a law. In the UK, for example, children up to the age of 16 have to go to school by law. Pupils can research the internet to find out what the situation is in other countries, whether it is the law to go to school and up to what age. Go to [www.right-to-education.org](http://www.right-to-education.org)

Read the article at:

[http://news.bbc.co.uk/1/hi/world/south\\_asia/700342.stm](http://news.bbc.co.uk/1/hi/world/south_asia/700342.stm)

Make some comparisons between attitudes to education in India and the UK.

A medic teaches children about HIV at a school in Zambézia, Mozambique. Four in 10 Mozambican children miss out on primary school education and only 1 in 10 girls go to secondary school. A UNICEF-supported Child-Friendly Schools programme aims to reach 300,000 children over four years.

© UNICEF/07-2249/LeMoyné



# 11 TAKING IT FOR GRANTED

## RESOURCE SHEET: TAKING IT FOR GRANTED

### AMINA'S STORY

Hi, my name is Amina. I'm 15 years old and suddenly my life is looking a whole lot better because I am finally going to school. My family are poor and I am the eldest. I am expected to help my mother with the younger children, and then as I got older I started to earn money by running a market stall on the edge of the town of Garissa, north-east Kenya.

I sell fresh milk and vegetables, which means that I have to get up before five o'clock in the morning (when it is still dark) to go and buy fresh milk from the pastoralists. They are nomads and graze their cows all over the place and they bring in the fresh milk every day to sell. First, I have to carry the large, heavy container of milk to my stall, then I have to go to the main market in the centre of Garissa to buy vegetables. I sell the milk and the vegetables in very small quantities, for example: one cup of milk, one onion, one chilli, a spoonful of tomato paste. People here are very poor and families can only afford what is needed to make that day's meal.

The best time of my day is when I go to school. On Monday to Thursday 2.30 to 4pm, I go the Star Literacy Centre for lessons in maths, English, Kiswahili (East African language) and life skills. I'm lucky as I'm part of a special, three-month project supported by UNICEF. There are 30 other girls there, who like me have never been able to go to school because they have had to work, earn money and help their families. I have eight brothers and sisters and there was never enough time or money for me to go to primary school. If I had known how important school is I would have refused to stay at home!

When the lady from Star talked to me at the stall and invited me to come to the classes, I begged my mother to let me go. She agreed to mind the stall while I was at school. Now, my mother can see how going to school is helping the business. I can do addition and multiplication, and read and write! I always knew how to add up in my head but now I know how to do maths on paper. I can keep track of my profits and follow up when I give credit. It makes the stall a better business. I can also learn practical skills such as tailoring, cooking and baking, and about keeping healthy and safe, and why education is important.

All my brothers and sisters go to school as the Government now is making it possible for every child to go to school. They reckoned that 78 per cent of people in Garissa cannot read or write and I used to be one of them.

My life is very busy with earning money for the family on the stall and going to school. Then, when I get home, I help with the younger ones and the housework. But now I have hope for the future.

# 11 TAKING IT FOR GRANTED

## RESOURCE SHEET: TAKING IT FOR GRANTED

### CLARE'S STORY

Hi, I'm Clare. I'm 15 years old and the eldest of seven. We live in a two-room house in the Zambian capital, Lusaka. I want to be an accountant, but last year I was forced to give up school to look after my mother and brothers and sisters. My mother has HIV and my father died from AIDS last year.

I'm not the only one in my family who's had to drop out of school. The next three eldest children have also had to drop out because none of us can afford to go to secondary school. We are managing to keep the younger ones at primary school because it is free. Since my father got too weak to work, money has been a real struggle. Various charities give us bits of money and food and sometimes I or my younger brothers earn a bit of money doing errands for neighbours.

I loved school. I can speak English really well and as an accountant I would have made good money, enough to give money to my mother for the younger children. Now, with all the AIDS and everything, I think I would like to be a nun. They are really strong. I don't trust boys. We don't speak about it, but my mother contracted HIV from my father, who went with other women. Lots of men do it. We women are helpless.

Now, I spend the day looking after my mother and other children. It is important to keep the house clean, so there is less risk of infection for my mother. My biggest fear is what we will do when Mam dies. I know that I am already doing everything for the family now, but when she dies I will be all alone. How am I going to keep the children on the right path? And what about my future? We will all have to manage as best we can.

I read the newspapers. I know there are thousands like us. In Zambia, there are 20,000 youngsters heading households – that's what we are, a child-headed household.

Janet Kaluba, age 13, lost both her parents to AIDS. She lives with members of her extended family in Luapula, Zambia. Overburdened with household chores, she finds it difficult to concentrate in class.

© UNICEF/04-0857/Francois d'Elbee



# 11 TAKING IT FOR GRANTED

## RESOURCE SHEET: TAKING IT FOR GRANTED

### MARC'S STORY

Hi, I'm Marc. I'm 14 years old. I'm in Year 9, but I'm hardly ever there. I mean, it's so boring. All the teachers 'blahing' on at you, and trying to get you to do loads of homework. Then, if you haven't done it, telling you off. There's always kids messing about and it's more fun to join in with them than try to get with the stuff the teacher's trying to tell you. And if you don't go to school very often then it's harder because you don't know what they're talking about.

My Mum don't care if I go to school or not. I mean she moans a bit when she gets a letter from the school, but she doesn't really care – she knows she can't do much about it. She doesn't get up till afternoon so she doesn't know if I've gone to school or not. Usually I stay in bed, then go out and get some breakfast 'bout 12. There's some mates I meet down the arcade and we hang about and have a laugh. Sometimes we manage to nick something from a shop or someone shopping. Some people are crazy the way they leave their purses on top of their shopping. We have to keep an eye out for the truant geezers, they take you into school. They've caught me a couple of times – my head teacher did not look pleased to see me and since I wasn't in uniform he sent me home – course, I didn't come back!

