human rights, conflict resolution, and tolerance education

diversity  community links  participation  respect  equality and non-discrimination
general human rights  conflict resolution

teacher toolkit

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Foreword

As the main provider of basic education to Palestine refugees, serving approximately half a million students, UNRWA has also been delivering human rights, conflict resolution and tolerance (HRCRT) education in its schools for over a decade. The HRCRT Toolkit was developed to serve as a practical tool to further strengthen the teaching and learning of human rights in UNRWA schools. It is a user friendly tool which will support the effective implementation of the HRCRT Policy, launched in May 2012. The Policy articulates UNRWA’s approach to human rights education in order to harmonize, update and strengthen it.

The HRCRT Toolkit is a comprehensive and accessible resource for UNRWA’s 19,000 teachers and school management staff. It will equip them to teach human rights in a way that engages and inspires their students and to integrate human rights education into their classroom routines and curriculum subjects. Through the practical activities in the Toolkit (40 in all), teachers will be able to create a rights-based, and empowering environment for their students.

The Policy and the Toolkit both seek to empower Palestine refugees, encouraging them to know and exercise their rights, uphold the rights of others, be proud of their Palestinian identity, and contribute to their society in a positive way.

I hope you enjoy working with the Toolkit in your classrooms and find it useful as you work to empower children with human rights knowledge, skills, and attitudes, in an enjoyable and engaging way.

Our thanks go to the U.S. Bureau of Population, Refugees, and Migration for generously funding this project. We also thank Mr. Paul McAdams, an international HRCRT Expert, who provided extensive support to develop this Toolkit and to our colleagues across the Fields whose experience and commitment in teaching human rights were invaluable throughout.

Sincerely,

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Director of Education Department
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Introduction

The Human Rights, Conflict Resolution, and Tolerance (HRCRT) Teacher Toolkit is a user-friendly guide for teaching human rights. The Toolkit is for all UNRWA teachers from all grades and provides them with the tools they need to teach human rights in the classroom. These tools include a general guide on human rights, Planning Tools to integrate human rights education in their schools, and a range of activities to develop the knowledge, skills and attitudes of students to enable them to positively contribute towards a culture of human rights.

Human rights are not new to UNRWA. As an organ of the United Nations General Assembly, UNRWA is mandated to adhere to human rights principles and to ensure that the full development of children in UNRWA schools benefits from a quality learning experience. Such a learning experience depends on and is nurtured by a culture of human rights.

Strengthening a culture of human rights goes beyond learning about human rights in the classroom. The educational approach presented in this Toolkit encourages students to learn about human rights and to contribute to a school environment that is respectful of human rights. This approach touches every aspect of the school as a safe and peaceful learning environment: students learn about human rights in class, students participate in decisions that affect them in the school, and teachers use participatory approaches to engage students. Students are also given the skills to make tangible links between what they learn in school and how it affects their lives in their communities. The Toolkit promotes learning, reflection, the shaping of attitudes and values, critical thinking, and actions that contribute towards a better future for everyone.

Why a Toolkit?

The vision of UNRWA’s education Programme is to develop “the full potential of Palestine Refugees to enable them to be confident, innovative, questioning, thoughtful, tolerant and open-minded, upholding human values and religious tolerance, proud of their Palestinian identity and contributing positively to the development of their society and the global community.” (UNRWA Education Reform Strategy 2011-2015, par. 1.2, p. 1) The teaching of human rights, conflict resolution, and tolerance contributes towards this vision.

The realisation of this vision requires a consistent approach to teaching and learning about human rights, conflict resolution, and tolerance. When all levels of UNRWA education staff and other external stakeholders were consulted on the best way to realise this vision, they agreed that a useful resource for teachers would be a toolkit with general information on human rights, along with practical activities for all age groups to be used by any classroom teacher. This Toolkit takes into consideration the need for UNRWA teachers to have a clear and practical resource that they can easily understand and adapt to their specific classroom environments.
Who is the Toolkit for?

The Toolkit is intended for all UNRWA teachers – all grades (from 1 to 9)(1.Also Grade 10 in Jordan), and all subject-matter teachers. Like a “regular” toolkit with tools, this Toolkit has a range of tools to help the classroom teacher understand what human rights are and how teaching practices can reflect the foundational principles that underpin UNRWA schools. The information presented in this Toolkit will help the teachers improve their skills, enable students to participate more actively in school, encourage students to be active learners in their development, and enable teachers and students to closely match the “theory” of human rights with practical skills that reflect human rights.

The Toolkit is also a reference for school management and Education Specialists. For school management, the Toolkit is a useful guide as to how the overall school environment can reflect human rights principles. It clearly identifies the steps that management can take to make this a reality. For Education Specialists, the Toolkit is a key reference in supporting teachers to enhance their teaching practices that reflect human rights principles.

What is in the Toolkit?

The Toolkit is meant to serve as both an inspiration and a practical guide for UNRWA teachers to create and sustain a culture of human rights in their classrooms and schools. The Toolkit contains:

- Suggestions to create classroom and school environments where students respect each other and become more tolerant.
- Suggestions to integrate teaching methods that promote and reflect human rights in the classroom. For example, teaching methods that generate more participation from students in class.
- Activities that help students understand what human rights mean and how they relate to their lives.
- Practical solutions to resolve conflicts, in particular the types of conflicts that can arise in schools between students or between students and teachers.

The Toolkit is based on a set of human rights themes and learner competencies. The themes were identified through a process of consultation among UNRWA staff and reflect the environments in which students learn. The learner competencies are divided among three distinct but interrelated categories: 1) understanding and knowledge, 2) attitudes and values, and 3) skills.
The Toolkit is divided into two parts:


- **Part 2: HRCRT in Schools** describes the Toolkit themes, educational approach and learner competencies that guide the Toolkit’s content. Also in **Part 2** are the steps required to plan and implement human rights education in schools. There are tools for teachers to successfully integrate human rights across different subjects in schools. There are forty classroom-based activities and several school-based projects to help teachers create an environment that is respectful of human rights. There are also suggestions for evaluating the impact of the Toolkit.

There are appendices with additional information on topics presented in the Toolkit. These include:

- Simple language versions of the Universal Declaration of Human Rights and the Convention on the Rights of the Child, as well as additional information on the UN human rights system.
- Additional information on UNRWA’s HRCRT Policy.
- A bibliography and list of websites.

The Toolkit is a starting point to address human rights education. UNRWA has been undertaking various human rights education initiatives and Programmes in its schools for over a dozen years. This Toolkit builds upon past experience teaching human rights in schools but also is careful to address human rights education within an updated, commonly understood global framework of human rights education.

Many of the activities will likely be adapted and improved by the teachers who try them out. Future versions of the Toolkit will, it is hoped, include many more examples from the Fields of successful Planning Tools, projects, approaches, teaching methods, and activities to promote human rights.
Part 1:
A General Guide to Teaching Human Rights

Part 1 contains three sections:

Section 1: discusses why human rights are important in UNRWA schools and presents the overall goal of the UNRWA Human Rights, Conflict Resolution, and Tolerance Programme.

Section 2: provides basic information about human rights, international human rights law, and children’s rights.

Section 3: explores the meaning of human rights education.

1st Place in the 2013 UNRWA Human Rights Poster Design Competition, Shuruk Sa’adi from Marka Third Preparatory Girls School in Jordan.
1. A culture of human rights in UNRWA schools

The process of strengthening a culture of human rights in UNRWA schools has been in place for several years. This Toolkit builds on the experience of teaching human rights, conflict resolution, and tolerance in UNRWA schools since 1999. From that time, UNRWA schools have made use of enrichment materials in four subjects from Grades 4 to 9 (Arabic Language, Islamic Education, Social Studies and English) to reinforce students’ understanding around basic human rights. In some Fields, specific curricula have been developed. Storybooks have also helped teachers convey human rights values such as respect and equality.

A **culture of human rights** is one in which the full potential of Palestinian refugee students is realised. It is a culture where the students develop attitudes and behaviours that are respectful of human rights. The education that students receive and the environment in which they learn promote lifelong respect for human rights and tolerance as they mature and become active citizens in their communities.

**Teacher Tip**

This section gives you the foundation of the HRCRT Programme. This foundation takes into consideration the human rights work UNRWA has been doing for more than a decade. The HRCRT Programme focuses on developing a culture of human rights, and you as a teacher play a vital role in strengthening this culture with students. Every teacher is important!

1 Question and answer:

**What does “Developing a universal culture of human rights” mean?**

In the recently adopted UN Declaration on the Right to Human Rights Education and Training (December 2011), Article 4 (b) states that human rights education is based on human rights principles with a view to:

“...Developing a universal culture of human rights, in which everyone is aware of their own rights and responsibilities in respect of the rights of others, and promoting the development of the individual as a responsible member of a free, peaceful, pluralist and inclusive society...”
UNRWA schools in all Fields have demonstrated their own ways to educate about human rights and to practice human rights in their schools. Human rights in UNRWA schools mean many things, for example:

- Students vote to elect members of their school parliaments.
- Students meet municipal representatives to express their right to a clean environment.
- Students celebrate International Human Rights Day by presenting role plays and artwork that illustrate how to respect human rights.
- Students and teachers agree on a Code of Conduct in the school that ensures respect for each other.
- Students go on a field trip to visit a home for the elderly and see how to help them.
- Students form peer mediation groups help solve conflicts between students or between students and teachers.

Human rights mean all these examples and much more. All of these actions contribute to a school environment that is based on human rights. Another way of saying this is that the school is a “rights-based environment.” Essentially, a rights-based school environment is one in which:

- Students and teachers practise human rights in their interactions with each other. They are respectful, do not discriminate, treat others with equality and respect their human dignity.
- Students develop and practise skills to resolve conflicts peacefully.
- Students learn about human rights: the history of human rights, the relevance of human rights to the Palestinian context, human rights in a globalised world, and how human rights relate to the different subjects they are learning in school.
- Students learn how human rights can help build a stronger community.

All of the elements of a rights-based school environment contribute towards realising the full potential of students. The rights-based environment contributes towards the creation of a culture of human rights.

This Toolkit describes how to create and sustain a rights-based environment through the teaching and learning of human rights for all UNRWA students. In so doing, the rights-based environment within the school should have a “ripple effect” of spreading the culture of human rights to children's families and their communities.
1.1 UNRWA vision of human rights, conflict resolution, and tolerance in education

In 2012 UNRWA adopted a Human Rights, Conflict Resolution, and Tolerance (HRCRT) Policy applicable to its education facilities in all Fields of operation. The Policy was developed in accordance with UNRWA’s Education Reform Strategy to increase the quality of education in its education facilities and to reflect current approaches to integrating human rights education in schools. The HRCRT Policy sets out a Programme for making this a reality, with a vision, statement of commitment, strategic objectives, and guiding principles, as shown in Table 1.

Table 1: UNRWA HRCRT Vision

<table>
<thead>
<tr>
<th>Vision:</th>
<th>In practice, this means…</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide human rights education that empowers Palestine refugee students to enjoy and exercise their rights, uphold human rights values, be proud of their Palestinian identity, and contribute positively to their society and the global community.</td>
<td>Schools provide a quality education that positively contributes to students’ learning and helps them to become active citizens who value human rights.</td>
</tr>
<tr>
<td><strong>UNRWA will be guided towards this vision through its Policy Statement of Commitment:</strong></td>
<td><strong>In practice, this means…</strong></td>
</tr>
<tr>
<td>UNRWA is committed to providing quality human rights education in its schools and educational facilities in line with its education vision, the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the related instruments in the international human rights system, and the World Programme for Human Rights Education.</td>
<td>All human rights education that takes place in schools is founded on international human rights principles and standards, as such it is an approach shared throughout the world.</td>
</tr>
</tbody>
</table>

Teacher Tip

The HRCRT Vision is in line with universally recognised human rights standards, in particular the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC). Both of these are explained further in Part 1, Section 2.

As a teacher, you should be familiar with the texts of the UDHR and the CRC. When you explain these documents to your students, make use of the simple language version of the UDHR in Appendix 1 and the simple language version of the CRC in Appendix 2.

The HRCRT Vision is also in line with a global initiative called the World Programme for Human Rights Education. For more information on this Programme, see the Q&A Box 10.
Table 1: UNRWA HRCRT Vision (continued)

<table>
<thead>
<tr>
<th>The vision will be realised through the implementation of Strategic Objectives:</th>
<th>In practice, this means…</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Strategic Objectives of the UNRWA HRCRT Programme, based on the World Programme for Human Rights Education will:</td>
<td></td>
</tr>
<tr>
<td>• Build on the human rights principles embedded within the cultural context of Palestine refugees.</td>
<td>• Human rights education builds on Palestine culture; it is not something imposed from elsewhere.</td>
</tr>
<tr>
<td>• Develop a human rights education environment in UNRWA educational facilities that is conducive to promoting a culture of human rights.</td>
<td>• Everyone in UNRWA schools – students, teachers, management, and support staff – helps create an environment where human rights are respected and practised.</td>
</tr>
<tr>
<td>• Equip UNRWA students and youths with human rights knowledge and skills in an attempt to positively influence their attitudes and behaviour in order to contribute positively to their society and the global community.</td>
<td>• Students are well equipped to live a life of dignity where they respect others and make positive contributions to their society. They become “global citizens.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The vision is based on five guiding principles:</th>
<th>In practice, this means…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Human dignity: All human beings, by virtue of being human, deserve to be respected and treated well.</td>
<td>All the teaching methods, tools and activities presented in the Toolkit reflect these five principles. In some cases, there is emphasis on one or more of these principles. In other cases, these principles are an “end result” or the impact of these methods, tools and activities. For example, some of the activities in this Toolkit promote diversity, which leads to tolerance among each other and promotes equality.</td>
</tr>
<tr>
<td>2. Universality: Human rights are universal. All people everywhere in the world are entitled to them.</td>
<td></td>
</tr>
<tr>
<td>3. Equality and non-discrimination: All individuals are equal as human beings and by virtue of the inherent dignity of each person. No one should therefore suffer discrimination.</td>
<td></td>
</tr>
<tr>
<td>4. Participation and inclusion: All people have the right to participate in and access information relating to the decision-making processes that affect their lives and well-being.</td>
<td></td>
</tr>
<tr>
<td>5. Tolerance: Tolerance is respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human.</td>
<td></td>
</tr>
</tbody>
</table>

For more on the guiding principles of the HRCRT Policy, see Appendix 5.
2. Human rights

The previous section presented examples of what UNRWA schools have done in the past to create and sustain a culture of human rights and what UNRWA’s vision of human rights, conflict resolution, and tolerance (HRCRT) education aims to achieve in the future. In order to fully understand what this vision means, it is important to examine some basic human rights concepts. These are explored in the section below.

2.1 Understanding human rights

Human rights are basic entitlements all people have simply by virtue of being human. Human rights are what people need to live a life of dignity. Human rights have many characteristics:

- Human rights are **universal**, meaning everyone has them, no matter who they are or where they are from.
- Human rights are based on **equality**, meaning everyone holds them equally. No one should suffer discrimination based on race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status as established by human rights standards. The meaning of “other status” has evolved over time and it is now widely agreed that grounds such as disability, age, gender identity, ethnicity and geographical origin are included in this definition.
- Human rights are **indivisible**, meaning there are no rights that are considered “more” or “less” important than others.
- Human rights are **inalienable**, meaning a person cannot lose a right or a right cannot be taken away from a person.
- Human rights are **interdependent**, meaning they depend on each other. For example, if a child does not have enough food to eat (the right to food), then he or she will have a difficult time learning in school (the right to education).
- Human rights go hand in hand with **responsibilities**. A person has rights but also has the responsibility to respect other peoples’ rights too.

Human rights are often associated with the Universal Declaration of Human Rights (UDHR), a document that was adopted by the United Nations in 1948. However, human rights have a history that encompasses cultures from around the world. Human rights have their basis in peoples’ shared values to care for each other, to respect one another, to live in dignity, to live peacefully and to make sure that each one of us can realise our full potential as human beings.

Human rights written in laws have a long history. Some examples include the Code of Hammurabi of Babylonia (Iraq, approximately 1780 B.C.E.), the Magna Carta (England, 1215), the Declaration on the Rights of Man and the Citizen (France, 1789), and the Declaration of Independence, Constitution and Bill of Rights of the United States of America (1791).
The Universal Declaration of Human Rights came at a time during world history when the nations of the world vowed not to repeat the atrocities of World War II. The newly created United Nations established a Commission on Human Rights. This Commission then created a UDHR drafting committee consisting of members of the Commission from eight countries (Lebanon, Union of Soviet Socialist Republics [USSR], United States, China, France, Chile, Canada, and Australia). The drafting committee finalised the UDHR, which was adopted by the UN General Assembly December 10 1948. This date is also celebrated as International Human Rights Day around the world.

