

### Objectives:

After this lesson, the students:

- Know what children's rights are
- Can give examples of the rights children's have
- Understand why it is important that children have specific rights

### Lesson Outline (1 hour sample lesson plan)

Use this outline as an example of a good and complete learning process which includes: new knowledge, skill building and changing attitudes.

- 0.00 – 0.05 Introduction:** Introduce the topic, by making a link to existing knowledge and make it real – connect to real life.
- 0.05 – 0.15 Warm up:** Get the energy going with an interactive exercise. This should create a good atmosphere and make sure everyone feels at ease.
- 0.15 – 0.30 Information:** Share the information with the students. The information should be presented clearly without difficult terms. Make sure to keep it factual and present without judgment.
- 0.30 – 0.40 Discuss:** Give students time to reflect on the information and form their own opinions.
- 0.40 – 0.55 Practice:** Let students practice the skills they need to use the new information in their own lives.
- 0.55 – 1.00 Take action:** Come up with a plan on what the students can do in their own time to use the new information.

### Introduction

Start by introducing the topic. When you introduce new information it is important to link it to existing knowledge the students already have. This can be done by:

- Referring to previous lessons when this topic builds on what was discussed in those lessons. For example the information on human rights: How are children's and human rights connected?
- Introducing the lesson by asking the opinion of the students. Do you think you have the same rights as children? Are there people in your family or community who feel that children's rights are not important? How can you make sure children's rights are respected?
- Using the videos that are on the platform. Share a story from one of the videos and ask the students to some reflective questions like: do you recognise this situation, can you relate to the person in the story?
- Using the quote to start the lesson and ask the students what they feel it means and if they agree.

*Quote: "Of course, one day, we will all get married, but not before 18, and not before my studies are finished." - Arfa*

### **Warm-up**

*Goal: Make students think about consequences of children's rights abuses.*

- Step 1.** Ask students to stand in a circle
- Step 2.** Explain the students they have to throw the ball to someone else. Every time you get the ball, you need to give one possible consequence of child marriage.
- Step 3.** Do this until everyone has had the ball. Explain that there are no right or wrong answers.

### **Information**

*Let the students read through the lesson content on their own, give them some time to form their own opinions and ask them if they have any questions. Share the information from the platform with the students.*

- *If they have access to the platform you can ask them to read it on their own.*
- *You can create a Power point presentation where you create slides with images and the most important information*
- *You can present the information to the whole group. Use keywords for yourself and if possible also write the keywords on a board as reminders for the listeners.*
- *You could make handouts with the key information.*

*Make sure that you take enough time to present everything clearly and that you build in moments where the students can reflect on the information and ask questions. The information has already been written in paragraphs – after each paragraph you can ask a reflective question.*

*You can use these questions to engage the group:*

- *What are rights children should have?*
- *Do you know of children's rights which are violated frequently around you?*
- *How can we protect children's rights?*

*The rights of the child are specific rights to protect all young people under 18. Children are entitled to these rights to protect their more vulnerable position in society and to give their position special attention. A person younger than 18 years old is protected by human rights and children's rights.*

*Children's rights are important because:*

- *They recognize the right to meaningful participation of youth on policies and programmes that concern them.*
- *They make sure children can reach their full potential, by having access to education, health care (reproductive right), participate in society, have access to (sexuality) information...*

## CHILDREN'S RIGHT

- They protect children from violence and abuse.
- They ensure mutual respect amongst children, but also within their relations with adults, to develop respectful behaviour and attitudes towards others.

The rights of the child are adopted in the United Nations Convention on the Rights of the Child (UNCRC) and recognize the economic, social and cultural rights of children. It is an international treaty, which has been signed by all countries in the world, except for the USA, Sudan and Somalia.

Are you curious to see what rights children have? Have a look at them online!

### **Discuss**

Allow some time to reflect on the information and to form their own opinion. This is important because it helps the students to process the information by reflecting on how this information is related to their own situation. You can use the following activities:

- You can facilitate a discussion by using the reflective questions. Or use the story as a starting point for a debate.
  - What rights are the most important in your community for children or youth under 18?
  - Do you think children and youth should know about their rights?
  - How can you make young people aware of their rights?
- Use the story as a starting point for the students to come up with their own story based on their realities. This can be in the form of a roleplay, comic, story etc.

### **Story:**

Arfa Khatun was sent out to work as a maid when she was just 8-years-old. Her father had planned to marry her off when she turned 13, just as he had done with her two sisters.

But Arfa took a stand almost unheard of in her traditional Muslim community. She said no.

"Of course, one day, we will all get married," said Arfa. "But not before 18, and not before my studies are finished."

Arfa and her friend Saima attend the National Child Labour Project (NCLP) School run by the Government's Labour Department. The school's mission is to improve the lives of working children by enrolling them in school and restoring their basic rights. The school educates students about their rights, as well as to improve leadership, communication and problem solving skills.

"For many of these children, school is the only place where they are treated as a child. Even when they are with their families they are expected to work. They are treated as earners," said Prosenjit Kundu, Assistant Labour Commissioner in Purulia.