I liked primary school. It was fun, 'though I'm not sure I learnt very much. Then when I went to secondary it got really difficult and really like strict. Seems like you couldn't do anything without being told off. My Mum and Dad split at that time and I stayed at home to keep an eye on me Mum. I always made sure our Jilly went to school, and I still do. She's completely different from me. Gets herself up every morning and takes herself to school. She's in Year 6 and her primary school gives her breakfast every day. I keep telling Mum to not let her come to my school, it's rubbish, send her to another one. Jilly is really smart and she wants to be a doctor. She reads stuff I can't understand.

I don't know what's going to happen with me. I know you need to get exams but I don't know what I want to do. And who'd want me? I think it would be good if I went to FE college and took some of those special classes to catch up. Maybe even get some adult to help me once or twice a week. Otherwise I can see me ending up in jail, like some of my mates. It's easy to just go along with them but they are not what you'd call good role models! If I think about it I get really depressed. My life just seems like nothing.

# 11 TAKING IT FOR GRANTED

## RESOURCE SHEET: TAKING IT FOR GRANTED

### JOSEPH'S STORY

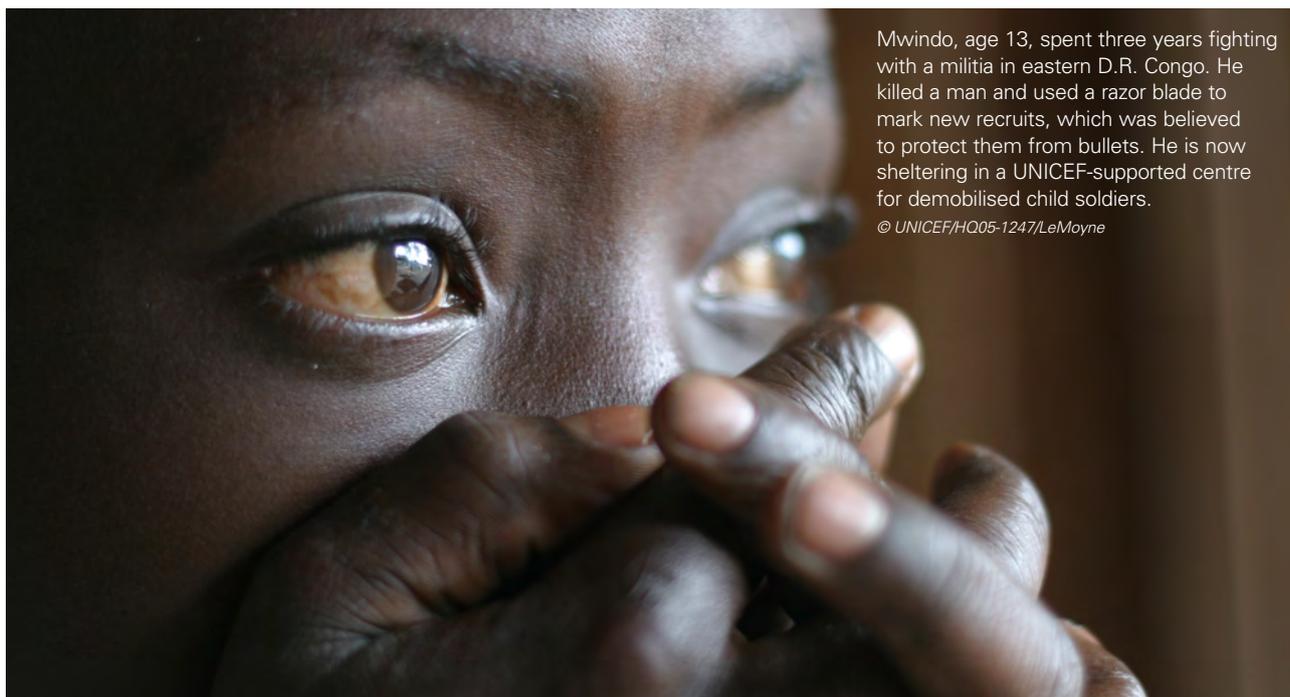
Hi, My name is Joseph. I am 16 years and I want to tell you about the difficulties in my life.

My country, the Democratic Republic of Congo, has just had elections and it is supposed to be changing to a peaceful democracy. But I don't fit in here. There has been fighting in my country for more than eight years and I was part of it.

When I was 11 years old, soldiers came and attacked my village and they took me. I don't know what happened to the rest of my family, I haven't been able to find anyone and I think they are probably all dead. They taught me to be a soldier and I have taken part in many battles and killed many people. I didn't like it at first, but you get used to it because it's what everyone is doing – you're one of the guys. Now, there is peace and I have been made to leave the army, but I didn't get compensation like the men did – because I am still a child. They came and took me out of the army when they found out I was under 18. I was told that I was still a child and that I wasn't supposed to be a soldier. I said that I was forced to join the army when I was a child. Now, it is the only life I know.

Yes, I have been taught to be a tailor, I can make shirts, but I would rather be in the army. I am a soldier. I like to be a soldier because I just follow orders. I have had more training as a soldier than I have as a civilian. I am too old to sit behind a desk and learn my 'A, B, C'. I have no family now, the army is my family.

I am going to join the army again as soon as I am 18 years old.



Mwindo, age 13, spent three years fighting with a militia in eastern D.R. Congo. He killed a man and used a razor blade to mark new recruits, which was believed to protect them from bullets. He is now sheltering in a UNICEF-supported centre for demobilised child soldiers.

© UNICEF/HQ05-1247/LeMoyné

# 11 TAKING IT FOR GRANTED

## RESOURCE SHEET: TAKING IT FOR GRANTED

	AMINA	CLARE	MARC	JOSEPH
Is their right to education being fulfilled?				
How and why has their access to education been affected?				
Who is responsible for them getting an education?				
What needs to be done to provide better education opportunities for them?				
Who should do it?				