The UDHR is widely recognised as a cornerstone of contemporary human rights. It is a declaration, and as such is not legally binding for states, unlike a convention or covenant. (See the Q&A Box 4 for definitions of these terms.) However, the UDHR has become a universally accepted document since its adoption by the United Nations and it is considered by many to be a common standard for achieving human rights for all.

The UDHR contains a preamble and 30 articles. The articles guarantee civil, political, economic, social, and cultural rights. The first two articles lay the foundation for all rights. Article 1 states that all human beings are born free in equality and dignity. Article 2 entitles all human beings to all the rights in the UDHR, without discrimination of any kind. Some of the other articles are on specific rights, such as:

- The right to life (Art. 3)
- The right to a fair trial (Art. 11)
- The right to privacy (Art. 12)
- The right to a found a family (Art. 16)
- The right to freedom of thought, conscience and religion (Art. 18)
- The right to freedom of expression (Art. 19)
- The right to work (Art. 23)
- The right to rest and leisure (Art. 24)
- The right to education (Art. 26)
2 Question and answer:
How is the UDHR structured?

The structure of the UDHR is as follows:

- Articles 1 and 2 lay the foundation of the UDHR with a list of principles such as liberty, equality, and dignity.
- Articles 3 to 11 focus on individual rights, such as the right to life.
- Articles 12 to 17 focus on the rights of the individual in civil and political society.
- Articles 18 to 21 focus on religious, public and political freedoms.
- Articles 22 to 27 focus on economic and social rights.
- Articles 28 to 30 focus in part on the responsibilities people have to society.

See Appendix 1 for a plain language version of the UDHR.

There are two important aspects about human rights as written in international law:

- First, because human rights are codified into laws, it means that governments have legal obligations to realise these rights. For example, the right to free primary education is explained in the UDHR Article 26: “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.” This means that governments have the obligation to provide their citizens with access to affordable, quality, acceptable education. In the case of UNRWA schools, UNRWA is assuming the obligation to provide education.
- The second aspect worth noting about human rights is that, because they are written in laws, human rights can be legally claimed by people. In other words, people can try to claim their rights through courts, human rights commissions, or other legal means.

3 Question and answer:

Why does a teacher need to know about human rights in international law?

When a human right is codified into international law, it is defined according to human rights principles that apply to all rights. In the case of the right to education mentioned above, the right is further defined according to many characteristics. These characteristics help explain what the right means. For example, realising the right to education means that governments must make schools accessible to everyone. The accessibility of a school is defined according to three characteristics:

- A school must be accessible to all, in other words, there should be no discrimination preventing anyone from attending school.
- A school must be physically accessible, in other words students must be able to reach the school without difficulties.
- Attending school must be economically accessible, in other words parents must be able to afford to send their children to school.

There are other standards for education that are defined in international law, such as the quality of the education children receive. Because the standards for education set in international law guide the structure and operation of UNRWA schools, it is useful for a teacher to learn about these standards.
2.2 The international human rights system

Since the adoption of the UDHR by the United Nations in 1948, human rights have become globally recognised as a shared ideal. The basis for promoting and encouraging human rights is found not only in the UDHR, but in other human rights texts as well, commonly called treaties. While the UDHR is a starting point for human rights, there is a growing body of international human rights law that is being developed. Several other human rights instruments have been written to reflect the global community’s growing understanding of human rights. For example, there are specific human rights instruments that help realise the rights of women (the Convention on the Elimination of all forms of Discrimination Against Women, CEDAW) and children (the Convention on the Rights of the Child, CRC, explained in Part 1, Section 2.3).

These human rights treaties list a range of rights, including civil and political rights (such as the right to vote or the right to a fair trial), and economic, social and cultural rights (such as the rights to work, education, and to participate in cultural life). Civil and political rights are enshrined in the International Covenant on Civil and Political Rights. Economic, social and cultural rights are enshrined in the International Covenant on Economic, Social and Cultural Rights. When states ratify these documents they are agreeing to uphold the rights described in them. Once ratification takes place, a government sends reports to the United Nations on its progress in realising the rights for a specific human rights treaty. Each treaty has its own monitoring body that assesses a state’s compliance to the treaty. A treaty monitoring body consists of a committee of experts that meets regularly. For example, in the case of the Convention on the Rights of the Child, states must submit an initial report to the Committee on the Rights of the Child two years after ratification, then submit a report every five years.

Established on the basis of the United Nations Charter, UNRWA is part of the United Nations and a subsidiary organ of the General Assembly. As a United Nations Agency, UNRWA is bound to adhere to the United Nations’ purposes and principles set out in the UN Charter. Because UNRWA is part of the UN General Assembly and the Assembly has adopted these documents and others, UNRWA’s approach to education is very much informed by the rights enshrined in them.

4 Question and answer:

What are some common terms in international human rights law?

There are many terms used to explain human rights law, below are a few mentioned in the Toolkit.

- **Convention**: A binding agreement between states and used synonymously with treaty or covenant. Once states have ratified a convention, they agree to the rights and obligations set forth in the convention. A convention is stronger than a declaration because states can ratify it.

- **Covenant**: Used synonymously with convention or treaty.

- **Declaration**: A declaration is a document stating agreed upon principles and standards but which is not legally binding. The UDHR is a declaration.

- **Ratification**: Process by which a state signs on to a treaty and thereby is bound by that treaty.

- **Reservation**: An exception to a treaty’s article made by a state.

- **Treaty**: Formal agreement between states that describes duties and obligations. Used synonymously with convention or covenant.
5 Question and answer:

Is there an international human rights document on human rights education?

Yes there is. One of the more recent developments in international human rights has been the adoption by the UN General Assembly in December 2011 of the Declaration on Human Rights Education and Training. It is presently a declaration and as such not legally binding, but it nonetheless reflects the significance that is accorded to the right to human rights education as being recognised as a human right.


2.3 Children’s rights

The UN Convention on the Rights of the Child (CRC) is a human rights treaty that enshrines children’s rights in international human rights law. The UN General Assembly adopted the CRC in 1989 after ten years of deliberation among member states and it remains the treaty with the most ratifications and least reservations. The CRC is especially relevant to children, their parents or legal guardians, and adults who work with children, such as teachers.

The CRC defines a child as any person under the age of eighteen. The child is a “rights-holder” just like an adult, so they have rights that are guaranteed under law. These rights are:

- **Civil and political rights.** For example, children must be treated fairly under the law.
- **Social, economic and cultural rights.** For example, children have the right to education, the right to food, shelter, and access to medical care.
- **Protection rights.** For example, children are protected against abuse and exploitation.
6 Question and answer:
How does a teacher educate students about the Convention on the Rights of the Child?

The Convention on the Rights of the Child is written in an accessible language. Nonetheless, there are “child-friendly” version of the CRC written in simple language (see Appendix 2) to make the document even more accessible.

How a teacher educates students about the CRC depends on a number of factors including the children's ages and their existing knowledge of rights. In many instances, enabling children to express the things that are important to them in life is a simple way to address the rights in the CRC. If children identify living in a home, eating and drinking well, going to school, and practising their religion as important to them, a teacher can readily make links between these things and rights enshrined in the CRC. That way the CRC is not taught as something “new” but rather a reflection of things children already know and care about.

The activities in Part 2 of the Toolkit offer examples of introducing children's rights. In particular, see Activity 4: Introducing Children’s Rights.

There are four guiding principles that underpin the CRC. These are:

- **Non-discrimination**: all the rights guaranteed by the CRC must be available to all children without discrimination of any kind (Article 2).
- **The best interests of the child**: the best interests of the child must be a primary consideration in all actions concerning children (Article 3).
- **The rights to life, survival and development**: every child has the right to life, survival and development (Article 6).
- **Respect the views of the child (participation)**: the child’s view must be considered and taken into account in all matters affecting him or her (Article 12). This means that children are active participants in decisions that affect them.

7 Question and answer:
What is a “guiding principle”?

The Convention on the Rights of the Child has four guiding principles. This means that the principles apply to all actions concerning children.

For example, with the right to education (Art. 28 of the CRC), all children should have access to education without discrimination; the type of education they receive has to be in their best interests; the education should be focused on their development; and their views about their education should be heard and respected.
3. Human rights education

The previous section presented some basic human rights concepts and an introduction to the international human rights system. These elements form the basis upon which to teach children about human rights. However, human rights education is much more than learning about concepts and specific human rights. Human rights education is any form of education that contributes towards a culture of human rights. This section presents what human rights education means.

3.1 Defining human rights education

In its Policy, UNRWA adopts the definition of human rights education described in the World Programme for Human Rights Education (see the Q&A Box 8).

Human rights education is not only learning about human rights, but it is also about learning skills that promote the respect and enjoyment of human rights, as well as the awareness to reflect on and shape personal values, attitudes, and behaviours.

Teacher Tip

The definition of human rights education used in this section is taken from the United Nations’ World Programme for Human Rights Education. This means that you, as an UNRWA teacher, are using the same definition for human rights education that is globally accepted.

This section helps you further understand the theoretical underpinning of the teaching methods and activities presented in Part 2 of the Toolkit.

8 Question and answer:

What is human rights education?

Human rights education is education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:

a. The strengthening of respect for human rights and fundamental freedoms;

b. The full development of the human personality and the sense of its dignity;

c. The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and minorities;

d. The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;

e. The building and maintenance of peace;

f. The promotion of people-centred sustainable development and social justice.

Question and answer:

Does “human rights education” usually include education on conflict resolution and tolerance?

UNRWA’s Programme is on human rights, conflict resolution, and tolerance. Many education Programmes addressing human rights are typically called “human rights education.” In many educational Programmes focusing on human rights, conflict resolution and tolerance are included in the umbrella term “human rights education.”

UNRWA has explicitly added conflict resolution and tolerance as part of its Programme. Teaching children about both these aspects contributes to UNRWA’s vision of violence-free, peaceful schools. In this Toolkit, “human rights education” therefore encompasses teaching human rights as well as teaching skills for conflict resolution and developing attitudes of tolerance.

In 2011, the United Nations General Assembly adopted a landmark declaration that recognises human rights education as a human right. In the General Assembly’s Resolution 66/137 from December 19, it adopted the Declaration on Human Rights Education and Training (see Q&A Box 5). While not a legally binding document at this point, the Declaration provides guidance on what the right to human rights education entails. In Article 2 (2) of the Declaration, human rights education is presented as being education about, through and for human rights:

“Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection. Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners. Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.”

10 Question and answer:

What is the World Programme for Human Rights Education?

Apart from the international human rights treaties mentioned in Part 1, Section 2, there are a number of other human rights standards that explicitly inform UNRWA’s approach to teaching human rights. One such set of standards is the World Programme for Human Rights Education (2005-ongoing) and related Plans of Action (Phases I and II).

The UN General Assembly proclaimed the World Programme for Human Rights Education in December 2004. The World Programme “seeks to promote a common understanding of basic principles and methodologies of human rights education, to provide a concrete framework for action and to strengthen partnerships and cooperation from the international level down to the grass roots.”

The World Programme is structured in consecutive phases. The first phase (2005-ongoing) focuses on human rights education in the primary and secondary school systems. The second phase (2010-2014) focuses on human rights education for higher education and on human rights training Programmes for teachers and educators, civil servants, law enforcement officials and military personnel.


Childhood is the ideal time to learn about human rights, and school is an ideal learning environment. Human rights education for children enables them to:

- Strengthen their self-esteem and respect others.
- Learn to identify and make sense of human rights in everyday life.
- Begin to understand their rights and the rights of others.
- Acquire skills to resolve conflicts when they arise.

Human rights education for children is a gradual process. As such, the process for teaching human rights to students in this Toolkit takes into consideration the developing capacities of children. For example, children of a young age are capable about learning basic values associated with human rights, such as cooperation, sharing, and respect, among others. As children grow older, they strengthen these values and learn increasingly complex concepts and issues related to human rights, such as respect for diversity, international human rights law, and violations of human rights such as torture or genocide.

Teacher Tip

As a teacher, you should be aware of what children in your class have already learned about human rights. Part 2, Section 3 of the Toolkit provides Planning Tools for all teachers and school management to work together to plan human rights education in your school.
3.2 Knowledge, attitudes and values, and skills

In order to strengthen a culture of human rights in UNRWA schools, students should acquire knowledge about human rights as much as they should develop their attitudes, values and skills to put into practice human rights principles. For example, a child may learn the steps required for resolving a conflict with another child (the “knowledge” component), but that child should have the awareness and willingness to recognise and understand the nature of the conflict (which form the child’s attitudes). The child should also have the necessary skills to resolve the conflict peacefully.

Human rights education is facilitated when teachers have the ability to holistically approach a topic and address the development of knowledge and understanding, the shaping of attitudes and values, and the development of practical skills to help children learn, reflect, and practise human rights (see Figure 1).

Figure 1: Knowledge, attitude and values, and skills

[Diagram showing Knowledge, Attitudes and values, and Skills]

11 Question and answer:

Which approach is more common around the world: teaching human rights as a stand-alone subject or integrated in all subjects?

When the World Programme for Human Rights Education was evaluated in 2010, a total of 76 countries reported on their approaches. For the most part, human rights education was integrated across subjects:

“A few countries teach human rights as a stand-alone subject but many integrate human rights as a cross-cutting issue, most often in subjects such as citizenship, civic education and social studies, but also in other disciplines such as law, religion, life skills, ethical and moral education, environment, health and physical education and others.”


3.3 UNRWA teachers and human rights education

Human rights education cuts across all subjects and all grades in schools. Because human rights education helps students learn about human rights and strengthens attitudes and values that promote human rights, it can be taught either as a separate subject in schools or integrated throughout all grades.

There have been different approaches to teaching human rights education in UNRWA schools:

- In some schools, such as those in Gaza, human rights are taught as a separate subject.
- In schools in other Fields, teachers from Grades 4 to 9 have used “enrichment materials.” These enrichment materials contain lesson plans on human rights in the following subjects: Arabic Language, Social Studies, Islamic Education, and English Language. Storybooks and activities have also helped teachers convey human rights values such as respect and equality.

The approach to human rights education in this Toolkit builds upon what UNRWA has done in the past. In April 2012, as the HRCRT Policy was being finalised, UNRWA undertook a review of parts of the Gaza human rights curriculum (Grades 1 to 6) and the enrichment materials for Grades 4 to 9. The enrichment materials were found to require some updating in order to reflect current thinking in human rights education and good practices from around the world. The review noted a large emphasis in the Gaza stand-alone curriculum on life skills and discipline in the early grades. In this respect, the present Toolkit with its human rights themes does not seek to replace the Gaza curriculum but rather offer an approach to integrating human rights in schools that is in line with UNRWA’s Education Reform Strategy and international practice in human rights education, which includes the World Programme for Human Rights Education (see the Q&A Box 10). In this way, the Toolkit will also be of value to UNRWA schools in Gaza.
Do host authority curricula address human rights?

The situation in UNRWA schools is unique because UNRWA is a United Nations Agency providing educational services. However, UNRWA traditionally uses the host curricula and textbooks in its schools in its five Fields of operation. Host authority curricula typically do not place a strong emphasis on human rights education. This Toolkit is to be used by all teachers as a means of enriching curricula that the Fields follow. As such it is a flexible tool.

Teacher’s views on the importance of human rights education

There are many reasons why teaching human rights is a worthwhile component of a child’s development in school. Between 2011 and 2013, the question, “Why teach human rights?” was posed to UNRWA teachers who have been teaching human rights. Here are some of their answers:

• “This is my first year teaching human rights. At school, the students were anxious to learn more about this topic. Once the parliament was formed, students learned how decisions were made at school. The behaviours changed among children dealing with each other. They started realising that their behaviour was positive and others wanted to model them.”

• “There has been positive change at different levels: students, parents, and the local community. We have gained a great deal of trust and self-confidence as teachers. We started seeing a change of behaviour when teaching human rights. Children were waiting for the lessons every day. They are interested, for them it’s joy; it’s recreation. They express their opinions in class. It alleviates tensions between the students in the school. When there is a class, the students wait for the human rights teacher. If there is a problem in any class, they also address the school parliament. Every time I come to class, when I enter there are no children fighting.”

• “In the beginning, I was strongly against teaching the subject of human rights. I gradually started to accept this subject and to adhere to human rights concepts in my practices in the classroom. I also began teaching this subject to my students. After some time I noticed a big change in my students’ behaviours and attitudes. The students developed the ability to identify human rights issues as they relate to different school subjects and also they remind each other of the importance of good behaviour. I am proud when I realise how outspoken and courageous these children have become in defending their rights.”