"Getting children out of work and into school has empowered these young girls," said Lori Calvo, UNICEF West Bengal Chief of Office. "Knowledge of their rights has given them the strength to say no to child marriage and complete their education."

"The children love to come to school," said Gulam Rabbani Ansary, the girls' teacher at the NCLP School. "When a girl is educated she will take care of all of her children. A girl's education is an asset for her entire family."

Initially, Arfa's father, Ansari, was not ready to accept his youngest daughter's decision. So Arfa turned to NCLP for support.

"My elder sisters were not ready to get married at that early age, but I am more determined than my sisters," said Arfa. "And I'm getting support from my school."

In the end, Mr. Ansari was convinced by his daughter and the pleas of her teacher and fellow students. She remains in school and will not get married until she is ready.

Source: UNICEF

- Use the quiz on the platform to reflect on children's rights. Read out the questions and ask the group if they think the answer is a, b or c. Make sure you provide the correct answer without judging those who gave a wrong answer.

### **Quiz**

Students need to choose 1 out of 3 and answer all questions. They have three options to choose from.

1. Which document explains the Rights of the Child?
  - a. United Nations Conventions on the Rights of the Child
  - b. Universal Declaration of Human Rights
  - c. There is no document

Feedback: United Nations Conventions on the Rights of the Child is the document where the rights of children and young people are explained.

2. According to the United Nations Conventions on the Rights of the Child, a child is someone:
  - a. Under 14
  - b. Under 16
  - c. Under 18

Feedback: According to the UNCRC someone under 18 years old is considered a child.

3. Why do children need a separate children's rights declaration from the human rights declaration?
  - a. Because human rights and children rights are different issues
  - b. Because children are more vulnerable than adults in society and need special protection and attention for their distinct needs to protect their rights
  - c. Because human rights do not apply for children

Feedback; Children have a different position in society than adults and need special protection and attention for their distinct needs to protect their rights. However, human rights also apply to children

4. Who gives the rights to a child
  - a. Government
  - b. No one, all children are born with the same rights
  - c. Parents

Feedback: All children are born with the same rights. No one grants these.

## CHILDREN'S RIGHT

5. *The rights of the child are important because...*
- They recognize the right to meaningful participation of youth on policies and programmes that concern them.*
  - They ensure mutual respect amongst children, but also within their relations with adults, to develop respectful behaviour and attitudes towards others.*
  - Both a and b*

*Feedback: The rights of the child are important because they recognize the right to meaningful participation of youth on policies and programmes that concern them AND they ensure mutual respect amongst children, but also within their relations with adults, to develop respectful behaviour and attitudes towards others.*

### **Practice**

*Use the outcomes from the discussion to ask the students come up with a plan on how to do something in their own community, peer group or family.*

*Since such an activity requires skills, make sure you practice these first. Some of the skills you could practice for this lesson are:*

#### **Body language:**

*If you facilitate or present certain information to other people, then you might encounter sensitive issues, or topics which are more difficult to talk about. It is therefore very important that you have the right body language when talking about these topics.*

*Read the tips below and then do this exercise;*

- *Practice the different body languages described below in the mirror*
  - *Being defensive*
  - *Being open, relaxed*
  - *Being confident*
  - *Being bored*
  - *Being thoughtful*
  - *Being angry or frustrated*
  - *Being honest*
  - *Being positive or negative*
  - *Being impatient*
  - *Being interested*
  - *Being insecure*

## CHILDREN'S RIGHT

*If you facilitate or present certain information to other people, then you might encounter sensitive issues, or topics which are more difficult to talk about. It is therefore very important that you have the right body language when talking about these topics.*

***Posture** – Your posture includes how you hold your head, shoulders, legs, arms, and hips. Each of these parts of your body work separately as well as together to send non-verbal cues. Examples include tilting your head, slumping your shoulders, turning your hips sideways, and the like.*

*The tips below will help you with this:*

- *Take an active listening pose by focusing on what the other person is saying, looking that person in the eyes and not being distracted by factors around you (such as you cell phone)*
- *Don't cross your arms over each other while talking, because this shows you are very defensive*
- *Shake hands when someone new enters the room to introduce yourself and connect with that person*
- *Have an open facial expression, for example by smiling*
- *Use your hands when talking, this will support what you are saying and make the audience better understand.*
- *Eye contact: Express feelings based on intensity and length of eye contact, and the like. Don't lock your eyes to only couple of people, but try to make everyone feel like you're talking to them.*
- *Movement: Your movement, whether using your entire body or just part of your body, is both flexible and commanding. For instance, moving toward another person may send a message of dominance or assertiveness, while moving away from another person may send a message of avoidance, submission, or simply bringing the interaction to a close.*

### **Take action**

*Wrap up todays lesson by asking what the students have learnt, liked, found difficult etc.*

*Give an assignment to put the new knowledge and skills into action:*

- *How can we inform children and young people under 18 about the rights they have? How could you communicate their rights to them?*
- *How can we make clear to both children and adults that children's rights are important and should be respected?*