# 12 MISBAH'S CHOICE

## ABOUT THIS ACTIVITY

This role play is based on the real-life case of Molly Campbell/Misbah Rana. It explores the articles in the Convention that state that children should have a say in what happens to them. It is important that students do not get hung-up on the Islamic dimension of this story. Articles from the Convention that are most relevant are 5, 8, 9, 11, 12 and 14.

## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- understand that a child's maturity is a factor in the extent to which some of their rights apply;
- have explored a range of different perspectives on one human rights issue;
- have voiced their ideas and opinions about the issue.

## PREPARATION

You will need to photocopy about six to seven copies of each role card depending on the number of people you have in each group (approximately a quarter of the class).

## PROCEDURE

Split the class into four groups. Explain that Molly and Misbah are the same person and that they will find out why when they do the activity. Give each group one role and hand out copies of their role to each group: Misbah, Louise, Sajad, the jury. You may also wish to hand out sets of the Child Rights Cards for pupils to refer to.

'Misbah', 'Sajad' and 'Louise' should choose someone to represent them and make sure this person is well versed in the role. The jury will all be able to speak but only the person chosen will be able to speak for the characters.

First, ask 'Misbah' to tell her story and explain what she wants. The 'jury' should ask her questions and then 'Louise' and 'Sajad' can ask their questions. 'Louise' and 'Sajad' should then tell their stories and be questioned by the other characters and the Jury.

Based on what they have heard, the jury should make a decision about what should happen to Molly/Misbah.

Explain that in November 2006, Misbah was ordered by a judge in Lahore, Pakistan, to return within seven days to her mother in the UK, as her mother had temporary legal custody. Her father lodged and won an appeal against the court order and permission was given for Misbah to remain in Lahore until a further court ruling in January. In January 2007, her mother Louise dropped her custody claim, as long as she had access to her daughter.



# 12 MISBAH'S CHOICE

As a class, discuss the following issues:

- When do we think children should have the right to participate in decisions about which parent they live with, and the amount of time they spend with each?
- Do we think Misbah had the right to do this?
- Do we think it would have been different if Misbah had been a boy? If so, how and why?
- Would it have been different if Misbah's father lived in Australia or the USA?
- What if Misbah had been Jewish, Buddhist or Christian? Would it have made any difference?

## SOURCES

News reports are available online.

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

## EXTENSION ACTIVITY

Find out at what age young people in the UK are able to:

- get married;
- drive;
- vote;
- buy tobacco and alcohol;
- go to prison.

Pick another country and find out if it is different there.

The Young People's Media Network is a UNICEF-supported programme in eastern Europe that promotes youth participation and training in media. Such programmes help young people to express their views.

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# 12 MISBAH'S CHOICE

## RESOURCE SHEET: MISBAH'S CHOICE, INFORMATION FOR THE JURY

Molly/Misbah Campbell, age 12, hit the news headlines in August 2006. She lived with her mother, Louise Campbell, her partner Kenny and their new baby on the Scottish island of Lewis. Her mother was divorced from Molly's father, Sajad Ahmed Rana, who had moved back to Pakistan. Molly/Misbah was the youngest of four children with two brothers age 21 and 16 and a sister age 19. After the marriage broke up, all four children lived for a time with their mother but the older siblings chose to live with their father in Lahore, Pakistan. Molly/Misbah also spent some time there. When she disappeared in August 2006, her mother claimed that Molly/Misbah had been 'kidnapped' by Sajad.

Molly/Misbah's maternal grandmother, Mrs Robertson, claimed that a few months earlier Mr Rana had tried to abduct his daughter from school, and that Louise had been forced to move to the small Scottish island of Lewis to prevent Mr Rana from tracking her down. She claimed Mr Rana had hired private investigators to track down his daughter.

However, a week later, Molly/Misbah herself held a press conference in Lahore and stated that she wanted to stay in Pakistan and to be known by her Muslim name, Misbah Ahmed Rana. She had in fact asked her sister, who was visiting her, if she could return with her to Lahore.

Misbah and her siblings are practising Muslims. Molly says she suffered racial abuse in Scotland and that her mother did not let her pray or practice her religion. Misbah said, 'I knew my mum would miss me, but I missed my family and it was hard. If I live with my dad, I can still see my mum.' She claimed that since she went to Lahore, her mother has not replied to any emails or texts.



On the International Day of the Child, a girl speaks about children's rights during a live radio broadcast in the Solomon Islands. © UNICEF/HQ06-2536/Pirozzi

# 12 MISBAH'S CHOICE

## RESOURCE SHEET: TAKING IT FOR GRANTED

### MISBAH: ROLE PLAY GUIDE

You are 12 years old. Your mother is Scottish and your father is Pakistani. But your parents are now divorced and you live with your mother and her partner, Mr Campbell.

You say your name is Misbah Ahmed Rana, although you are known to your mother and to people in the UK as Molly Campbell. You claim that your mother changed your name. Mr Campbell has no legal relationship with your mother and he is not your stepfather.

Until your parents divorced, you and your three older siblings – two boys and a girl – were brought up as Muslims in Glasgow. After your parents divorced, you and your brothers, and your sister, continued to live with your father. Then when he returned to Lahore, Pakistan, all of you lived briefly with your mother before going to live with your father in Lahore. While visiting your mother in the summer of 2005, your mother got interim custody of you from a Scottish court. (Interim custody is only temporary and needs a final decision to be made in court.)

Your mother took you to live with her and her partner Kenny on the island of Lewis in Scotland, where you found people stared at you and some made racist remarks. Also, although you have been brought up Muslim your mother now won't let you pray and encourages you to eat food that Muslims do not eat. Your mother and her partner now have a baby girl. Your mother and Kenny both drink quite a lot: so much so that the police have been called to the house by neighbours because of their drunken fighting. Kenny has to go to court soon for causing a disturbance.

When your sister came to visit you last summer, you asked her if you could go home with her as you miss your family. On August 25, she met you from school and you went straight to the airport and met up with your father and flew to Lahore. Your mother told the police you had been 'kidnapped' by your father and taken to Lahore for an arranged marriage.