• “I think it has become imperative to teach human rights in our schools because it improves the students’ behaviour and helps to create a generation capable of bearing their responsibility and advocating their cause before the international community.”

• “Teaching human rights to the students means that the human rights culture will spread from the school to the family and the community at large. Therefore, teaching this subject is necessary as human rights are part of our daily life.”

• “Parents have told us that their children have started to provide guidance for their brothers and sisters at home. This has made parents more convinced of the importance of human rights education.”

• “I believe teaching human rights is a must as it has a direct impact on the individual and the community and on daily life.”

The consensus from UNRWA teachers seems clear: teaching students about human rights creates a stimulating environment in which to learn, it helps the teacher through more participatory teaching methods, it creates a lasting impact on students and their families, and contributes to a growing culture of human rights among all Palestine refugees.

13 Question and answer:

What are some challenges to teaching human rights?

1. **The challenge to learn.** A teacher must have the humility to give up the old paradigm of school, where an “expert” conveys information to those who know next to nothing, the children. Instead of “having all the answers,” the teacher has the skill to shape the learning environment so that children can articulate their own questions, critique their own experience, search for their own answers, and learn from each other. A teacher who is not learning is not educating.

2. **The challenge of the affective.** Human rights are not just academic subjects. Human rights involve feelings, values, and opinions, which must be given at least equal importance if transformative learning is to take place. Teachers need the courage to resist the safe, purely academic approach. Acknowledging the affective also means accepting that unpredictable and sometimes negative and disruptive feelings may be evoked.

3. **The challenge of self-examination.** Everyone carries some discriminatory thoughts, feelings, and attitudes, whether based on race, class, gender, or some other distinction such as political or ideological convictions. A teacher accepts the responsibility of honest, critical self-examination, not denying that she or he holds prejudices, but striving to recognise them and thus to change them.

4. **The challenge of example.** Human rights express a value system. If a teacher’s own behaviour does not reflect these values, nothing he or she says will be credible.

Summary of Part 1

- UNRWA is an organ of the United Nations General Assembly and is mandated to adhere to human rights principles and to ensure that the full development of children in UNRWA schools benefits from a quality learning experience.

- UNRWA developed a Human Rights, Conflict Resolution, and Tolerance (HRCRT) Policy to “take stock” of the human rights work that has been done in UNRWA schools and to adopt a consistent, holistic approach to human rights education in all its schools.

- According to the UN Declaration on the Right to Human Rights Education and Training, a culture of human rights is one in which “everyone is aware of their own rights and responsibilities in respect of the rights of others, and promoting the development of the individual as a responsible member of a free, peaceful, pluralist and inclusive society.”

- Human rights education is a broad term meaning any type of education or training aimed at developing a culture of human rights. It consists of many elements, including the understanding of human rights concepts and principles, the fostering of attitudes and values, and the development of skills. “Human rights education” also includes skills on conflict resolution and developing attitudes of tolerance.

- Human rights have many characteristics, including: universal (everyone has them), equal (everyone holds them equally without discrimination), indivisible (meaning no rights are more or less important than others), inalienable (meaning rights cannot be taken away from a person), interdependent (meaning rights depend on each other), and linked to responsibilities.

- The Universal Declaration of Human Rights (UDHR) is the cornerstone of contemporary human rights. It was adopted by the United Nations on December 10 1948, the day currently celebrated as International Human Rights Day.

- The nature of human rights is such that, when codified into laws, 1) imply government obligations, and 2) provide a legal means of claiming rights (for example, through courts).

- There are a growing number of international human rights instruments. Of particular relevance to teachers is the Convention on the Rights of the Child, adopted in 1989.

- Rights are typically categorised as civil, political, economic, social, and cultural.

- The Convention on the Rights of the Child has four guiding principles, meaning these principles should guide all actions towards children. They are: non-discrimination, the best interests of the child, the rights to life, survival and development, and to respect the views of the child.

- UNRWA teachers who have taught human rights say it creates a stimulating learning environment, promotes more participatory teaching methods, creates a lasting impact on students and their families, and contributes to a growing culture of human rights among all Palestine refugees.
Part 2:
HRCRT in Schools

Part 2 contains five sections:

Section 1: presents the Toolkit’s seven human rights themes.
Section 2: presents the educational approach of the Toolkit.
Section 3: includes Planning Tools to assist teachers and school management in planning HRCRT activities in schools.
Section 4: contains teaching methods, tools, and activities for integrating HRCRT in schools.
Section 5: is on evaluating the HRCRT Programme.

2nd Place in the 2013 UNRWA Human Rights Poster Design Competition, Mohammad Afana from Rafah New Boys Preparatory School in Gaza.
1. Human rights themes in the Toolkit

When the HRCRT Policy was being developed, a number of UNRWA students, Head Teachers, Education Specialists, teachers and other staff were consulted on what would make the HRCRT Programme more relevant and in line with UNRWA’s Education Reform Strategy. The consensus was to relate the HRCRT Programme to the lives of the children and enable them to further contribute positively to the development of their society and the global community. This meant reaffirming characteristics of UNRWA schools such as a climate of respect, equality, participation, and an ability to resolve conflicts. It also meant placing a greater emphasis on aspects such as the importance of forging strong links with the community.

This consultation led to the identification of seven themes that are fundamental to the development of Palestine refugee students. These Toolkit themes form the basis of the activities presented in Part 2, Section 4.3.

The seven Toolkit themes are:

- General human rights
- Participation
- Diversity
- Equality and non-discrimination
- Respect
- Conflict resolution
- Community links

Taken as a whole, the Toolkit themes contribute towards UNRWA’s HRCRT vision (see Table 1 in Part 1, Section 1). The Toolkit themes contribute to a child’s overall development throughout his or her education; in other words, each theme is addressed every year throughout a child’s schooling from Grade 1 to Grade 9. The way in which a teacher addresses a particular theme depends on the grade level. For example, under the theme of “General human rights,” children in Grades 1 to 3 learn some basic rights such as the right to education or the right to express their opinion. By the time children are in Grade 9, they can learn more in-depth about the international human rights system and rights of specific groups such as women, migrant workers, the elderly or indigenous peoples. The same process applies to all themes: as children grow older, they learn increasingly complex concepts related to each theme.

The Toolkit themes are interrelated. Therefore if a teacher chooses to address one theme during a particular lesson, other themes can also be addressed. For example, if a teacher wants to focus on peaceful conflict resolution between students in the classroom (the Conflict resolution theme), then related themes of Respect and Equality and non-discrimination can also be raised.
Teacher Tip
The seven Toolkit themes are interrelated; there is no theme that is more or less important than another.
1.1 General human rights

This theme highlights the importance of learning about specific rights as they apply to children in their lives. The main references for teachers in this respect are the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC). The approach to teaching these rights takes into consideration children’s ability to learn based on their level of development. The texts of the UDHR and the CRC are presented in simple language in the appendices; these are the versions of the documents that should be used most of the time, except perhaps with older children (who may read the full versions of the texts).

As part of this theme, younger children (Grades 1 to 3) relate aspects of their lives to some basic human rights. For example, they explore the right to education, to food and water, to safety and security, and so on. Children in these grades, along with older children (from Grade 4 and above), learn about human rights texts such as the UDHR and the CRC. Older children reflect on historical events that have shaped the human rights of Palestine refugees. They can also learn about human rights in a globalised world, including historical events (Grades 7 to 9).

The historical context of Palestine refugees necessitates teachers and school management to be very sensitive about the way certain historical events are taught to students. It is important to keep in mind that the Toolkit is primarily about human rights education, not history. Choosing which human rights topics to address in class should be a part of a planning process between school management and teachers (see Part 2, Section 3 for the Planning Tools) with the support of Education Specialists and other UNRWA staff at the Field level. If there are human rights topics that need to be addressed sensitively, teachers and school management have to carefully consider their options and seek to communicate their intentions to the parents of the children as well. Remember, the vision of the HRCRT Programme is to positively contribute to a culture of human rights!

Teacher Tip

See Appendix 1 for a simple language version of the UDHR.

See Appendix 2 for a simple language versions of the CRC.

Remember, learning about human rights documents like the UDHR and the CRC is easier for children if they can link the rights in these documents with their experiences.
1.2 Participation

Participation is a guiding principle of both the CRC and UNRWA’s HRCRT Programme. As such, participation is an integral aspect of all teaching and learning inside and outside the classroom. The CRC identifies several ways in which participation of children is valued:

- The right to express their views (Art. 12).
- Freedom of expression (Art. 13).
- Freedom of thought, conscience and religion (Art. 14).
- Freedom of association (Art. 15).
- The right to access to information (Art. 17).
- The right to participate in cultural life (Art. 31).

These ways of valuing participation are specifically highlighted in some of the activities in Part 2, Section 4.3 but are generally present in all activities.

While there are many forms of participation, there are also varying degrees of participation. A common tool to gauge the degree of participation of children is the “ladder of participation.” There are numerous versions of this type of ladder. Generally speaking, the lower rungs of the ladder identify ways children participate which may seem participatory but in fact are not. The higher rungs on the ladder represent a greater degree of participation among children. The ladder of participation in Figure 3 is a guide for determining the degree of participation that children experience in decisions related to the overall school environment and their engagement with their community. In Part 2, Section 4.1, a number of teaching methods are presented to illustrate how participation among children can be fostered in the classroom.

Teacher Tip
Think about your own classroom: what degree of participation do the children have? Share your thoughts with other teachers as well and see how you can increase the degree of student participation in your class. The teaching methods in Part 2, Section 4.1 offer examples of how to do this.
Figure 3: Ladder of participation

Examples

1. Child-initiated, shared decisions with adults
   - Children identify a problem in their school, initiate a project to solve it and convince adults to run it.

2. Child-initiated and directed
   - Children produce their own school newspaper or radio programme.

3. Adult-initiated, shared decisions with children
   - Children are asked to participate in planning a playground.

4. Consulted and informed
   - Children are consulted by a city municipal official about a certain question; their opinions are taken seriously.

5. Assigned but informed
   - A group of children is organised to do community work but they are informed of its purpose and feel ownership of the issue.

6. Tokenism
   - Articulate children are selected to sit on a discussion panel with no substantive preparation and no consultation with their peers.

7. Decoration
   - Children sing and dance at an event but have little idea of what it is all about.

8. Manipulation
   - Children are organised to participate in political demonstration carrying political placards.

1.3 Diversity

Valuing diversity means appreciating the differences among us that make us unique. Teaching about diversity is to teach children to critically reflect on their own culture, beliefs and values, and to learn about other cultures from around the world. When teaching about diversity, it is important to stress that being “different” (from a different culture, race, religion, physical or mental disability, etc.) should not be associated with negative perceptions. Celebrating and appreciating differences are strengths of understanding diversity.

Valuing diversity is a key aspect of strengthening a culture of human rights. It is necessary in achieving tolerance. This theme relies very much on an appreciation and fostering of positive attitudes, behaviours, and values. For a teacher, being able to effectively evaluate the degree to which children learn about diversity is not easy. There are suggestions in each of the activities on diversity in Part 2, Section 4.3 on evaluation and follow-up measures.

13 Question and answer:

What is tolerance?

UNESCO’s Declaration on Principles of Tolerance (1995) defines the meaning of tolerance. As a declaration, the text is not legally binding but it is useful as a guide. Article 1 of the declaration defines the meaning of tolerance. UNRWA has adopted its definition of tolerance from the declaration:

“Tolerance is respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty; it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace. Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others.”

What ISN’T tolerance?

In Article 1 of the Declaration on the Principles of Tolerance there is also an explanation of what tolerance isn’t:

“Consistent with respect for human rights, the practice of tolerance does not mean toleration of social injustice or the abandonment or weakening of one’s convictions. It means that one is free to adhere to one’s own convictions and accepts that others adhere to theirs. It means accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behaviour and values, have the right to live in peace and to be as they are. It also means that one’s views are not to be imposed on others.”

1.4 Equality and non-discrimination

To discriminate against someone is to exclude that person from the full enjoyment of their political, civic, economic, social or cultural rights. While there is no single, universally accepted definition of discrimination, there are nonetheless some common elements from existing definitions in international human rights law:

- A variety of factors may cause discrimination based on a variety of factors. UNRWA’s HRCRT Policy identifies the causes for discrimination (also see the guiding principles in Appendix 5): “All individuals are equal as human beings and by virtue of the inherent dignity of each person. No one should therefore suffer discrimination on the basis of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status as established by human rights standards. The meaning of ‘other status’ has evolved over time and it is now widely agreed that grounds such as disability, age, gender identity, ethnicity and geographical origin are included in this definition.”

- There are actions that qualify as discrimination. These actions can range from violations of human rights such as genocide, slavery, religious prosecution, or more subtle actions such as verbal abuse or, among children, bullying.

- There are consequences that can prevent individuals from exercising their rights. Examples of this include prejudice and racist attitudes.

Equality and non-discrimination attempt to eliminate the causes, actions and consequences of discrimination. Equality and non-discrimination have sometimes been compared to being “two sides of the same coin.”

Equality represents the “positive” perspective (everyone is equal in dignity and rights) while non-discrimination is the “negative” perspective (no one should discriminate).

1.5 Respect

Respect is a term that has different dimensions in UNRWA schools. For children in school, respect means:

- To treat other children, teachers and other school staff with dignity, and to be treated with respect in return.
- To care for personal property (such as a child’s own possessions and possessions of other children) and school property (such as desks, chairs, and school grounds).
- To be considerate of the opinions, beliefs, values, and feelings of others.

On a practical level, ensuring respect among all persons in a school also helps improve discipline. In so doing, learning to respect each other recognises appropriate behaviours, helps address negative behaviours (such as bullying or fighting), and encourages the promotion of self-esteem and self-discipline.
1.6 Conflict resolution

For the purposes of this Toolkit, a conflict is any form of dispute or disagreement between two parties (usually two people) about an issue. For the most part, the type of conflict resolution addressed in the Toolkit is geared towards solving conflicts that arise between children at school.

Conflict is part of everyday life and should not always be perceived as negative. The Toolkit presents a four-step process to conflict resolution that can be adapted to children of different ages (see Table 2). These four stages are:

1. **Calm down.** The first step is for a child to realise that there is a problem and to find his or her own way to calm down.

2. **Identify the problem and talk about it.** The second step is for both parties (such as two children, two groups of children, or a child and a teacher) to agree to work together to identify and focus on the problem.

3. **Explore possible solutions.** The third step is to look at the different possible solutions together and to find the one solution that is most acceptable to both parties. In most cases, both parties compromise a little.

4. **Agree on one solution.** The fourth and final step is to agree on a solution and to see that it gets acted out.

**Teacher Tip**

Your school may have its own framework for conflict resolution. If this is the case, try to find the similarities between your existing framework and the four-step framework presented here and use what is best for you!

**Activity 7: Peace Book** focuses on conflict resolution, as do a few other activities in Part 2, Section 4.3.

**Teacher Tip**

Table 2 presents the four-step framework for conflict resolution with suggested questions that can be asked by those experiencing conflict. The questions are divided according to grades. This way, older children can ask themselves more challenging questions to help to resolve their conflicts. Consider writing the four steps on a large piece of paper and displaying it on a classroom wall as a reminder for everyone to follow the steps if conflicts arise.

Peaceful conflict resolution has been an integral part of UNRWA’s HRCRT Programme since the beginning. A number of school parliaments in all Fields have focused on conflict resolution through, for example, peer mediation groups. The activities in the Toolkit help address conflicts in class but the framework is equally applicable for other types of conflicts that may arise in school, with children’s friends or families.
## Table 2: Four-step process for conflict resolution

<table>
<thead>
<tr>
<th>Step</th>
<th>Things to do / Questions to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Calm Down</strong></td>
<td></td>
</tr>
<tr>
<td>Grades 1 to 3</td>
<td>Take deep breaths! Find ways to calm down.</td>
</tr>
<tr>
<td>Grades 4 to 6</td>
<td>Take deep breaths! Find ways to calm down.</td>
</tr>
<tr>
<td>Grades 7 to 9</td>
<td>Take deep breaths! Find ways to calm down.</td>
</tr>
<tr>
<td><strong>2. Identify the problem and talk about it</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Grades 1 to 3 | • Is this a good time to talk? Can we find a suitable place to talk?  
• What happened from your point of view?  
• What is wrong?  
• What actions and emotions are making it difficult for us to talk?  
• What questions need to be answered so we have all the information we need?  
• What is the problem from your point of view?  
• What do we need to fix?  
• Who else needs to help us find a solution? |
| Grades 4 to 6 | • Can we talk about this?  
• Can you say what happened?  
• How do you feel about what happened?  
• What is the problem from your point of view?  
• What do we need to fix?  
• Can we talk about this?  
• Can you say what happened?  
• How do you feel about what happened? |
| Grades 7 to 9 | • Can we talk about this?  
• Can you say what happened?  
• How do you feel about what happened? |
| **3. Explore possible solutions** | 
| Grades 1 to 3 | • How many solutions can we find?  
• What do you want to see happen?  
• What is most important for each person?  
• What power and resources do each of us have to contribute to a positive solution? |
| Grades 4 to 6 | • How many solutions can we find?  
• What do you want to see happen? |
| Grades 7 to 9 | • How many solutions can we find?  
• What do you want to see happen? |
| **4. Agree on a solution** | 
| Grades 1 to 3 | • Is this solution fair for each person?  
• Is this solution realistic?  
• Would you be happy with this solution?  
• Is this solution long-lasting? |
| Grades 4 to 6 | • Is this solution fair for each person?  
• Is this solution realistic?  
• Would you be happy with this solution? |
| Grades 7 to 9 | • Is this solution fair for each person?  
• Is this solution realistic?  
• Would you be happy with this solution? |
1.7 Community links

Links between UNRWA schools and communities help strengthen children’s learning experiences, create awareness around human rights issues with communities and parents, contribute to shaping students’ role as global citizens, and provide opportunities to further children’s growth and development. The focus of this theme is to make their learning in school as practical as possible while encouraging community members and families to learn more about the education their children receive.