You don't want to go back to Scotland and live with Louise and Kenny. You are reported as saying, 'I knew my mum would miss me, but I missed my family and it was hard. If I live with my dad, I can still see my mum.'

Your father bought you a phone and a computer so you can contact your Mum, but she hasn't answered your emails or texts while you have been in Pakistan. You haven't heard from her.

You need to try to persuade the 'jury' that you should be allowed to live with your father.

# 12 MISBAH'S CHOICE

## RESOURCE SHEET: TAKING IT FOR GRANTED

### LOUISE: ROLE PLAY GUIDE

Your name is Louise Campbell. 'Campbell' is the surname of your partner Kenny. Before this, you were married to Sajad Rana. You and Sajad have four children, ages 12, 16, 19, and 21. You are fighting for custody of your 12-year-old daughter Molly, as she is still a child and should be with her mother.

You converted to Islam at the age of 16, when you married Sajad Rana, but now you want nothing to do with Islam and think Molly should forget all about it. You want her to be a Scottish girl and you discourage her from anything to do with Islam.

You have interim custody of Molly from the Scottish court. (Interim custody is only temporary and needs a final decision to be made in court.)

With Molly and your partner Kenny, you moved to the island of Lewis to prevent your ex-husband finding Molly. You and Kenny have had a new baby girl.

You claim that, in August 2006, Molly was kidnapped by her father and taken to his home in Lahore because he wanted to arrange a marriage for her.

Molly has said she went to Pakistan voluntarily and she wants to be known as Misbah. You think she's too young to know what's best for her. She says she wants to stay with her father, but you can see that he spoils her and buys her everything she wants. He's bought her a mobile phone and a computer so she can contact you. However, your mobile does not have a signal where you live and you don't own a computer.

On 30 November 2006, a judge in Lahore ordered Misbah to return to Scotland, as you had legal custody and the Pakistani court stated that this needed to be sorted out in Scotland. Her father lodged and won an appeal for Misbah to remain with him until another hearing in January.

You are sure you can persuade Molly that she will have a better life in Lewis with you and Kenny and her new sister, than in Pakistan where women have no rights and she'll be forced into an arranged marriage.

You need to try to persuade the 'jury' that Molly should live with you.

# 12 MISBAH'S CHOICE

## RESOURCE SHEET: TAKING IT FOR GRANTED

### SAJAD: ROLE PLAY GUIDE

Your name is Sajad Ahmed Rana. You are fighting for custody of your 12-year-old daughter, Misbah. In August 2005, Misbah declared she wanted to live with you in Lahore, Pakistan. Misbah asked her sister to help her get to Pakistan. Her leaving Scotland was initially described as an 'abduction' or 'kidnapping'. It was also reported that you wanted to arrange a marriage for her, although this is untrue.

You have three other children, ages 16, 19 and 21. Your other children have chosen to live with you, and Misbah has also lived with you in Lahore before this situation occurred. Last summer, while Misbah was visiting her mother Louise, her mother obtained interim custody of Misbah from the Scottish court. (Interim custody is only temporary and a final decision about which parent has custody needs to be made in court.)

Misbah was unhappy living with her mother and her mother's new partner, Kenny Campbell. Misbah said that her mother wouldn't let her practice her religion, changed her name and even tried to make her eat foods which she considers unclean. Misbah is unhappy about living in a small house with her mother and Kenny, as she says they drink quite a lot and cause a lot of disturbances in the neighbourhood. Also, they have moved to a small island where Misbah says she gets called racist names.

On November 30, 2006, a judge in a Lahore court ordered that Misbah should be returned to her mother, who currently has legal custody under the interim custody order, but you lodged an appeal that she remain with you until another hearing in January. These rulings are not decisions about which parent should have custody but part of the legal process under the Anglo-Pakistan protocol of 2003, which says that abducted children must be returned to their home countries for due legal process.

You would be happy for Misbah to live with you and her brothers and sister in Lahore. She wishes to live as a Muslim and this is obviously difficult for her in Lewis, Scotland, in her mother's house.

You need to persuade the 'jury' that Misbah should live with you.

# 13 WATER, WORK AND TRAVEL

## ABOUT THIS ACTIVITY

This role play is based on a real-life event that happened at Palm Grove Primary School in Zambia and focuses on the conflict of rights between health and education for children, and employment for adults. Victoria Falls is one of the world's most popular tourist sites but the number of visitors to the area puts a strain on local resources. It creates conflict in the local communities over access to such resources and rights to education and to health. This activity addresses Articles 24 and 28 in the Convention, which state that children have the right to health care and the right to education, and Article 23 in the UDHR which states that everyone has the right to work.

## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- understand dilemmas that can arise when resources are in short supply;
- have considered solutions to such dilemmas;
- appreciate that rights can be infringed when others are trying to claim their own rights.

## PREPARATION

Make photocopies of the Roles resource sheets. You will need one of each for every group.

## PROCEDURE

Ask the class to think about going on holiday, where they have been and what they enjoyed doing on holiday. Ask for examples from those who have been on holiday to hot and/or poorer countries. Was there a swimming pool? Did they have electricity?



Split the class into groups of six, so that each pupil within the group can take on one role. Some can double up, or act as observers and record what happens. Hand out the Roles resource sheets to the pupils.

Explain that they are going to do a role play based on a real-life event that happened at a primary school near Victoria Falls in Zambia. The school is so close to the Falls that spray often lands in the schoolyard. Despite this, the school often suffers shortages of water due to the demands of the large nearby tourist hotel. Sometimes, the school is forced to close because of

the lack of water for drinking, washing or to flush toilets. However, the hotel brings employment and income to the local people, including some of the parents of children in the school.

Pupils can search the Internet, or look in an atlas, to see exactly where Victoria Falls is and to find images of the Falls.

# 13 WATER, WORK AND TRAVEL

Inform the groups that on 4th March, the school was closed by the Area Health Inspector because there was not enough water to drink and wash with, nor to flush the toilets with. The next day the Area Health Inspector returned to the school to find Grade seven students having lessons. Pupils should now continue this role play.