Additionally, part of this theme focuses on the respect and understanding of the environment as an integral part of children’s lives. Students in all Fields already undertake many efforts. For example, students in UNRWA schools have often been engaged in efforts to ensure a clean and safe environment, such as raising awareness for safe water and proper sanitation in schools and having clean outdoor and indoor environments in which to learn and play.

Teacher Tip

Strengthening links with the community gives the chance for community members to share their expertise and experiences with the children.

For example, Activity 17: Let Me Tell You a Story in Part 2, Section 4.3 gives the chance for parents and grandparents to come into class to share their memories of their school years.
2. The educational approach of the Toolkit

As mentioned in Part 1, Section 3.1, the aim of human rights education is to strengthen a culture of human rights throughout UNRWA schools and communities of Palestine refugees. Making this culture a reality means that teachers develop students’ knowledge, attitudes and values, and skills that help towards the enjoyment of all human rights for everyone. This is achieved through the Experience → Reflect → Apply educational approach presented below.

2.1 Experience→Reflect→Apply

When developing an educational approach suitable for the diversity of teachers in all UNRWA Fields, it was important to present an approach that all teachers could easily understand and integrate into their own personal approaches.

The Experience → Reflect → Apply is an educational approach that facilitates participation and has the following characteristics:

• **Experience. Start from what the children know:** The learning process starts from the experiences, knowledge and opinions of the children. Children recognise the conditions and context of their lives and seek to understand their reality in terms of a human rights framework.

• **Reflect. Encourage children to reflect and analyse:** Through participation and discussion, children value the importance of critical thinking and being open to new ideas. Children make sense of what they are learning, question what they already know and believe, and attempt to bridge the gap between what they are learning and how it relates to their lives.

Human rights issues, especially for children whose rights are not fully enjoyed, can create a wide range of opinions, experiences, and understandings. Because of this, the reflection process must enable learning that strengthens self-confidence, the ability to express oneself, and the ability to listen and understand the opinions of others.

• **Apply. Encourage children to apply what they learn:** The learning process encourages actions to facilitate the enjoyment of human rights by promoting practices, attitudes and behaviours that are positive, and seeks to find actions that help reduce and eliminate injustice, discrimination and human rights abuses and violations.
2. The educational approach of the Toolkit

Figure 4: The Toolkit’s educational approach

**Toolkit Educational Approach**

The Experience → Reflect → Apply educational approach is realised through a range of participatory teaching methods presented in Part 2, Section 4.

### 2.2 HRCRT learner competencies

The educational approach of Experience → Reflect → Apply centres on the development of learner competencies (“HRCRT learner competencies”). This approach is consistent with UNRWA’s Education Reform Strategy, which aims to help teachers improve their teaching methods while contributing to the educational development of children.

The HRCRT learner competencies are grouped under three headings: knowledge and understanding; attitudes and values; and skills (see Table 3). Although the competencies are presented individually, the majority are interlinked. The HRCRT learner competencies apply to children’s learning throughout their education from Grades 1 to 9. In other words, children should achieve the entire set of these competencies by the end of Grade 9. This means that the degree to which a child attains a competency depends on their age. There are some HRCRT learner competencies that are more relevant for younger children, some that are more relevant for older children, and finally some competencies that are relevant for all children throughout their education.

<table>
<thead>
<tr>
<th>Group</th>
<th>Learner Competency</th>
</tr>
</thead>
</table>
| 1. Knowledge and understanding  
*The student is aware of/ knows about and understands:* | 1.1 Human rights and their enjoyment by children; participation and inclusion; equality and non-discrimination; accountability; and the evolving capacities and best interest of the child.  
1.2 The history and philosophy of human rights; the Universal Declaration of Human Rights; and the on-going development of human rights in all regions of the world, linked to the human struggle for freedom, equality, justice and dignity.  
1.3 Arguments for the universality of human rights; the indivisibility of rights; the interdependence of rights; and common challenges to these perspectives.  
1.4 Rights in conflict with one another and the challenge to maximise respect for all rights under these circumstances.  
1.5 Individuals and groups – past and present – who contributed and still contribute to the upholding and defence of human rights, in one’s own country, continent or the world (famous as well as unsung).  
1.6 The evolving nature of the human rights framework and international human rights standards elaborated in international and regional instruments, e.g., the UN Convention on the Rights of the Child, which is of special relevance to the school context.  
1.7 The context and causes of human rights violations.  
1.8 Current or historical events in one’s own country, continent or in the world that illustrate major human rights issues, violations or movements. |
| 2. Attitudes and values  
*The student demonstrates:* | 2.1 Respect for oneself and tolerance and respect for others based on the dignity of all persons and their human rights.  
2.2 The belief that one person can make a difference in the world in promoting and protecting human rights.  
2.3 A valuing of and engagement with human rights and justice/injustice themes.  
2.4 Compassion for and solidarity with those suffering human rights violations or those who are the target of attacks resulting from prejudice (especially more vulnerable groups). |
| 3. Skills  
*The student is able to:* | 3.1 Use the human rights framework and principles to resolve interpersonal conflicts; apply knowledge of one’s rights to be assertive in situations when others are denying his/her rights.  
3.2 Take an active part in discussions, debates and controversies related to human rights.  
3.3 Demonstrate confidence, motivation and leadership abilities, as well as skills at building and maintaining collaborative efforts in taking action for human rights in schools and communities.  
3.4 Take an active role in defending, protecting and achieving the human rights of others.  
3.5 Describe historical and contemporary political, legal, economic, cultural and social processes from a human rights perspective and using human rights language.  
3.6 Locate information and sources on human rights relevant to one’s personal and academic needs and interests. |

2. The educational approach of the Toolkit
2.3 The link between the Toolkit themes and the HRCRT learner competencies

The seven Toolkit themes and the HRCRT learner competencies are closely related to each other.

Upon reading this Toolkit, a typical UNRWA teacher, regardless of the grade or subject they teach may ask, “What do I teach about human rights?” The starting point is to look at the seven Toolkit themes presented in Part 2, Section 1. Taken as a whole, the Toolkit themes address the range of human rights issues and values that are important to Palestine refugee students. The Toolkit themes provide the overall guidance for teaching about human rights in the classroom.

When a teacher then asks, “How do I do it?” the HRCRT learner competencies provide the answers on how to develop and achieve human rights knowledge and understanding, attitudes and values, and skills.

Before exploring practical examples of the teacher’s role in working with the Toolkit themes and realising the HRCRT competencies, the next section addresses how the HRCRT Programme can be integrated more broadly into the school’s planning.
3. Planning for HRCRT in schools

This section is for “you” and your school!
This section refers to “your school” because the planning of HRCRT in each school is unique. So when the text refers to “you” it refers to all teachers, Head Teachers, and Education Specialists. You are all in this together!

This section presents the planning process for integrating HRCRT in your school:

- **Section 3.1** describes the training that Head Teachers and Education Specialists provide in schools to all teachers.
- **Section 3.2** describes the steps needed before any HRCRT programming takes place in your school. Consider it a “baseline” where school management and teachers learn about the Programme and assess how your school will benefit from it.
- **Section 3.3** describes the process for properly planning the integration of HRCRT in your school. The section presents a Planning Tool for school management and teachers to assist you in this process.

![Figure 5: HRCRT Planning Tools](image)

Once these steps are complete, your school is ready to move forward with **Part 2, Section 4: Realising HRCRT in schools**. In **Section 4** there is a fourth and final Planning Tool for teachers to help them in their own planning process.

The Toolkit is not a set curriculum for human rights education. Because the context of each UNRWA school is unique, the approach to using and adapting the Toolkit is decided at the school level, where school management and teachers decide what to do in each school.
3. Planning for HRCRT in schools

3.1 Training of all teachers

The process for integrating HRCRT in a school begins with Education Specialists and Head Teachers receiving training on the use of the Toolkit. This is accomplished through training of trainers: a group of Education Specialists and Head Teachers receive initial training on the Toolkit, then they go about providing training to teachers in schools. Because each school is unique, UNRWA has developed different training options to provide teachers the necessary skills to use the Toolkit (for example, teachers may receive a half-day training, a one-day training, or multiple short trainings on the Toolkit). Use Planning Tool 1: Checklist for teacher training on the HRCRT Toolkit to make sure these steps are taken.

Planning Tool 1: Checklist for teacher training on the HRCRT Toolkit

<table>
<thead>
<tr>
<th>Steps in preparation of using HRCRT in school</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Education Specialists and Head Teacher are trained on the HRCRT Toolkit.</td>
<td>✔️</td>
</tr>
<tr>
<td>2. The Education Specialist and Head Teacher provide training to all teachers in your school on the HRCRT Toolkit. Depending on your school’s schedule, teachers may receive a full day of training or shorter training sessions.</td>
<td>✔️</td>
</tr>
<tr>
<td>3. Every teacher is provided with a copy of his or her own HRCRT Toolkit. Due to the large number of UNRWA teachers, this process may be phased over a certain period of time.</td>
<td>✔️</td>
</tr>
<tr>
<td>4. Teachers have sufficient time to read through the Toolkit.</td>
<td>✔️</td>
</tr>
</tbody>
</table>

3.2 Identifying a starting point with a baseline

Once all teachers in your school have been trained on the use of the Toolkit, school management and teachers conduct a baseline of how “rights-based” your school is using Planning Tool 2: Checklist for HRCRT Baseline.

A rights-based school is an environment where students learn, enjoy their rights, respect rights of others and fully participate in school life. This environment is hazard-free, violence free, healthy and accessible to all, thereby ensuring physical and mental safety. The learning environment and all education activities, both inside and outside the classrooms, should be respectful of human rights principles at all times and in all cases.

The checklist below is useful for both school management and teachers. The checklist serves as a guideline to measure how rights-based your school is. School management and teachers should complete the checklist individually, but you should collectively share their results during a staff meeting.
### Planning Tool 2: Checklist for HRCRT baseline

**Instructions:** Read each statement and assign a score to the statement using the key below. Your score should reflect what you believe is the current status of each statement in your school.

<table>
<thead>
<tr>
<th>Key:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>No/Not at all:</td>
<td>0 points</td>
</tr>
<tr>
<td>Rarely:</td>
<td>1 point</td>
</tr>
<tr>
<td>Sometimes:</td>
<td>2 points</td>
</tr>
<tr>
<td>Often:</td>
<td>3 points</td>
</tr>
<tr>
<td>All the time/Completely:</td>
<td>4 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School policies and implementation measures to ensure human rights in the school:</strong></td>
<td></td>
</tr>
<tr>
<td>1. There is a commitment by teachers and management not to resort to violence, sexual abuse, harassment, bullying, and corporal punishment.</td>
<td></td>
</tr>
<tr>
<td>2. There are procedures for resolving conflicts or disputes and dealing with violence, bullying, sexual abuse, harassment and corporal punishment.</td>
<td></td>
</tr>
<tr>
<td>3. There are mechanisms for participation of students in school-related events or activities, including through the formation of democratically elected and sustainable school parliaments.</td>
<td></td>
</tr>
<tr>
<td>4. There are non-discrimination policies protecting all members of the school community, relating to, among others, admissions, scholarships, advancement, promotion, special programmes, eligibility and opportunities.</td>
<td></td>
</tr>
<tr>
<td>5. There is an emphasis on the recognition and celebration of human rights achievements through festivities, awards and prizes throughout the school year.</td>
<td></td>
</tr>
<tr>
<td><strong>Teachers in a rights-based school:</strong></td>
<td></td>
</tr>
<tr>
<td>6. Learn about human rights concepts, principles and values and apply them when interacting with their fellow teachers and students.</td>
<td></td>
</tr>
<tr>
<td>7. Show a sense of belonging to their school community, are proud of their Palestinian identity, and respect and value cultural diversity.</td>
<td></td>
</tr>
<tr>
<td>8. Respect the human dignity of students and colleagues under all circumstances, including zero tolerance to violence, discrimination and corporal punishment.</td>
<td></td>
</tr>
<tr>
<td>9. Encourage free self-expression and exchange of ideas among students and provide participation opportunities for all students.</td>
<td></td>
</tr>
<tr>
<td>10. Work closely with school management to reflect human rights education as an integral component of the education process.</td>
<td></td>
</tr>
<tr>
<td><strong>Students in a rights-based school:</strong></td>
<td></td>
</tr>
<tr>
<td>11. Show a sense of belonging to their school community, are proud of their Palestinian identity, and respect and value cultural diversity.</td>
<td></td>
</tr>
<tr>
<td>12. Are tolerant with diversities, which includes respecting the needs of all students, in-line with the Inclusive Education Policy.</td>
<td></td>
</tr>
<tr>
<td>13. Are respectful of their teachers and the education staff.</td>
<td></td>
</tr>
<tr>
<td>14. Are protective of their school’s physical environment/property.</td>
<td></td>
</tr>
<tr>
<td>15. Do not engage in violent acts and acts of bullying.</td>
<td></td>
</tr>
</tbody>
</table>
A safe and stimulating learning environment:

16. The environment should be obstacle free and accessible to all students and users. Its buildings, facilities (playgrounds, library, computers labs, etc.) and services should be made available in full respect of the Inclusive Education Policy.

17. The environment should be free of violence (including gender-based violence, sexual abuse, harassment, bullying and corporal punishment).

18. The environment should be sufficiently resourced, well accommodated with furniture, computer labs and educational tools and means that are comfortable and safe to use.

19. Schools should be located, where feasible, away from main roads to eliminate or minimise road traffic accidents among students, and to minimise exposure to noise, fumes and exhaust among students and school staff.

20. Schools provide time and space to apply curricular and extra-curricular educational activities, in line with UNRWA policies on the use of UNRWA facilities.

School-community links:

21. School management puts in place communication mechanisms to facilitate the exchange of ideas among the school staff, students, and the surrounding communities.

22. School management ensures that the parent/teacher associations are supported and that parents are actively participating in decisions that promote a human rights culture in their communities.

23. School management and teachers encourage students to carry out extra-curricular human rights projects in the community.

24. School management promotes partnerships with non-governmental organisations, UN agencies and other human rights organisations.

25. School management and teachers actively promote members of local organisations focusing on human rights to speak to students in school.

Total out of 100 points:

Interpreting the score:

- **0 – 24:** Your school needs to take strong steps to become a rights-based school. Identify priority areas beginning with the school policies and opportunities to provide teachers with the knowledge and skills to strengthen human rights-friendly teaching practices in their classrooms. Make sure the school parliament is functioning and that it has planned activities celebrating human rights throughout the year. Refer to Part 2, Section 4.4 Projects for the whole school – school parliament projects for ideas.

- **25 – 49:** Your school is rights-based in some ways, but there are ways to strengthen this. Identify the weakest areas of the baseline and determine a course of action. School policies with effective implementation mechanisms are key; if they are not strong, focus on those that need immediate implementing.

- **50 – 75:** Your school has many characteristics of a rights-based environment, but it still should improve some areas. Identify what those areas are and how they may be strengthened.

- **75 – 100:** Your school is a rights-based school environment, but there may be areas where you see improvement. Seek out the opinions of all teachers, students (including members of the school parliament), and parents to see which areas can be strengthened further.

If possible, school management and teachers should share the results of this baseline with students and parents.
### 3.3 Identifying the priorities and the structure of HRCRT in the school

Once school management and teachers have assessed how rights-based their school is using the previous Planning Tool, you can plan the integration of HRCRT in the school by completing **Planning Tool 3: HRCRT structure in our school**. This Planning Tool is a general tool to ensure the integration of HRCRT in your school and focuses on the priorities based on the results of the baseline. School management and teachers should complete it together, preferably at the start of the year as part of a staff meeting.

#### Planning Tool 3: HRCRT structure in our school

**Instructions:** This form is to be completed by school management and all teachers together after completing the HRCRT baseline in **Planning Tool 2**.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Our Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priorities</strong></td>
<td></td>
</tr>
<tr>
<td>• Based on the results of the Planning Tool 2: Checklist for HRCRT baseline, what are our priorities?</td>
<td></td>
</tr>
<tr>
<td><strong>Sample answers</strong></td>
<td></td>
</tr>
<tr>
<td>• Take time during a staff meeting to remind staff of existing school policies and ask if any changes are required, whether or not they are clearly understood by all, and how well they are implemented.</td>
<td></td>
</tr>
<tr>
<td>• Make sure the relevant policies are written in a way for students to understand them, and if not, develop summaries of the policies and share with students.</td>
<td></td>
</tr>
<tr>
<td>• Teachers have time in their schedules to learn more about human rights education.</td>
<td></td>
</tr>
<tr>
<td>• Parents should be informed through meetings or a newsletter on school policies and how they promote respect for human rights.</td>
<td></td>
</tr>
</tbody>
</table>
### Questions

#### Structure

- What structure do we need in place to support the Programme?
- Will there be an HRCRT Committee? If yes, who are the members?
- Will there be one teacher or more teachers responsible for overseeing the HRCRT Programme?
- What will their responsibilities be?

#### Sample answers

- The teacher responsible for assisting the school parliament is assigned as an HRCRT focal person.
- An HRCRT Committee is formed consisting of the HRCRT focal person, Head Teacher, and perhaps two other teachers who teach subjects such as Arabic Language or Social Studies.

### Questions

#### Resources

- What resources are required to make sure the integration of HRCRT is successful?

#### Sample answers

- Materials as required by some activities.
- Printing of teachers’ HRCRT plans to share with all teachers (see Planning Tool 4 in Part 2, Section 4.2).
- Resources for inviting guest speakers to classes to discuss human rights.
- Resources to invite parents to participate in activities.
This section contains teaching methods, tools, and activities for integrating HRCRT in schools. It contains four subsections:

- **Section 4.1** presents teaching methods for all teachers to make the subjects they teach human rights-friendly.
- **Section 4.2** provides a framework for enhancing school subjects.
- **Section 4.3** presents HRCRT classroom activities.
- **Section 4.4** presents HRCRT projects for the whole school.

Realising HRCRT in schools implies a shared commitment among school management and teachers to enable the children to develop the HRCRT learner competencies. This takes place when teachers strengthen their teaching methods to increase participation in the classroom, take deliberate steps to enhance their curriculum to make it more human rights friendly, and practise specific Toolkit activities that relate to the seven Toolkit themes. The HRCRT learner competencies are further strengthened by school-wide activities related to the seven Toolkit themes. All of these aspects together contribute to the strengthening of a culture of human rights in school (see Figure 6).

**Figure 6: Realising HRCRT in schools**
4. Realising HRCRT in schools

4.1 Teaching methods

For children to achieve the HRCRT learner competencies, teachers are encouraged to improve and practise teaching methods that encourage children to learn, experience, and experiment. This requires a participatory approach where children are active learners in the classroom. For a teacher, a participatory approach is more than making sure children raise their hands when asked to speak or to provide answers when told. A participatory approach shifts the traditional role of the teacher as someone who “imparts” information to someone who “facilitates” children’s learning.

Teachers also have a role in developing critical thinking skills of children with respect to human rights issues. Because human rights issues can sometimes be challenging or controversial (such as the promotion of gender equality in societies where women are discriminated against), the teacher has a role to encourage children into expressing their opinions and to learn to appreciate differences of opinions in others. It will be difficult for a teacher to guide children towards a “right” answer when addressing some human rights issues; what is more important is to enable the expression of opinions, to appreciate (not to necessarily agree with) other viewpoints, and to enable children to explore together possible solutions to human rights issues presented.

The participatory teaching methods presented in Table 4 are meant to be applicable for most classroom situations; some of the methods described are more oriented towards younger or older students. Common aspects of all the methods presented are that they promote participation, communication, respect for other opinions, and a learning environment where children can feel safe to express their opinions and learn together. All the methods support the Experience → Reflect → Apply educational approach of the Toolkit.

It is ultimately up to you, the teacher, to choose which method is most suitable for a specific lesson or part of a lesson. Each method is described in detail below along with suggestions when to use the method.

For further information on these methods, please refer to Compass: Manual for Human Rights Education with Young People, Council of Europe (2012) and Richard Pierre Claude, Methodologies for Human Rights Education (available online at http://www.pdhre.org/materials/methodologies.html).
## Table 4: Teaching methods

### Group work

<table>
<thead>
<tr>
<th>Description</th>
<th>When to use it</th>
</tr>
</thead>
</table>
| Group work is at the heart of many activities described in the Toolkit and can be used regularly in the classroom. Group work enables children to:  
  - Share their experiences and opinions.  
  - Develop communication skills.  
  - Foster cooperation.  
  - Strengthen participation.  
  Children discuss well in small groups when they have a specific task assigned to them. Some examples of group work are:  
  - To search through newspapers to identify stories related to human rights.  
  - To work collaboratively on writing a story or creating a poster about an issue related to human rights.  
  - To create an interview questionnaire for meeting representatives from a local NGO working on women’s rights.  
  As a teacher, you can guide group work in a number of ways:  
  - Assign students to specific groups. When doing so, you should make sure that each group is “balanced” so that there is as much participation as possible from everyone.  
  - Encourage students within each group to have a particular role: you may want to assign specific roles within each group, such as timekeeper, a leader (who coordinates ideas and makes sure all students speak), or a reporter if one is required (for example, to report back the group’s work to the whole class).  
  - Make sure that the task for each group is explained clearly and everyone understands.  
  - Indicate the amount of time to complete the task in the group.  
  - Explain the process after the group work. This can be group presentations from each group, or a large group discussion, for example. | Group work is an effective method for promoting participation. Group work can be used when children are assigned a task. With younger children, you need to recognise that group work should be explained very clearly and be completed in a limited amount of time. It can also be time consuming to prepare group work, because it may involve you and the children rearranging the desks and chairs in the classroom and putting them back in order by the end of the lesson.  
  Once group work is completed, it is usually a good idea to bring all the children back together as a large group to discuss the results of their group work. |
### Brainstorming

<table>
<thead>
<tr>
<th>Description</th>
<th>When to use it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming is a process whereby all ideas or opinions on an issue are expressed and noted, without excluding any and without prioritising any.</td>
<td>As long as the rules for brainstorming are clear for everyone, it is a method that can be used for children of all grades. Brainstorming is also effective in making children realise that all opinions are valid and worth listening to. Brainstorming is useful when you want to raise the energy level of children in the classroom if they are tired; it can also be effective as a means to release energy if children are excited.</td>
</tr>
<tr>
<td>How to brainstorm (adapted from Compass – Manual on Human Rights Education with Young People): 1. Decide on the issue you want to brainstorm and formulate it into a simple question or statement. 2. Write the question on the chalkboard or a large piece of paper. 3. Ask children to contribute their ideas. Write down each idea. If the same idea is expressed more than once, put a checkmark next to that idea. 4. Stop the brainstorming when there are little or no more ideas. 5. Go through the suggestions and invite comments. 6. Sum up the discussion.</td>
<td></td>
</tr>
<tr>
<td>Rules of brainstorming: 1. Write down every new idea. 2. No one should make comments on any idea. 3. Discourage repetition. 4. Encourage everyone to contribute. 5. Only give your ideas if absolutely necessary or to encourage the group. 6. If an idea is unclear, ask for clarification.</td>
<td></td>
</tr>
</tbody>
</table>

### Discussion activities

<table>
<thead>
<tr>
<th>Description</th>
<th>When to use it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion is a core technique in human rights education. Discussions enable the sharing of ideas, foster critical thinking, promote self-confidence, and strengthen empathy and active participation among children. Many of the discussion activities described below can typically take a few minutes up to an entire class period, and also may require rearranging the classroom setting by moving desks and chairs. Because of this, a teacher should carefully think of the amount of time required to prepare these activities in advance.</td>
<td></td>
</tr>
</tbody>
</table>
### Discussion activities (continued)

<table>
<thead>
<tr>
<th>Description</th>
<th>When to use it</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Buzz groups:</strong> To create buzz groups, ask children to sit in pairs or small groups and answer the question or questions asked. After a few minutes, regroup the children and ask a few of them to share some of the things they said. The atmosphere in the classroom will soon be “buzzing” with many children talking.</td>
<td>This is a useful technique if you ask the entire class a question but no one is willing to speak up.</td>
</tr>
<tr>
<td><strong>Statements:</strong> A statements activity enables children to express an opinion without having to justify it. Prepare a set of statements on a topic to discuss in class (for example, see Activity 29: Where Do You Stand?) and make two signs (“I agree” and “I disagree”) and place them in the classroom at opposite ends. Read each statement and have children place themselves next to the sign that best reflects their opinion, or somewhere in the middle if they are unsure. To make the discussion more engaging, ask for a few volunteers to explain why they chose to place themselves where they are. After hearing a few viewpoints, you could ask children whether or not they have changed their opinion and if they want to reposition themselves. The number of statements does not need to be limited to two. Activity 26: Bullying Scenes has four statements to choose from.</td>
<td>This is a good method to use when wanting to explore a topic in depth with the children by enabling each one of them to express their own opinions. It is important at the beginning of the activity to tell children that their own opinions are important and others should not influence them. It is a method that can be used when willing to explore a sensitive issue together, for example gender roles at home or in the community. The method requires a fair amount of space, so desks and chairs may have to be rearranged in the classroom. Otherwise, consider doing it in the schoolyard.</td>
</tr>
<tr>
<td><strong>Fishbowl:</strong> This technique is particularly interesting for older children who are eager to express their opinions together without the teacher leading the discussion. Choose between four and six children to sit in a circle in the middle of the classroom. Give the children the chance to discuss a topic, for example “How are the roles and responsibilities of boys and girls different at home? ” These children act as the “fish” in the fishbowl, while the remaining students sit around them and listen and look into the “fishbowl.” After a few minutes, select another group to take their place and express their opinions.</td>
<td>This is a good method to use for children who are in older grades (6 and up) and who can explore different, sometimes opposing sides of an issue. This method requires rearranging the desks and chairs, so make sure there is enough time for this during the lesson.</td>
</tr>
</tbody>
</table>
### Table 4: Teaching methods (continued)

#### Discussion activities (continued)

<table>
<thead>
<tr>
<th>Description</th>
<th>When to use it</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussions in small groups:</strong> Small discussion groups are a great way to increase the participation of all children, including those who normally may be quiet or shy in large group discussions. Discussions in small groups can be structured along the same lines as the examples in “Group work” above, or can simply be the opportunity for a few children to group together to discuss an issue or respond to a question. Typically, groups varying between three and six children work best in classrooms.</td>
<td>This method can be used in many circumstances without much preparation. The important consideration for you is to keep children focused and on task in a small group discussion, and to make sure that all children get the chance to speak (and that others do not dominate the discussion).</td>
</tr>
<tr>
<td><strong>Debates:</strong> There are many forms of debates, but the simplest form for older children is to have an issue to debate and divide children into two groups, one advocating for the issue (“pro”) and the other group advocating against the issue (“con”). Some general steps to follow in a debate:</td>
<td>For a debate to be effective, children should have time to work in small groups and prepare their arguments or understanding of the issue to debate. You may want to take two lessons for a debate: the first to prepare the children and the second one for the debate and discussion afterwards.</td>
</tr>
<tr>
<td>• Present the issue to all children. For example, “A woman’s place is in the home,” or “Children’s opinions should be heard more in political spaces.”</td>
<td>Debates can be useful starting points to engage children into identifying concrete actions within the community. For example, a debate issue can be “Our community does not have access to clean drinking water.” The results of the debate could push students to approach municipal officials to help improve access to water.</td>
</tr>
<tr>
<td>• Divide the children into two groups and assign one group to defend the statement and the other to refute it.</td>
<td></td>
</tr>
<tr>
<td>• Provide, if possible, materials to help shape and support their viewpoints, such as newspaper articles or human rights instruments.</td>
<td></td>
</tr>
<tr>
<td>• Allow each group to present opening arguments, and then let the debate continue for a set period of time.</td>
<td></td>
</tr>
<tr>
<td>• Have each group close the debate with concluding statements.</td>
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</tr>
</tbody>
</table>
Drama is an effective technique to address human rights issues because it enables children to act out emotions and ideas they may not feel comfortable expressing as themselves but can when playing actors in a scene.

As one teacher from Gaza notes: “Human rights are about values, while other subjects are about academic achievement. Outside the school we coordinate with civil society organisations. We had an experience with the drama centre; we took a course on how to express yourself using drama. Children worked for a month working with this organisation. Children practise human rights through unconventional teaching methods such as drama. Because of this, the classroom environment is different. Children feel joy and are comfortable with human rights.”

**Role play:** The most common form of drama used in the classroom is the role play. When using role play in the class, it is important to keep in mind a few guidelines as a teacher:

- Divide children into small groups and make sure they understand what their role play is about. For example, the role play can be about children bullying each other in the school. A situation for a role play should reflect real-life situations that children can relate to.
- Children should have the time to prepare their role play.
- When children are role playing, they should be aware of sensitivities and stereotypes. They should not say things or act in ways that might offend or hurt other children.
- You should take the time with children after the role play to debrief and discuss further.

Role plays are good methods to tap into children’s creativity and ability to reflect real-life situations without feeling as though they are expressing their opinions.

One challenge with role plays is to make sure that children remain focused on the messages they are trying to convey through drama. Sometimes children can get carried away with a play and lose its meaning.

Children of any age can role play, but younger children should focus on plays that involve a small number of children and presents a simple story and message.
### Drama (continued)

<table>
<thead>
<tr>
<th>Description</th>
<th>When to use it</th>
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</table>
| **Forum theatre:** This type of drama gives the chance for the audience to take part in the drama. The steps in forum theatre are as follows:  
  - A small group of children act out a role play for the other students. The role play should present a situation that has an obstacle or problem that is not resolved. For example, there is a conflict in the schoolyard between two students. The role play ends with no solution being achieved.  
  - The role play is then repeated but this time any child who is part of the audience can call out “Stop!” during the play and take the place of one of the actors. The play resumes with the new actor, and a different outcome takes place.  
  - The role play can be repeated a third time if time allows and there is still no desirable solution at the end of the play. | This method works best with older students. Forum theatre is much like role play except it illustrates that solutions in real life can sometimes be more complicated and rarely resolved the way they are in short plays. Because it involves the input from those watching the theatre, it is especially important that the audience understands the format. |

### Art

<table>
<thead>
<tr>
<th>Description</th>
<th>When to use it</th>
</tr>
</thead>
</table>
| Children can use a range of media (drawing, painting, sculpture, etc.) to represent human rights issues.  
When using art to address human rights issues, children have a tendency to present issues either in an “ideal” way (for example, showing a clean schoolyard or children getting along), or in a manner that depicts reality, which can be either positive or negative. Either type of representation enables you to explore the issue with children more in depth. With “ideal” images you can ask, “Is this what life is like now? If not, what should we do to make this a reality?” Conversely, if children depict a reality that does not fully respect human rights, you can ask: “What should we do to change this? What would it look like in an ideal world?” | Different forms of artistic expression are an effective means to tap into different learning styles that children have. Children of any age can express themselves through art. You have an important role in emphasising that the quality of the art created by students is secondary to the ability to express oneself artistically. |
### Case Study

<table>
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<tr>
<th>Description</th>
<th>When to use it</th>
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<tbody>
<tr>
<td>A case study is a brief input on a scenario or description of how a problem (for example, one that has arisen in the past) was dealt with and responded to by people. It can be historical or hypothetical, but should be related to the actual experiences of children. Apart from this, a good case study should present a clear problem. Questions related to a case study should push students to critically examine the problem in the case study and explore concrete solutions that are based on human rights. For example, there can be a case study that describes the situation of a school that is near a site that burns garbage. The situation is damaging to the environment and to the health of the students at school. The case study can present a course of action that students took (such as lobbying municipal officials to remove the garbage) but without success. Questions can then encourage students to explore other solutions (such as cooperating with a local NGO focusing on health rights).</td>
<td>A case study is an effective method for older students who can use it to explore real-life issues. Children could also develop their own case studies and share with their classmates. Newspapers and the Internet are useful sources for identifying case studies. This is applicable for local issues as well as global human rights issues.</td>
</tr>
</tbody>
</table>

### Research Project

<table>
<thead>
<tr>
<th>Description</th>
<th>When to use it</th>
</tr>
</thead>
<tbody>
<tr>
<td>In research projects, children make use of different sources to research information on a human rights issue. Projects can be done as individual research or in small groups. Use of technologies, such as the Internet or PowerPoint presentations is encouraged.</td>
<td>Research projects work well for older children who already have experience through other subjects to undertake such projects (for example, in geography). Children make use of current or historical issues for Palestine refugees or address global human rights issues to present their findings.</td>
</tr>
</tbody>
</table>
4.2 Enhancing school subjects

Apart from enhancing teaching methods described in the previous section, teachers can also enhance the subject they teach to make it more human rights-friendly.