Allow enough time for the groups to explore the issues thoroughly and then bring them back together as a class and ask them to share their conclusions and ideas.

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

## EXTENSION ACTIVITY

Ask pupils to find out what human-rights issues are related to tourism, read the article at:

[www.guardian.co.uk/travel/blog/2006/mar/31/ethicaldilemma](http://www.guardian.co.uk/travel/blog/2006/mar/31/ethicaldilemma)

Then discuss this issue.

Children drink from a water pump provided by UNICEF for their school in eastern Zambia. Six out of 10 people in rural Zambia do not have safe water to drink.

© UNICEF/HQ96-1166/Pirozzi



# 13 WATER, WORK AND TRAVEL

## RESOURCE SHEET: ROLES



### AREA HEALTH INSPECTOR

You have instructed that the school be closed because there is no water to flush the toilets. Having pupils at the school is violating the health regulations. You understand the teachers' desire to help their students but if the children continue to come to school, their health could be jeopardised. Furthermore you are keen that the Water Authority takes measures to improve the situation and this is less likely to happen if the pupils attend school.

Health comes first. Without their health, these children cannot learn. One solution is for them to leave their books at home and bring tools to dig latrines (a toilet made by digging a deep pit in the ground). This will satisfy most of the health regulations.

### MR MALAMBO (HEAD TEACHER)

You are very angry that the school, and the people who live nearby, are not getting water. The main tourist hotel, the tourist shops, the police post and the immigration and customs post have plenty of water, but the school and the local people rarely have enough.

The Area Health Inspector says the children cannot return to school until the latrines are finished. If the latrines are dug, all the children can come back to school. You suppose that the children must bring tools to finish the latrines!

### LINDA MULENGA (GRADE 7 TEACHER)

You are a very dedicated teacher. Soon, your pupils will take their grade 7 exams, which will determine their future education. You and the head teacher therefore decided that they should continue to come to school, even though the Health Inspector closed the school.

In the past you have taught the children at home, but there is no water there either.

You do not think the children should have to dig latrines. What message does this give the children about how the Government regards their education?

# 13 WATER, WORK AND TRAVEL

## RESOURCE SHEET: ROLES



### **IMELDA MUSAKA (AREA FAMILY NURSE)**

You are very concerned about the lack of hygiene facilities at the school, and the effect on the children's health. The lack of water could spread disease.

The children have been taught to use the toilets at school and practice good hygiene by washing their hands. Without water they have been going to the toilet in the bushes and not washing their hands.

### **DEREK (GRADE 7 STUDENT FROM A NEARBY VILLAGE THAT HAS NO ELECTRICITY)**

You want to come to school. You have important exams soon and if you fall behind you may fail to get into Grade eight. Getting into Grade eight is the only way to get to secondary school, and you will only get a better job if you go to secondary school.

Every day, you walk two miles to school in bare feet because your family cannot afford shoes for you. You have been carrying water from your village to flush the toilets for ages. You wonder: why can't I carry on doing this?

### **MORGAN (WORKS AT THE MAIN TOURIST HOTEL)**

A lot of people from the village work at the big tourist hotel. The wages are not very good (even though the tourists pay high prices), but there is very little employment around here. You also get meals at the hotel and can take surplus food home for your family. The tourists expect at least the standards they have back home, and would not stay in the hotel if there were any water restrictions.

Your brother makes carvings of animals and heads to sell at Curio Corner. It takes him a week to carve an animal and it may take two or three weeks before it sells, so he is not making much money either.

In a hard year when the crops are poor, it is only what you earn at the hotel that keeps your family fed.

# 14 ALL WORK AND NO SCHOOL



## ABOUT THIS ACTIVITY

This activity focuses on the conflict between the contribution a child's work can make to their families' (and hence their own) standards of living, and a child's rights to education and to be protected. Families are often faced with the dilemma of meeting their child's right to attend school (which may cost money) and sending the child to work to bring in money to help the family finances.

## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- understand how the right to education is compromised by child labour;
- make the connection between goods they buy in high street shops and how they are produced.

## PREPARATION

You will need a 50p coin.

Photocopy the case studies. You will need one case study for each group and one copy of the matrix per group.

You will also need sets of Child Rights Cards, one set per group.

## PROCEDURE

Hold up the 50p coin and ask the pupils how much work they would be prepared to do for it. Ask them what their favourite possession is and how much it cost. If they earned 50p a day how long would it take them to be able to pay for it? Explain that many children in the world work for less than 50p a day.

Give out one case study to each group of four to six pupils. Ideally there should be six groups, each with a different case study. Ask the pupils to read their case study and then discuss the questions on the sheet.

Then ask someone from each group to come forward in turn and be questioned by the others about why they don't go to school full time. When all six case studies have been explored, ask the pupils to identify what rights are at stake. They can use the Child Rights Cards to help them do this.

Give out copies of the matrix and ask students to complete it for their own case study first, and then for the others. Pupils may need to meet with the other groups to remind themselves of the details of each case study.

Explain to pupils that some of the goods we buy in shops may be the product of child labour; for example, clothes, footballs, trainers.

# 14 ALL WORK AND NO SCHOOL

Pupils can research child labour issues and find out:

- how many children are engaged in child labour worldwide;
- what kind of work they are commonly engaged in;
- in which parts of the world child labour is most predominant;
- why children may be preferred as employees over adults;
- if there is a difference between the type of work done by girls and by boys;
- what laws there are in the UK to prevent child labour;
- what steps are being taken in other countries about child labour.

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

## EXTENSION ACTIVITY

Ask pupils to research the issue of ethical clothing by reading the article about the high-street clothes chain Gap at:

[www.guardian.co.uk/business/2007/oct/28/ethicalbusiness.india](http://www.guardian.co.uk/business/2007/oct/28/ethicalbusiness.india)

A boy collects mud to make bricks at a factory in Punjab, Pakistan. While it is illegal to employ children under the age of 14, many Pakistani children have to work to support their families.