The process for enhancing an area of curriculum depends on the grade level and subject taught. Teachers who teach all subjects from Grades 1 to 3 have more opportunities to integrate HRCRT into their curriculum because they teach all subjects. Teachers from Grades 4 to 9 need to examine the curriculum area they teach to identify entry points. It is important for you as a teacher to realise that the integration of human rights within any subject area should not be forced. In other words, there will be parts of the curriculum which naturally lend themselves to teaching about human rights, and other times when you will find no discernable links between human rights and the lesson taught.

A common framework for all teachers

Regardless of the grade level or subject taught, the process for all teachers remains the same. Enhancement of different school subjects relies on a framework with four steps:

- **Level 1 is Familiarising:** At this level, you should become familiar with the content of the HRCRT Toolkit and appreciate the value of teaching human rights education in schools. Think of this as your “homework” in preparation of enhancing the subject you teach.

- **Level 2 is Linking:** At this level, you should concretely explore the links that can be made between the HRCRT Toolkit themes, the HRCRT learner competencies and the subject you teach.

- **Level 3 is Strengthening:** At this level, you should develop innovative ways to address Toolkit themes in the classroom. For example, taking one particular Toolkit theme and integrating it in a series of lesson plans over a period of a week or two.

- **Level 4 is Sharing:** This level stresses the importance of sharing ideas, successes and challenges with other teachers in the school and throughout the wider network of UNRWA teachers.

Each level is addressed in greater detail below. For additional suggestions on integrating human rights education in the classroom, see *How all teachers can support citizenship and human rights education: a framework for the development of competences* by the Council of Europe (2009).
Level 1: Familiarising

Tasks: At this level, you should familiarise yourself with the Toolkit and human rights in general. Some of the concrete tasks you can do at this level are to:

- Read through the Toolkit, including the appendices that contain the simple language versions of the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC).
- Review the seven Toolkit themes and begin to identify linkages between the themes and the subject you teach.
- Ask other teachers, the Head Teacher, and Education Specialists about their understanding and experiences related to human rights education.
- Carefully examine any previous human rights material you have been using in the past and consider how it strengthens the Toolkit themes.
- Reflect on your own understanding and assumptions about human rights as a teacher.

Questions: After going through these tasks, some questions you should ask yourself are:

- What are the most relevant parts of the curriculum where I can link the Toolkit themes?
- Are there any additional sources I can consult, such as websites about human rights and conflict resolution that are appropriate for children?
- What experience can I gain from colleagues, the Head Teacher and Education Specialists?

Level 2: Linking

Tasks: At this level, you should search for links to establish between the Toolkit themes, the HRCRT learner competencies and the subject you teach. Some of the concrete tasks you can do at this level are to:

- Realise that some links between the Toolkit themes and the subject you teach can be implicit or explicit. You should not try to “force” a human rights issue in a lesson if it is not relevant. Instead, start with the strongest links you can identify between the Toolkit themes and what you teach.
- Once you have found links between the Toolkit themes and the subject you teach, review your lessons and include, where relevant, objectives related to achieving HRCRT learner competencies that relate to the themes. These can focus on a mix of knowledge, skills, and attitudes. Try to add at least one objective related to an HRCRT learner competency in one lesson every week. Consult Tables 5, 6 and 7 for suggestions on this. Note: Many teachers already include objectives related to human rights in their lesson plans. If you already do this, try to revise the objectives in order to make them more in line with the HRCRT learner competencies presented in Tables 5, 6 and 7.”
- When reviewing a particular lesson, carefully read through the questions that are already there and explore whether or not any additional questions related to the Toolkit themes can be introduced.
- Be explicit with your students about the importance of the Toolkit themes and give them the opportunity to make their own links between the themes and what they learn during lessons.

References to HRCRT learner competencies: When linking Toolkit themes and the HRCRT learner competencies to lessons in the curriculum, examine the tables below that are divided by grade (Table 5 is for Grades 1 to 3, Table 6 is for Grades 4 to 6, and Table 7 is for Grades 7 to 9). Each table shows the breakdown of knowledge/understanding, attitudes/values, and skills children should develop in order to achieve the HRCRT learner competencies. Depending on the grade level you teach, use the appropriate table to identify how you can integrate HRCRT learner competencies in your curriculum by enhancing lessons.

In most cases with the descriptions of the HRCRT learner competencies in the tables below, the descriptions can be reformulated as lesson objectives.
4. Realising HRCRT in schools

Table 5: Reference Chart - HRCRT learner competencies (Grades 1 to 3)

The complete list of HRCRT learner competencies is presented in Table 3. This table presents the most relevant learner competencies for Grades 1 to 3, with examples of how each learner competency can be achieved.

All seven Toolkit themes are applicable to Grades 1 to 3, but the following themes figure prominently: General human rights, Participation, Respect, and Conflict resolution.

Teacher Tip
If you teach Grades 1 to 3, use the learner competencies in this table to develop your individual teacher plan in Planning Tool 4 presented later in this section.

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Attitudes/Values</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student is aware of/\knows about and understands:</td>
<td>The student demonstrates:</td>
<td>The student is able to:</td>
</tr>
<tr>
<td><strong>1.1 Basic human rights:</strong></td>
<td><strong>2.1 Respect and tolerance:</strong></td>
<td><strong>3.1 Use a human rights framework and language to address problems:</strong></td>
</tr>
<tr>
<td>• Learns basic human rights such as education, health, and freedom of expression and the enjoyment of these rights in their lives.</td>
<td>• Demonstrates a respectful disposition in school.</td>
<td>• Articulates opinions verbally using language that is not hurtful.</td>
</tr>
<tr>
<td>• Learns about and helps develop classroom rules.</td>
<td>• Demonstrates the ability to follow rules.</td>
<td>• Resolves disputes peacefully.</td>
</tr>
<tr>
<td>• Learns school rules or code of conduct.</td>
<td>• Shows empathy towards others.</td>
<td>• Listens to others.</td>
</tr>
<tr>
<td><strong>1.2 History of human rights:</strong></td>
<td><strong>2.2 A commitment to a difference in the world:</strong></td>
<td><strong>3.2 Take an active part in discussions on human rights:</strong></td>
</tr>
<tr>
<td>• Learns about the UDHR and the CRC (simple language versions).</td>
<td>• Values a clean school environment.</td>
<td>• Expresses one's rights.</td>
</tr>
<tr>
<td><strong>1.3 Universality of human rights:</strong></td>
<td><strong>2.3 Value to engage in human rights issues:</strong></td>
<td><strong>3.3 Demonstrate leadership in human rights actions:</strong></td>
</tr>
<tr>
<td>• Appreciates the interrelatedness of rights.</td>
<td>• Supports community actions to help others.</td>
<td>• Includes others during group work or play within the school environment, including students with disabilities.</td>
</tr>
<tr>
<td><strong>1.4 Respecting rights when some are in conflict with other rights:</strong></td>
<td><strong>2.4 Compassion and solidarity for those who do not have all their rights respected:</strong></td>
<td>• Keeps the school environment clean, healthy and safe.</td>
</tr>
<tr>
<td>• Begins to appreciate the relationship between rights and responsibilities, as well as identify rights that may be in conflict with one another.</td>
<td>• Appreciates others with physical or mental disabilities.</td>
<td></td>
</tr>
</tbody>
</table>
### Table 6: Reference Chart - HRCRT learner competencies (Grades 4 to 6)

The complete list of HRCRT learner competencies is presented in Table 3. This table presents the most relevant learner competencies for Grades 4 to 6, with examples of how each learner competency can be achieved.

All seven Toolkit themes are applicable to Grades 4 to 6: General human rights, Participation, Respect, Diversity, Equality and non-discrimination, Conflict resolution, and Community links.

#### The learner competencies from Grades 1 to 3 are reinforced, in addition to the following.

<table>
<thead>
<tr>
<th>HRCRT learner competencies</th>
<th>Attitudes/Values</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge/Understanding</strong></td>
<td>The student is aware of/knows about and understands:</td>
<td>The student demonstrates:</td>
</tr>
<tr>
<td><strong>1.1 Basic human rights:</strong></td>
<td>- Learns basic human rights and their enjoyment in their lives.</td>
<td>- Expresses interest in school parliaments.</td>
</tr>
<tr>
<td>● Explores the meaning of additional rights as well.</td>
<td>- Learns about rights of Palestinian refugees.</td>
<td>- Demonstrates leadership and confidence in addressing human rights issues in school and within the community.</td>
</tr>
<tr>
<td>● Explores gender roles in society.</td>
<td>- Demonstrates leadership and confidence in addressing human rights issues in school and within the community.</td>
<td>- Takes action to promote and defend the rights of students with disabilities.</td>
</tr>
<tr>
<td>● Learns about global environmental issues.</td>
<td>- Takes action to promote and defend the rights of students with disabilities.</td>
<td>- Takes action to promote and defend the rights of students with disabilities.</td>
</tr>
<tr>
<td><strong>1.2 History of human rights:</strong></td>
<td>- Learns history and philosophy of human rights.</td>
<td>- Takes action to promote and defend the rights of students with disabilities.</td>
</tr>
<tr>
<td><strong>1.3 Universality of human rights:</strong></td>
<td>- Explores universality of human rights by comparing own context with human rights issues at a global level.</td>
<td>- Takes action to promote and defend the rights of students with disabilities.</td>
</tr>
<tr>
<td><strong>1.4 Respecting rights when some are in conflict with other rights:</strong></td>
<td>- Learns about rights of Palestinian refugees.</td>
<td>- Takes action to promote and defend the rights of students with disabilities.</td>
</tr>
<tr>
<td><strong>1.7 Human rights violations:</strong></td>
<td>- Understands situations where human rights are not respected.</td>
<td>- Takes action to promote and defend the rights of students with disabilities.</td>
</tr>
</tbody>
</table>
Table 7: Reference Chart - HRCRT learner competencies (Grades 7 to 9)

The complete list of HRCRT learner competencies is presented in Table 3. This table presents the most relevant learner competencies for Grades 7 to 9, with examples of how each learner competency can be achieved.

All seven Toolkit themes are applicable to Grades 7 to 9: General human rights, Participation, Respect, Diversity, Equality and non-discrimination, Conflict resolution, and Community links.

The learner competencies from Grades 1 to 6 are reinforced, in addition to the following.

<table>
<thead>
<tr>
<th>HRCRT learner competencies</th>
<th>Knowledge/Understanding</th>
<th>Attitudes/Values</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Basic human rights:</td>
<td>The student is aware of/knows about and understands:</td>
<td>The student demonstrates:</td>
<td>The student is able to:</td>
</tr>
<tr>
<td>1.2 History of human rights:</td>
<td>• The roles children and youth play in citizenship and democracy.</td>
<td>• Reflection on personal ability to promote and protect human rights.</td>
<td>3.2 Take an active part in discussions on human rights:</td>
</tr>
<tr>
<td>1.3 Universality of human rights:</td>
<td>• Gender roles in society.</td>
<td></td>
<td>• Engage local leaders on human rights issues.</td>
</tr>
<tr>
<td>1.4 Respecting rights when some are in conflict with other rights:</td>
<td>• Knowledge of human rights issues around the world (poverty, citizenship and democracy, etc.).</td>
<td>3.4 Take an active role in protecting others’ human rights.</td>
<td>• Engage in supporting and learning about human rights movements at the local and global levels.</td>
</tr>
<tr>
<td>1.5 Human rights defenders:</td>
<td>• Rights in conflict reflected through world issues.</td>
<td>3.5 Use human rights language:</td>
<td>• Describe school, community, local, Palestinian and global processes using human rights language.</td>
</tr>
<tr>
<td>1.6 Evolving nature of human rights:</td>
<td>• Individuals and groups in the community and globally who defend human rights.</td>
<td>3.6 Find human rights information:</td>
<td>• Use different media (newspapers, internet, etc.) to gather information on human rights for projects.</td>
</tr>
<tr>
<td>1.7 Human rights violations:</td>
<td>• United Nations human rights framework (instruments and mechanisms).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8 Current historical events:</td>
<td>• Evolving human rights standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9 Human rights violations:</td>
<td>• War crimes, genocide, torture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10 Current historical events:</td>
<td>• Historical events that shaped current human rights discourse, including the creation of the UN Charter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.11 World peace, development, and politics.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Level 3: Strengthening

Tasks: At this level, you can find ways to further strengthen children’s achievement of HRCRT learner competencies in the subject you teach. Some of the concrete tasks you can do at this level are to:

• Take one specific Toolkit theme and choose to explore it more fully over the course of one or several lessons. For example, focus on the Toolkit theme of Participation in preparation for school parliament elections.

• If the subject you teach has sufficient links with the Toolkit themes, create an HRCRT folder with resources such as newspaper clippings or sample lesson plans from the Internet or elsewhere on human rights. You can divide the folder into different sections related to the Toolkit themes.

• Revise textbooks or other educational material you use to develop your curriculum and examine whether or not the materials reflect human rights. For example, some textbooks might portray boys and girls in roles that stereotype them (such as girls cooking at home and boys playing outside).

Level 4: Sharing

Tasks: At this level, you can share with other teachers some of the good practices and challenges in integrating HRCRT into the subject you teach. Some of the concrete tasks you can do at this level are to:

• Meet with other teachers in your school to discuss common questions or issues related to teaching human rights in the classroom.

• Share your experiences with other teachers during staff meetings, or informally.

• Invite other teachers to visit your class as you are teaching a lesson related to human rights. Similarly, ask other teachers who are integrating human rights in their lessons to sit in their classes.

• When inviting guests to your class to discuss human rights work, consider informing other teachers to see if their students would also benefit from these guests.

• Share your experiences with UNRWA teachers in all Fields as well as other teachers internationally through the use of ICTs (information and communication technologies).
Examples of enhancing school subjects

This section provides concrete examples of enhancing the curriculum of different subjects through the Toolkit themes and HRCRT learner competencies.

**Language Arts**

Language Arts (including Arabic and English languages) present many opportunities for teachers to enhance their lessons using the Toolkit themes and HRCRT learner competencies. This is particularly true for Arabic Language teachers because they usually have more class periods per week than other teachers and have more opportunities to discuss human rights.

Examples of instances where Toolkit themes and HRCRT learner competencies can enhance the curriculum include:

- Lessons dealing with life skills (how to behave, showing good behaviour, being kind to others, learning to share, taking responsibility, etc.) are excellent opportunities to reinforce the importance of these life skills in connection with human rights. The main Toolkit themes related to this are Respect, Diversity, Equality and non-discrimination, and Conflict resolution. The HRCRT learner competencies on knowledge of human rights are related to the development of classroom rules that describe both rights and responsibilities. These classroom rules often reflect similar rights in the Universal Declaration of Human Rights and the Convention on the Rights of the Child: freedom of expression, the right to have your opinion heard, the right to education, etc. Also see Activity 1: Our Classroom Agreement which is applicable for all grades.

- The celebration of human rights themed days is also a good opportunity for children to express, through writing or drama, their understanding of human rights and what they mean to them. For example, an Arabic Language teacher can encourage children to write a composition or a poem to celebrate Universal Children’s Day (November 20) or International Human Rights Day (December 10). There are several such days to recognise in the calendar, and some can be explored more fully by older children, such as International Refugee Day (June 20). Also see Activity 2: A Human Rights Calendar.

- In stories the children read, teachers and children can explore if there are any instances of gender bias, inequality, or discrimination of some people or groups. For example, how are persons with disabilities portrayed in stories? Are they portrayed as “victims” with fewer abilities who deserve sympathy, or are they represented as equal citizens in society? If there are examples of inequality or discrimination presented in some stories or textbooks, it is an opportunity for the teacher to enable children to critically think how the images or stories can be reworded or presented differently to reflect equality and non-discrimination. Also see Activity 23: Once upon a Time.
Islamic Education

As in the case with Language Arts, Religious Education offers many opportunities to strengthen the ideas and lessons presented and tie them with human rights. The Toolkit themes of Respect, Diversity, Equality and non-discrimination, and Conflict resolution all figure prominently through many aspects of Islamic Education. The Toolkit theme of Community links can also be addressed through Islamic Education.

There are many commonalities between human rights and the religions of the world. Religious Education that teaches positive life skills (see Language Arts above) can be enhanced by making references to human rights and in particular children’s rights.

Freedom to express one’s religion can also be stressed as a fundamental human right (it is in Article 14 of the Convention on the Rights of the Child and Article 18 of the Universal Declaration of Human Rights). Also, if there are opportunities to learn about different world religions, children can be exposed to a diversity of beliefs and understand how these beliefs may reinforce human rights in many ways.

Civic Education

Many Fields provide Civic Education as part of the school curriculum. Civic Education (or National Education) shares similar goals with human rights education. Civic Education focuses on democracy, politics, government, and the rights and responsibilities in democratic societies. On the other hand, human rights education focuses more broadly on all human rights, which include those addressed within Civic Education courses. Human rights education empowers children to make informed decisions about their lives; as such, these decisions are oriented towards the improvement of lives through social change.

The Toolkit themes that figure prominently in Civic Education are Participation, Equality and non-discrimination, and Community links. Examples of instances where Toolkit themes and HRCRT learner competencies can enhance the curriculum include lessons dealing with participation in community affairs. These types of lessons stress the importance of being responsible citizens in the community. Article 12 of the Convention on the Rights of the Child emphasises the right for children’s opinions to be heard; this is another way of stressing the importance of their participation.

There are numerous questions that a teacher can ask children to deepen their understanding of human rights in Civic Education:

• Does the content of the Civic Education curriculum reflect the same human rights principles and standards presented in the Toolkit and in international human rights texts like the UDHR and the CRC?
• What are the links between Civic Education, the UDHR and the CRC? With older children, when can we introduce other human rights instruments like the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)?
• Does the Civic Education curriculum offer a history of democracy from Palestine as well as from other countries and regions of the world?
• Do students explore what it means to be a thoughtful citizen in a democratic society?
• How can children study diversity within their own school, community, and across the region and the world?
• Are students aware of the challenges that diversity brings, including the challenge to peoples’ values and beliefs?
Social Studies, Social Studies, History, and Geography lend themselves to linkages with the Toolkit theme of General human rights, particularly with respect to the relevance of historical, cultural, and political events related to human rights. Questions for teachers to consider are:

- How has the enjoyment of human rights changed over time for Palestine refugees? What are some examples of rights, such as the civil and political rights (freedom of expression, freedom of movement, etc.) and economic, social, and cultural rights (the right to health, education, work, etc.)?
- How are Palestine refugees affected by their geography? What are some of the most significant challenges in enjoying human rights for Palestine refugees that are the result of geographical or historical circumstances?
- How have these constraints affected Palestinians? How has it affected families? What are some concrete, peaceful actions to help change this situation?
- What are some examples past and present of societies facing human rights issues? What can we learn from them?
- How do other societies, cultures, and countries perceive Palestine refugees? What can be done to inform other societies of Palestinian culture?

Sciences

It might not seem obvious that the Sciences (Mathematics, Science, Biology, Chemistry, and Physics) also have clear links with the HRCRT learner competencies, but there are nonetheless some links to be addressed. In particular, several concepts or historical events in the sciences can be related to the Toolkit theme of General human rights. Most of these are, however, easier to explore with older children. For example:

- Mathematics: What are some ways to interpret statistics as they relate to human rights? For example, what statistics exist for access to schools, or access to other rights and services such as health services? How do these relate to Palestine refugees, and how do these statistics compare to other countries and regions around the world?
- Science in general: Explore some of the main scientific discoveries presented in the curriculum; were they made by men and women equally? Why is this the case? How has science and technological advancements helped or hindered the enjoyment of human rights?
- Biology: With the advent of scientific breakthroughs, what are the ethical implications that relate to human rights? What are some potentially controversial human rights issues arising from scientific breakthroughs?
Arts

The Arts (painting drawing, drama, singing, etc.) provide children with different ways in which to express their understanding of human rights issues. Whether children work alone or together to create art in school, they have the opportunity to use art as a starting point to discuss human rights.

Art classes are good opportunities to focus a particular technique on a Toolkit theme. For example:

- How can children artistically represent any of the Toolkit themes, such as Participation, Equality and non-discrimination, or Conflict resolution? How can art help frame the issues and explore potential solutions?
- How can art make our community a better place to live?
- How does art help us respect diversity among each other?
- How can art be used to raise awareness about human rights issues?

Physical Education

The Toolkit themes of Participation, Respect and Diversity lend themselves well to the Physical Education curriculum. All these themes emphasise cooperation, empathy, kindness, and inclusion of others (such as children with disabilities). Many activities described in Part 2, Section 4.3 are adaptable for Physical Education classes because they require a fair amount of space and movement.

Putting it all together: a teacher’s plan

Most UNRWA teachers can help students achieve the HRCRT learner competencies by adopting the participatory teaching methods (Part 2, Section 4.1) and the curriculum enhancement framework (Part 2, Section 4.2). To help teachers plan for this, Planning Tool 4 presents a format for teachers to create their own plan. A completed sample of this Planning Tool is presented afterwards.

Planning Tool 4 is meant to support teachers in integrating human rights in their classroom. Due to the diversity of teaching approaches in all UNRWA Fields of operation, some teachers may already use a similar planning tool to plan their lessons. If that is the case, adapt Planning Tool 4 to suit your purposes. Remember, the integration of the HRCRT Programme into your school is meant to help everyone, not to be a burden!
Planning Tool 4: Teaching methods and subject enhancement – Individual teacher plan

<table>
<thead>
<tr>
<th>Teacher:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Subject(s) taught:</td>
</tr>
</tbody>
</table>

Relevant Toolkit themes and HRCRT learner competencies the children should achieve/strengthen (refer to Tables 5 to 7):

Some of the teaching methods I will try:

Lessons I have identified where we can address some of the Toolkit themes:

| Lesson: | Possible objective(s) to add that relates to the Toolkit theme(s): | Additional questions to ask students: |
### Teacher: Mr. Radwan  
**Term:** First term

**Grade:** 6  
**Subject(s) taught:** Social Science

### Relevant Toolkit themes and HRCRT learner competencies the children should achieve/strengthen:

**Themes:**

**HRCRT learner competencies:**
- **Knowledge:** Understands situations where human rights are not respected, with a specific focus on the rights of people with disabilities.
- **Skills:** Takes action to promote and defend the rights of students with disabilities.
- **Values:** Supports community actions to help others.

### Some of the teaching methods I will try:

- **Small group work:** students will gather newspaper clippings and articles from the Internet on human rights of persons with disabilities and discuss together, with a focus on Palestine refugees.
- **Theatre:** Using drama in the classroom to highlight human rights issues faced by people with disabilities and how to address them.
- **Research project:** Have students conduct research projects on the rights of the people with disabilities in their community; have them present their findings to parents and some members of the community (such as municipal representatives).

### Lessons I have identified where we can address some of the Toolkit themes:

<table>
<thead>
<tr>
<th>Lesson:</th>
<th>Possible objective(s) to add that relates to the Toolkit theme(s):</th>
<th>Additional questions to ask students:</th>
</tr>
</thead>
</table>
| Lesson on different professions for Palestine refugees | • Explore how different professions take into consideration the rights of people with disabilities | • Are people with disabilities discriminated against in certain professions? What accommodations are made to respect their rights?  
• There is a United Nations convention on the rights of persons with disabilities. What are these rights, and how are they respected in our community?  
• What can be done to help realise the rights of people with disabilities in our schools? In our community? |
Teachers who feel confident in integrating additional HRCRT activities in their curriculum can also try out the activities presented in **Part 2, Section 4.3**. These teachers will typically (but not exclusively) be:

- Primary school teachers who teach all subjects from Grades 1 to 3.
- Arabic Language and/or Social Studies teachers from Grades 4 to 9.

The following section provides a description of these activities along with guides by grade to assist teachers in structuring the activities throughout the year.

### 4.3 Classroom activities

This section presents a range of activities for all grade levels addressing the seven Toolkit themes.

Many of the activities are adaptable for younger or older children, with suggestions indicating how this can be done. For the most part, the activities take place over one or two classroom periods, but can be repeated throughout the year. There are also some activities which can be referred to throughout the year: for example, **Activity 2: A Human Rights Calendar** is for the beginning of the school year, but children can celebrate different human rights themed days throughout the year.

The activities in this section establish links between human rights standards and how those standards are reflected in reality. Authentic learning for children occurs when they are capable of critically reflecting on the relevance of human rights concepts in their lives.

The activities in this section are not meant to provide teachers with history lessons of Palestine refugees, despite the reality that a number of human rights issues related to Palestine refugees are linked to historical events. The Toolkit is meant to assist teachers in teaching a holistic approach to human rights education; this means human rights issues, concepts, and just as importantly, values, attitudes, behaviours and skills. Human rights issues related to the history of Palestine refugees can be addressed with children but this must be done in a careful and considerate manner. Teachers should make sure they have the support of their Head Teacher before addressing a challenging human rights issue in class.

When teaching about the history of human rights, teachers encourage children reflect on global events that have helped shape the current state of human rights in the world. This should be done taking into consideration the developing capacities of children. For example, the historical origins of the Universal Declaration of Human Rights can be taught to children, but in earlier grades, it is sufficient for children to understand what some of the rights mean. By the time children reach secondary school, some of the underlying factors that contributed to the creation of the UDHR can be addressed.

The activities help children, particularly in higher grades, to learn about human rights in relation to their Palestinian identity. Teachers must do so in a thoughtful and careful way, making sure to engage children into thinking critically and exploring how they can make positive contributions in their communities to promote human rights.
What teachers have said about the Toolkit:

- “I am happy because the approach of teaching human rights is practical. Activities and practice are better than theoretical teaching by itself.”
- “I am happy that it is possible for all students, not only the outspoken ones, to participate and be engaged in the activities.”
- “Students are motivated, and they feel they are all equal as they work together.”


Structure of the activities

The activities presented are taken from a range of human rights and conflict resolution publications oriented towards children. While most of these sources focus on non-formal education settings (such as after-school programmes or day camps), the activities have been adapted for classroom use. The activities are presented in a consistent way and have the following components:

- **Theme:** The main theme emphasised by the activity. There may also be related themes.
- **Grade:** Suggested grade level(s) for the activity.
- **Duration:** Suggested timeframe for the activity. One class period is assumed to be 40 minutes, but this varies depending on the school. This is only a suggested time; the teacher needs to consider the specificities of his or her own classroom to judge the amount of time an activity will take.
- **Objectives:** The objectives are written in a student-centred way to emphasise what they should learn or reinforce as a result of the activity. The objectives relate to knowledge, attitudes and values, and skills. For example:
  - Knowledge-related objective: “To build familiarity with the Convention on the Rights of the Child.”
  - Attitudes- or values-related objective: “To raise awareness of gender equality.”
  - Skills-based objective: “To apply conflict resolution techniques when conflicts arise.”
- **Overview:** A summary of the activity.
- **Materials:** The materials required to conduct the activity.
- **Steps:** The sequence of steps to conduct the activity.
- **Let’s talk!** A discussion period with the students to discuss how they felt about the activity and what they learned, and how they will act/behave differently. This is essentially the evaluation of the activity.
- **Follow-up:** Suggested follow-up actions.
- **Tips:** Tips for the teacher on how to carry out the activity.
- **Source:** The source the activity is based on. The page numbers refer to the English versions of the source. The full list of sources is in Appendix 7.

Teacher Tip

Most of the activities have objectives that are a mix of these three types of objectives.
Tips before trying the activities

Choose and adapt the activities

Choosing which activities to do with your students is a decision that should factor in what other teachers in your school are doing. This is why the planning (see Part 2, Section 3) related to HRCRT is essential and must be coordinated with the Head Teacher and the HRCRT focal person in the school. The activities you choose must fit within your curriculum and should not, as much as possible, be considered a burden to your workload.

An activity can be adapted to make it more relevant to students. For example, an activity can be adapted to suit older or younger students. Teachers may also consider shortening an activity or splitting it over more than one class period. However, when doing this, the teacher should try to remain true to the activity’s objectives.

Keep in mind that there are some activities that can be followed up throughout the year (Activity 2: A Human Rights Calendar is one such example). Some activities can be repeated several times throughout the year because children enjoy them or there may be situations that arise where you find an activity might help address a human rights issue in the school (such as Activity 6: Role Plays on Bullying).

Prepare carefully

Most of the activities require little or no resources, but in some cases require sufficient space in the classroom, in which case the desks may have to be rearranged. In cases where a lot of space is required, it may be better to conduct an activity in the schoolyard if possible and if it is not too distracting for other students.

Create a safe environment

The activities are meant to foster children’s thinking and opinions; as stated earlier, they may not necessarily agree all the time, but you can help create a safe environment in which children can express their opinions and ideas while building their self-confidence.

Timing

Most activities are structured within one class period, but you may judge that they require more or less time. Before trying an activity, review the entire process carefully and decide how much time you need with the children, and try to consult with another teacher who already tried that activity.

When considering the amount of time an activity takes, keep in mind that the focus on the steps the students undertake to do the activity and the “Let’s talk!” discussion that follows. Try not to spend too much time explaining to students what they should learn from the activity - let them find out for themselves by doing!

Debriefing and evaluation

All of the activities conclude with a debriefing and evaluation component called “Let’s Talk!” This is a time for you to regroup the students and to have them share their thoughts about the activity that took place. The questions asked in Let’s Talk! are similar throughout the activities and focus on:

- What children enjoyed about the activity and how it made them feel, as well as what they learned from the activity and how it relates to their real life experiences. This is the Reflect component of the Experience → Reflect → Apply educational approach.
- What actions they can do to put their learning into practice. This is the Apply component of the Experience → Reflect → Apply educational approach.
Table 8: HRCRT Activities

This table summarises the activities with the suggested grade levels and main theme addressed by each activity.

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Grade Level</th>
<th>General human rights</th>
<th>Participation</th>
<th>Diversity</th>
<th>Equality and non-discrimination</th>
<th>Respect</th>
<th>Conflict Resolution</th>
<th>Community links</th>
<th>Page</th>
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<td>Our Classroom Agreement</td>
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<td>Rights All around Me</td>
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### Table 8: HRCRT Activities (continued)

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<td></td>
<td>✓</td>
<td></td>
<td>199</td>
</tr>
<tr>
<td>40</td>
<td>United Nations Simulation</td>
<td>7 to 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>201</td>
</tr>
</tbody>
</table>
Suggested activities by grade

The following guides (Tables 9, 10 and 11) list suggested activities by grade. When considering which activities to undertake in the classroom, consider these points:

• Depending on the grade you teach, children may have already experienced some of the activities in previous grades. It is important that you check with other teachers which activities children are familiar with.

• Even if children experienced some activities in the past, it is possible to repeat these activities again. Many of the activities are adaptable for different grades and can be repeated from year to year.

• Be creative in adapting the activities to suit your needs and the appropriate age level of the children.
Table 9: Guide to activities for teachers - Grades 1 to 3

<table>
<thead>
<tr>
<th>Core themes explored: General human rights, Participation, Respect, and Conflict resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>More about HRCRT activities in Grades 1 to 3: This is the first time many children are introduced to human rights. In these grades, children are still learning to socialise with each other and develop ways of interacting. For this reason, the activities selected are ones that present a very basic understanding of human rights. What is important is for children to know that human rights standards such as the UDHR and the CRC exist, and that they enshrine human rights that are applicable to everyone. Grades 1 to 3 are when children should begin to develop their social skills and interact with each other. It is also the time for children to explore with their words ways to resolve conflicts between each other. For this, refer to the conflict resolution framework in Table 2 (Part 2, Section 1.6). For some of the activities below, you may need to simplify the tasks for younger children to understand them.</td>
</tr>
</tbody>
</table>

**Grade 1**

**Term 1**
- 1: Our Classroom Agreement (can be repeated for every grade)
- 2: A Human Rights Calendar (can be repeated for every grade)
- 14: Find My Friend
- 17: Let Me Tell You a Story

**Term 2**
- 5: Using Our Words
- 8: What Did You Say?
- 15: When I Felt…
- 16: Planning for a New Country

**Grade 2**

**Term 1**
- 1: Our Classroom Agreement (can be repeated for every grade)
- 2: A Human Rights Calendar (can be repeated for every grade)
- 3: Introducing the Universal Declaration of Human Rights
- 4: Introducing Children’s Rights

**Term 2**
- 12: Human Rights Bingo!
- 13: Our Similarities and Differences (1)
- 18: Blind Trust

**Grade 3**

**Term 1**
- 1: Our Classroom Agreement (can be repeated for every grade)
- 2: A Human Rights Calendar (can be repeated for every grade)
- 3: Introducing the Universal Declaration of Human Rights (if not done in Grade 2)
- 4: Introducing Children’s Rights (if not done in Grade 2)
- 7: Peace Book

**Term 2**
- 6: Role Plays on Bullying
- 19: Inclusion/Exclusion
Table 10: Guide to activities for teachers - Grades 4 to 6

| Core themes explored: General human rights, Participation, Respect, Diversity, Equality and non-discrimination, Conflict resolution, Community links |

More about HRCRT activities in Grade 4 to 6:
Most children in Grades 4 to 6 have some basic understanding of human rights. Nonetheless, it can be useful to go through activities that explain further the Universal Declaration of Human Rights and the Convention on the Rights of the Child. Other activities can be repeated at the start of each year, such as Our Classroom Agreement and A Human Rights Calendar.