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# 14 ALL WORK AND NO SCHOOL

## RESOURCE SHEET: CASE STUDY ONE: ALL WORK AND NO SCHOOL

### NASIMA'S STORY

Hi, I'm Nasima, and I'm 11. I want to tell you about my life in Dhaka, Bangladesh. I used to have a happy life, and went to primary school until my father died. Then my life changed. My mother remarried and her new husband, my stepfather, wanted me to work. He didn't like me and used to beat me.

He found me a job with a friend of his, doing all the work in his house. I had to look after a baby and young child and do the washing, cleaning, shopping and sometimes the cooking too. My stepfather took all the money I earned. I quarrelled with my stepfather and he told me to leave the family because I wasn't wanted there. I ended up on the streets.

It was terrifying. I used to sleep with a lot of other homeless kids for safety. For a little while, I went to a club for street children, where we could wash and get food, but then one of the adult workers beat me. I was in despair. It seemed as if there was no place I could turn for safety.

Then one of the street children told me about a shelter home run by a charity in Dhaka.

I managed to find it and after visiting it, I said I wanted to stay there. I like living at the shelter because the food is good and I have a locker where I can keep my clothes. We have school lessons in the shelter and I am also learning tailoring skills. I hope to get a job in a clothes factory.

In what country does Nasima live?

Why did she work?

What did she do?

What has happened that has meant she can go to school?

If you were Nasima what are the main points that you would want to put across about your life and education?

# 14 ALL WORK AND NO SCHOOL

## RESOURCE SHEET: CASE STUDY TWO: ALL WORK AND NO SCHOOL

### SIMONE'S STORY

Hi, I'm Simone, I'm 10 years old and I live with my mother, four brothers and three sisters in Sao Luis in Brazil. I am the second eldest and I used to look after my younger brothers and sisters during the day while my mother was at work. Me and my older sister Vilma, who is 13 years old, also used to work in the evenings. We cooked and sold hot dogs on a food stall on the street. We did not pack up the stall until 11 pm. The streets were dark and dangerous and we were scared. There was no adult to protect us, but we had to work in order to buy food and clothes for the family.

One day, a friend told Vilma and me about the circus school. If we go to school in the morning and attend the circus school in the afternoon, our mum gets money from the mayor to make up for the money we used to earn in the evenings selling hot dogs.

Neither of us had ever been to school before. We went to the circus school a lot and it got us used to doing what the adults said and learning things. We are looked after in the circus school. Everyone is kind to us and we have learnt all sorts of fun things. Vilma has learnt to dance and can now walk along a tightrope; I can balance on big drums. We have costumes and there are lots of other activities to do with the other kids.

Then we started going to school. And that is good too. I have learnt how to read and made more friends. I can't believe it. Before I was working hard during the day and frightened at night. Now, I have fun and feel safe. With an education, I know that I will be able to get a better job than selling hot dogs on the street.

In what country does Simone live?

What work did she do?

Why did Simone work?

What enabled Simone to go to school?

Do you think this is a good idea?

If you were Simone, what are the main points that you would want to put across about your life and education?

# 14 ALL WORK AND NO SCHOOL

## RESOURCE SHEET: CASE STUDY THREE: ALL WORK AND NO SCHOOL

### BABU'S STORY

Hi, I'm Babu and I'm 12 years old. I don't know what it is like for you in your country but I am nothing but a slave. I live with my family in a small village in Andhra Pradesh in India. My family hire themselves out as farm labourers and I have to work too.

Three years ago, my eldest sister got married. My parents needed money to pay for a dowry. (A dowry is the practice of giving a sum of money, together with other gifts, to the groom's family when a daughter is married. The Indian Government has made a law stopping this practice, but it still happens.)

My parents borrowed money from the headman of our village. That's how people like us, who cannot read or write, usually get money when we need it. My parents were too frightened to go into town and go to a bank.

My parents borrowed 5,000 Rupees (about £90). In exchange for the money, they agreed that I would work on the headman's land looking after his cattle and ploughing the land. My work is worth 200 Rupees (about £3.50) a month, but I never see any of this money – the headman keeps it to pay off the loan. I have worked for the farmer for three years, but the debt still is not paid off. The headman charges very high interest. At this rate, I could be working on the farm for the rest of my life.

I want to change my life. I work for 12 hours a day from 6 am to 6 pm, seven days a week. My only hope is the school that is run by a community group between 7 pm and 9 pm. The group is for children and adults who want to learn but have to work during the day.

This is my only hope. Maybe I will run away to the city and get a better job, but I am frightened what the headman will do to my parents if the debt is not paid.

In what country does Babu live?

Why does Babu have to work?

Why has Babu not been able to repay his parents' loan?

Does Babu want to go to school?

Do you think this will be possible?

What do you think should happen?

If you were Babu, what are the main points that you would want to put across about your life and education?

# 14 ALL WORK AND NO SCHOOL

## RESOURCE SHEET: CASE STUDY FOUR: ALL WORK AND NO SCHOOL

### NABI'S STORY

Hi, I'm Nabi. I'm 11 years old. I have been working at this stone-polishing works for five years and it's great.

When I came I had to carry stones, but now I am semi-skilled. I work a machine that polishes the stones to be used to tile floors and walls. I earn about £3 a week. That's almost as much as my two older brothers. They work here as well. I suppose it's a bit dangerous. Last week, someone cut their finger off, but it was their own fault; they weren't being careful. I'm always careful.

The hours aren't too bad. We work six days a week, starting at 9 am and finishing at 5 pm with an hour-and-a-half for lunch.

School? Why do I want to go to school? I'm doing a man's job and nearly earning a man's money. I help support our family. School is for kids.

What work does Nabi do?

Does he want to go to school?

Do you think he is old enough to be doing his job?

What do you think he will be doing in 10 years' time?

If you were Nabi, what are the main points that you would want to put across about your life and education?



A boy works at a carpentry factory in Peshawar, Pakistan. © UNICEF/HQ06-0683/Pirozzi

# 14 ALL WORK AND NO SCHOOL

## RESOURCE SHEET: CASE STUDY FIVE: ALL WORK AND NO SCHOOL

### LAKSHMI'S STORY

Hi, I'm Lakshmi. I think I am about ten years old. I live in a big town in Andra Pradesh, India. What do I do all day? I make cigarettes. For as long as I can remember, I have made cigarettes. I work seven days a week, from nine in the morning to six at night. I have to make 1,000 cigarettes a day to earn about £3.50 a month.

I work at my employer's home. The room is dark and smoky from the cooking fire in the corner of the room. There is only one dim electric light. Sometimes I can hardly see and my eyes hurt from the smoke. There are about six of us making cigarettes, all female. I'm not the youngest. The youngest is Bujji, she is six and she's been working for two years. She softens the tobacco leaves by scraping them with a pair of scissors, then I take a leaf and roll it and then stuff it with loose tobacco. We sit cross-legged on the floor. Our backs ache after a few hours. The only relief is when I go home for an hour to have lunch. When I am at home, I have to help my mother by fetching water and sweeping the house.

My mother and my younger sister Suraswati also make cigarettes. My father has a cycle rickshaw but he doesn't earn much because he drinks. Most of the money we earn goes on drink for him.

The lady I work for has five children. They all go to school. I wish I could go. My parents owe a lot of money and I have to work until we have paid it off. I don't know when that will be.

In what country does Lakshmi live?

What work does she do?

Why does she work?

Does Lakshmi want to go to school?

Do you think she will ever be able to?

If you were Lakshmi, what are the main points that you would want to put across about your life and education?

# 14 ALL WORK AND NO SCHOOL

## RESOURCE SHEET: CASE STUDY SIX: ALL WORK AND NO SCHOOL

### MUHAMMAD'S STORY

Hi, I'm Muhammad, I'm 12 years old. Let me tell you about my life in Dhaka, Bangladesh.

I have to work to help my family because my father can't work. He was a builder but he had an accident that left him paralysed. Now all he can do is lie at home. My mother and my brothers and sisters have to do everything for him. As I'm the eldest, I work all the time.

I work in a men's clothes shop from 2 pm to 9 pm, six days a week. I keep a little bit of money and give the rest to my parents. I try to save some but I spend most on my favourite chocolate drink. My employer is really good because he also gives me money for my bus fare, but I prefer to walk to work because then I can use the money to buy milk for my father.

When my Dad was working, he bought me books and I used to teach myself at home. I didn't go to school because the local schools were too crowded and half the time the teacher didn't turn up. I often used to go to the building site with Dad and help him. After my Dad's accident, a friend of his helped me get the job in the clothes shop. Then, after some Government people came to see him, my employer asked me if I would like to go to a new school set up to help working children like me.

Every day I go to school from 9:30 am to 12:30 pm, so it fits in really well with my job. I enjoy singing and dancing but I learn everything at school. The teachers are well trained and make learning interesting. We do lots of things during a morning, so you don't feel that you are studying.

I would continue to work, even if I didn't have to. I think it is important to learn a skill and get into the workforce. Now I am learning how to be a salesman, how to speak well to the customers, as well as all the stuff I learn at school. I want to be a good citizen and be able to take care of my Mum and Dad and my brothers and sisters. One day I will have a wife and children of my own. A good citizen is a human being who does not quarrel or fight.

In what country does Muhammad live?

Why does he have to work?

What did Muhammad think of his first school?

Why does he prefer the school for working children like him?

What is his ambition?

If you were Muhammad, what are the main points that you would want to put across about your life and education?

# 14 ALL WORK AND NO SCHOOL

## RESOURCE SHEET: MATRIX: ALL WORK AND NO SCHOOL

	NASIMA	SIMONE	BABU	NABI	LAKSHMI	MUHAMMAD
Is s/he going to school?						
If s/he is going to school, who is responsible for helping him/her to go?						
If s/he is not going to school who is responsible for him/her not going?						
If s/he is going to school, who is responsible for helping him/her to go?						
What rights is this child receiving?						
What rights is this child not receiving?						
Did this child help themselves? If so, how?						

# 15 HAVE YOUR SAY

## ABOUT THIS ACTIVITY

This roleplay practices negotiation and compromise skills, using the setting of a year meeting in a school. In particular, pupils will have the opportunity to practice listening to, and representing the views of others, as well as having the chance to contribute their own ideas and views.

## BY THE END OF THIS ACTIVITY, PUPILS WILL:

- develop their listening skills;
- demonstrate their respect for others' views by representing them;
- develop their own ideas and opinions.

## PREPARATION

You will need to photocopy one copy of both the role of the chair and the representatives scenarios. You may also wish to use the Child Rights Cards so that pupils can refer to these during the role play.

## PROCEDURE

Explain to the class that they are going to role play a year meeting that has been called as a result of a decision by the school governors that the school should become a healthy school. They want to consider what to do about the school vending machines and have asked for pupils' opinions.

Ask one pupil to chair the meeting and hand them their role.

### EITHER

Choose five pupils to be the form representatives and hand out one of the scenario cards to each of them. You may wish to ask two pupils to take on the role of one representative. Divide the rest of the class up evenly so there are an equal number of pupils attached to each representative.

### OR

Allow the pupils themselves to choose their representative. Divide the class up evenly and ask both groups to choose one representative each. Hand the scenario cards to the chosen year representatives. At the end of the role play ask them how they selected their year representative. What criteria did they use to select someone? Did they do it democratically?

Representatives should not show their scenario cards to the others or tell them what is written on it.

If pupils are unfamiliar with meetings explain that the role of the chair is to make sure that the agenda is followed, and that all the representatives get the



© UNICEF/Male

# 15 HAVE YOUR SAY

opportunity to represent the views of their group. Members of the council should respect the right of the chair to manage the meeting.

Each year group should now meet to discuss the issue of the vending machines. After ten minutes, call the class together and announce that the year meeting will now take place.

Ask the chair to open the meeting by explaining the issue under discussion. The chair will then seek the views of each of the representatives before opening it up to a wider discussion. Only representatives are allowed to speak. The other pupils will participate as observers. Allow the meeting to continue either until a decision has been reached or when the discussion is no longer progressing.

Bring the class together and discuss:

- whether the pupils felt their representative had expressed their views fairly
- if not, why;
- did the representatives find it difficult to voice people's views;
- in their role as representatives, did they have to say things that they did not agree with;
- what skills do they think the representatives needed to do their job effectively;
- ask the pupils to identify the rights that are applicable to this activity. They can use the Child Rights Cards and the UDHR Rights Cards.

Information for this activity was taken from:

[www.healthedtrust.com/pages/Vendingnews1.html](http://www.healthedtrust.com/pages/Vendingnews1.html)

Refer to the section on Learning Logs in the Introduction on ways in which pupils can reflect on what they have learnt and how they have participated in these activities.

## EXTENSION ACTIVITY

Prepare a case to take to your school council (if you have one) on making your school a fair-trade school. Information can be found at: [www.fairtradeschools.org.uk](http://www.fairtradeschools.org.uk)

A woman picks leaves at a tea plantation in Western Province, Rwanda. Coffee and tea are Rwanda's primary exports.

© UNICEF/HQ07-1399/Giacomo Pirozzi



# 15 HAVE YOUR SAY

## RESOURCE SHEET: HAVE YOUR SAY

### CHAIR

You have been elected as chair of the year meeting by the other council members. You need to be calm, polite and very good at keeping to the agenda. You should deal with representatives in a firm but polite manner, and bring the meeting to a closed decision that everyone is happy with.

#### THE ROLE OF THE CHAIR:

- ensure that the meeting achieves its aim of either making a decision or agreeing on how the process will go forward;
- make sure that all year representatives have an equal opportunity to contribute;
- ensure that people do not interrupt each other.

#### THE MEETING

Start the meeting by explaining what the issue is under discussion is about (see below), and make sure that everyone understands that the aim of the meeting is to negotiate on what should be done. Ask each representative to say what their group thinks, do not allow pupils to interrupt one another. Pupils other than the representatives are there only as observers.

#### THE VENDING MACHINE ISSUE

- The current machine sells a range of fizzy soft drinks.
- The machine is popular because it enables students to buy drinks at any time during the day (although they are not allowed to drink them in class).
- The school makes a financial profit of about £12,000 per year from the machine. The average price of a drink is 75p.
- The contract with the current provider is coming to an end and this is an opportunity to provide a healthier range of goods.
- Government guidelines recommend that schools do not accept sponsorship from manufacturers associated with unhealthy foods or install vending machines selling unhealthy foods.
- Research into how students use vending machines has shown that lots of students prefer buying healthy drinks, and if given a choice, many will choose milk, fruit juice or sparkling water.

This is the first discussion about the issue and the meeting may have to decide to undertake further research among the students, for example via a questionnaire.

# 15 HAVE YOUR SAY

## RESOURCE SHEET: HAVE YOUR SAY



### REPRESENTATIVE ONE

Your job is to represent the views of your group.

You are proud to be a representative, as you did this at your primary school you are used to it. You are careful to note down people's views, and also try to sort out conflicting views in your group before you go to the meeting. You are very clear that it is your job to make sure that the views of your group are heard.

Personally, you think the machine should sell healthy drinks. You are also aware that price is important. Currently, most drinks are 75p. This can work out quite expensive if you buy two or three a day, which students may do when it is hot or they have gym or sports.

### REPRESENTATIVE TWO

Your job is to represent the views of your group.

You like being a representative because you sometimes get to miss lessons and meet with other students, but sometimes you find the discussion boring. You try to rush the meeting to make quick decisions. You have strong views on lots of things. The other students do not always understand the issues as well as you do. On the issue of what should be sold in the vending machine you think everyone should have the right to have whatever they want, including fizzy drinks and more healthy drinks.

### REPRESENTATIVE THREE

Your job is to represent the views of your group.

You find it interesting being a representative. You like being part of the decision making within the school. You try to represent your year's views fairly, although it is difficult because you have strong views yourself about health issues.

You believe that children should not drink fizzy drinks as they are full of sugar, which can lead to over-activity, bad behaviour and dental problems. You think children should drink more milk because you know that increasing calcium intake is good for children's bones. There is a local dairy that produces a good range of flavoured milk and you think it would be good to support local businesses. You are also concerned that all pupils should be able to afford the drinks in the vending machine.

# 15 HAVE YOUR SAY

## RESOURCE SHEET: HAVE YOUR SAY



### REPRESENTATIVE FOUR

Your job is to represent the views of your group.

You have been a representative since you came to the school so you take it for granted. It makes you feel important and you like to throw your weight around a bit. You like to impress the younger kids so you tend to interrupt a lot. Also you make funny remarks, which the chair doesn't always like. You tend to represent only the views of your group that you agree with yourself.

On the issue of what should be sold in the vending machine: you want it to keep selling energy drinks and sports drinks as you play a lot of sport. You find it very useful to be able to buy drinks from the vending machine after sport.

You are worried that lots of kids wouldn't buy healthy drinks so the machine would lose money and the school might stop having it.

### REPRESENTATIVE 5

Your job is to represent the views of your group.

You have been a representative several times since you came to the school and you like the status it gives you. You would really like to be the chair, but the other pupils did not vote for you. This annoyed you because you know that you could do a better job than the current chair. At the meeting you want to make sure that everyone knows you would have been a really good chair.

You often find meetings boring and are sure that everyone will be better off if the meeting agrees with your views. You think smoothies are really cool, even though they are expensive at £1 each. You have a job so you can afford them.



*Front cover image* © UNICEF 09/Davies

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