In these grades, children can become more aware of differences and inequalities among others. For example, they can make distinctions of gender roles in society (but this is still at a basic level). Some of the activities, such as The World I Want and If the World Were 100 People, aim to broaden children’s ability to think of themselves as agents of change part of the community and their place in the world.

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1: Our Classroom Agreement (can be repeated for every grade)</td>
<td>• 21: Solving the Conflict… Peacefully!</td>
<td></td>
</tr>
<tr>
<td>• 2: A Human Rights Calendar (can be repeated for every grade)</td>
<td>• 22: Our Similarities and Differences (2)</td>
<td></td>
</tr>
<tr>
<td>• 20: Cooperative Drawings (can be repeated)</td>
<td>• 23: Once Upon a Time</td>
<td></td>
</tr>
<tr>
<td>• 26: Bullying Scenes (can be repeated)</td>
<td>• 24: Most Important for Whom?</td>
<td></td>
</tr>
<tr>
<td>• 33: Our Ideal Candidate (before school parliament elections)</td>
<td>• 30: What I Like and What I Do</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1: Our Classroom Agreement (can be repeated for every grade)</td>
<td>• 9: Rights All Around Me</td>
<td></td>
</tr>
<tr>
<td>• 2: A Human Rights Calendar (can be repeated for every grade)</td>
<td>• 10: Labels</td>
<td></td>
</tr>
<tr>
<td>• 26: Bullying Scenes (can be repeated)</td>
<td>• 27: Is This Really True About Boys and Girls?</td>
<td></td>
</tr>
<tr>
<td>• 33: Our Ideal Candidate (before school parliament elections)</td>
<td>• 31: The World I Want</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1: Our Classroom Agreement (can be repeated for every grade)</td>
<td>• 11: If the World Were 100 People</td>
<td></td>
</tr>
<tr>
<td>• 2: A Human Rights Calendar (can be repeated for every grade)</td>
<td>• 25: Getting to Know the Community</td>
<td></td>
</tr>
<tr>
<td>• 26: Bullying Scenes (can be repeated)</td>
<td>• 28: One School for All</td>
<td></td>
</tr>
<tr>
<td>• 33: Our Ideal Candidate (before school parliament elections)</td>
<td>• 29: Where Do You Stand?</td>
<td></td>
</tr>
<tr>
<td>• 34: The Human Rights Temperature of Our School (younger grades)</td>
<td>• 32: Picturing Ways Out of Violence</td>
<td></td>
</tr>
</tbody>
</table>
## Table 11: Guide to activities for teachers - Grades 7 to 9

**Core themes explored:** General human rights, Participation, Respect, Diversity, Equality and non-discrimination, Conflict resolution, Community links

**More about HRCRT activities in Grade 7 to 9:**
Most children in Grades 7 to 9 have some basic understanding of human rights. Nonetheless, as is the case for Grades 4 to 6, it can be useful to go through activities that explain further the Universal Declaration of Human Rights and the Convention on the Rights of the Child. Other activities can be repeated at the start of each year, such as Our Classroom Agreement and A Human Rights Calendar.

Children in these grades have matured greatly in their ability to think in a more abstract way, and this gives you the opportunity to push them into critically thinking about challenging human rights issues. Children can appreciate the work of NGOs and other actors in society working in human rights, and begin to explore their potential as active citizens engaged in democracy.

You have a lot of flexibility in these grades because many activities from younger grades can easily be adapted to be more complex and provide greater reflection among the children.

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 1: Our Classroom Agreement (can be repeated for every grade)</td>
<td>• 36: Dear Friend</td>
</tr>
<tr>
<td></td>
<td>• 2: A Human Rights Calendar (can be repeated for every grade)</td>
<td>• Adapt/repeat activities from younger grades</td>
</tr>
<tr>
<td></td>
<td>• 33: Our Ideal Candidate (before school parliament elections)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 35: Draw It Right</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adapt/repeat activities from younger grades</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 1: Our Classroom Agreement (can be repeated for every grade)</td>
<td>• 38: Picture Talk</td>
</tr>
<tr>
<td></td>
<td>• 2: A Human Rights Calendar (can be repeated for every grade)</td>
<td>• 39: Front Page</td>
</tr>
<tr>
<td></td>
<td>• 33: Our Ideal Candidate (before school parliament elections)</td>
<td>• Adapt/repeat activities from younger grades</td>
</tr>
<tr>
<td></td>
<td>• 34: The Human Rights Temperature of Our School (older grades)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adapt/repeat activities from younger grades</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 1: Our Classroom Agreement (can be repeated for every grade)</td>
<td>• 40: UN Simulation</td>
</tr>
<tr>
<td></td>
<td>• 2: A Human Rights Calendar (can be repeated for every grade)</td>
<td>• Adapt/repeat activities from younger grades</td>
</tr>
<tr>
<td></td>
<td>• 33: Our Ideal Candidate (before school parliament elections)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 37: Who’s Who?</td>
<td></td>
</tr>
</tbody>
</table>
Classroom Activities

3rd Place in the 2013 UNRWA Human Rights Poster Design Competition, group entry from Mintar School in Lebanon.
Objectives:
• To identify rights and responsibilities contributing to a healthy classroom environment.
• To emphasise participation in the creation and protection of rights.
• To participate in the creation of a set of rules and responsibilities for the classroom.

Overview:
Children participate in identifying the rules and responsibilities they should have in order to sustain a healthy classroom environment.

Materials:
Chalk and board, flipchart and markers, pencils and paper.

Steps:
For younger children: A basic set of rules

1. Explain to the children that they will create a “classroom agreement” that lists the way children should behave in class. Begin by exploring children’s understanding of rules to follow in the classroom. Ask them to name the rules they are familiar with and write them on the board. For example, “Do not be rude towards the teachers and other students,” or “Do not interrupt others when they are speaking.” Write their ideas on the board.

2. Some of the rules children mention may be expressed in a negative way. Negatively phrased rules can be rephrased in a positive way. For example, “Do not interrupt” can be rephrased as “Ask permission to speak.” Ask students to rephrase any negative statements into positive ones and write them on the board.
3. Ask students whether or not they agree on the list they created. Suggest some additional statements if necessary.

4. When the list is complete, ask the children whether they could use these statements (or “rules”) as an “agreement” for their group.
   a. Are they willing to respect the statements they made themselves?
   b. Who is responsible for making sure the agreement is respected?
   c. What happens when someone does not respect part of the agreement?

5. Once the group has a final version of the agreement, create a clean copy on flip chart paper or cardboard and place it in a prominent area of the classroom.

**Classroom rules or agreement?**
Most teachers and children are familiar with classroom rules. A classroom agreement is essentially the same thing, as it lists a set of rules that students should respect. The word agreement however implies that everyone took part in agreeing on the rules. The word rule can imply that conditions are imposed and not created in a participatory way.

**Sample classroom agreement:**
1. Listen when others are talking.
2. Raise your hand before talking.
3. Only one person can talk at a time.
4. Speak nicely to each other.
5. Be on time for class.
6. Complete your work on time.
7. Be productive in class.
8. Have a positive attitude towards learning.

For older children familiar with rights: An agreement with rights and responsibilities.

1. Explain to the children that they will create a “classroom agreement” that lists the way they should behave in class. Begin by exploring children’s understanding of rules and responsibilities in the classroom. Ask them to name rules they are familiar with and to express them in a positive way using “I have the right to…” at the start of each rule. For example, “I have the right to be treated fairly,” or “I have the right to express my opinion.”

2. Once children are familiar with creating positive statements, divide them into small groups of four or five. Ask each group to:
   a. Write on a piece of paper three or four rules they all agree on. All group members must agree on every rule.
   b. Begin each rule with “Everyone has a right to…” For example, “Everyone has a right to participate.”

3. Bring the whole group together and ask each group to present their rules. Record them in the RIGHTS column in a table such as the one below.
4. Ask the children to group similar rights together and agree on a final list of rights.

5. Ask the group to identify responsibilities to make sure everyone enjoys these rights. Complete the RESPONSIBILITIES column in the table using language such as “I have the responsibility to…” or “I should…”

6. Once the agreement is complete, ask children if they agree on the list.
   a. Are they willing to respect the rules they made themselves?
   b. Who is responsible for making sure the rules are respected?
   c. What happens when someone does not respect a rule?

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone has the right to express their opinion.</td>
<td>I have the responsibility to let others express their opinions.</td>
</tr>
<tr>
<td>Everyone has the right to feel safe in class. …</td>
<td>I have the responsibility to keep others from harm. …</td>
</tr>
</tbody>
</table>

**Let’s talk! Evaluating the activity:**
Ask the children to discuss this activity.

- How did you like this activity? Did you enjoy making the rules yourselves?
- Was it easy to come up with the rules?
- Did you learn anything from this activity?

Discuss the links between this activity and their lives.

- What rules do you have in your life?
- What responsibilities do you have? Who gave you these responsibilities?

**Follow-up:**
A few days or weeks after this activity, ask the children how well they are respecting the agreement and whether or not any changes should be made.
Tips:

• This activity is best done at the start of the school year in order to establish a healthy classroom environment.

• UNRWA has developed a useful Toolkit for the Development of School Codes of Conduct. The toolkit is meant to assist Head Teachers and teachers on creating a code of conduct for the entire school. The suggestions for creating the code of conduct are similar to the ones to create a classroom agreement. It is recommended teachers consult this toolkit for further ideas.

• This is an ideal activity for teachers who teach all subjects and are with the same group of students all day. The activity is also useful for subject-matter teachers who want to create a positive classroom environment.

• If possible, try to provide students with their own copy of the agreement.

• When there are conflicts in the class, try to refer to the agreement to resolve them.

• With older children, discuss why it is important for children to have a convention guaranteeing their own rights (the Convention on the Rights of the Child).

• If you share your classroom with another teacher, make sure to identify the agreement as belonging to your group.

• If you are a subject-matter teacher and other teachers have the same students, discuss with the teachers whether or not they have their own classroom agreement. They may want to share the same one you have.

Sources:


UNRWA, Toolkit for the Development of School Codes of Conduct.
2. A Human Rights Calendar

**Objective:**
- To raise general awareness about different rights.
- To develop planning skills.
- To celebrate human rights throughout the year.

**Overview:**
Children create a calendar celebrating human rights days throughout the year.

**Materials:**
Chalk and board, flipchart and markers, coloured pencils and paper. Simple language version of the UDHR (see Appendix 1). One copy for each child of the handout: Special Days to Remember and 12 copies of the handout: Monthly Calendar Sheet.

**Steps:**
1. Explain to the children that they are going to make a calendar showing special days throughout the year to celebrate human rights.

2. Discuss with the children what human rights are and that there are also special rights for children. Ask the children to name the rights they know and add some more of your own to help them.

3. Ask the children if they know of any special days to celebrate human rights or children’s rights. Ask for other holidays or special days and ask them to relate these days to human rights (for example, Ramadan can be linked to Art. 18 of the UDHR on freedom of religion). List all the days on the board.

**Theme:** General human rights

**Specific rights:**
Rights in the UDHR and the CRC

**Grades:**
Applicable to all grades

**Duration:**
2 classroom periods (80 minutes) to create the calendar. Additional time each month to celebrate the human rights-themed days.
4. Distribute the handout: Special Days to Remember to each child. Tell them that they will place these days in a monthly calendar and display the calendar in class. If you are teaching younger children, consider simplifying the handout to make it more appropriate for their grade level.

5. Divide them into small groups and distribute a total of 12 copies of the handout: Monthly Calendar Sheet. The number of small groups depends on the size of the class. For example, you can divide them into four small groups and each group is assigned three months. Be careful on how you divide the groups, because not all months have the same number of human rights days.

6. Explain the instructions:
   a. Put in the dates for each month.
   b. Write the names of the important dates in each month and decorate the square(s) to make the date stand out. The decoration should be linked to the date celebrated.

7. When the children have completed all the months, display the entire calendar on the classroom wall.

Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
   • How did you like this activity?
   • What did you learn about the calendar? What did you learn about human rights?

Discuss the links between this activity and their lives.
   • How will you celebrate the days in your classroom? Within the school, and with your family and friends?
   • Do you have a favourite human rights day? If yes, which one?
   • For older children: Discuss to what extent the rights are realised in their school or community. For example, International Women’s Day is March 8. How well are women’s human rights realised? What can be done to ensure greater respect of women’s rights? How does the community celebrate International Women’s Day?

Follow-up:
Plan activities to celebrate the days in the calendar. The United Nations usually releases press releases for many of the days in the calendar. You can also find suggestions for activities on the Internet by typing the name of the day in a search engine along with the words “lesson plans” or “activities.”
**Tips:**

- Children can add additional days on the calendar, such as each child’s birthday. Other days such as the school parliament elections can be highlighted.
- Instead of distributing copies of the handout: Monthly Calendar Sheet, reproduce the calendar on flipchart paper and distribute the flipchart paper to the groups.
- There may be local organisations that focus on some of the rights in the calendar, for example environmental organisations or organisations promoting women’s rights. Invite staff members from these organisations to your class to explain the work they do to realise human rights.
- For younger children, you may decide that not all days in the handout are necessary; for older children you may want to include additional days. Identify the ones you find most appropriate for your age group.
- For older children, consult the second edition of Compass: Manual for Human Rights Education with Young People (2012) for additional days to celebrate.

**Comment from a teacher who tried this activity:**

“In the past, students would know about the dates of certain events only if their teachers told them. Now, they know about these anniversaries by themselves because the students create the human rights calendar. This makes human rights always present in the minds of the students, and perhaps they remind their family members of these rights.” – Teacher from Nablus, West Bank.

**Source:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Commemoration</th>
<th>Reason to celebrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 8</td>
<td>International Women’s Day</td>
<td>This is a global day celebrating the achievements of women past, present, and future. The first International Women’s Day was celebrated in 1911.</td>
</tr>
<tr>
<td>March 21</td>
<td>International Day for the Elimination of Racial Discrimination</td>
<td>This day has been recognised by the UN since 1966 as a way to raise awareness about racial discrimination.</td>
</tr>
<tr>
<td>March 21</td>
<td>World Poverty Day</td>
<td>Declared by UNESCO in 1960, this day is to raise awareness on poverty issues around the world.</td>
</tr>
<tr>
<td>March 22</td>
<td>World Water Day</td>
<td>This day began in 1993 as a way to recognise the importance water plays in development and the well-being of people everywhere.</td>
</tr>
<tr>
<td>April 7</td>
<td>World Health Day</td>
<td>First declared by the World Health Organisation in 1950, this day is to raise awareness of needless suffering and the importance of promoting good health.</td>
</tr>
<tr>
<td>April 22</td>
<td>Earth Day</td>
<td>The first Earth Day was celebrated in 1970 and aims to promote awareness of climate issues and ways to protect our planet.</td>
</tr>
<tr>
<td>May 1</td>
<td>International Worker’s Day</td>
<td>This is a celebration of workers.</td>
</tr>
<tr>
<td>May 8</td>
<td>World Red Cross and Red Crescent Day</td>
<td>This day recognises the work of the Red Cross and Red Crescent Societies.</td>
</tr>
<tr>
<td>May 15</td>
<td>International Day of Families</td>
<td>Declared in 1993 by the UN to raise awareness of family issues.</td>
</tr>
<tr>
<td>June 5</td>
<td>World Environment Day</td>
<td>Established in 1972 by the UN to raise awareness of the environment.</td>
</tr>
<tr>
<td>June 12</td>
<td>World Day against Child Labour</td>
<td>Declared by the International Labour Organisation in 2002 to raise awareness against child labour.</td>
</tr>
<tr>
<td>June 20</td>
<td>World Refugee Day</td>
<td>Declared in 2000 by the UN to recognise the plight of refugees around the world.</td>
</tr>
<tr>
<td>June 21</td>
<td>World Peace and Prayer Day</td>
<td>First organised in 1986, this day recognises the importance of peace and prayer among many religions of the world.</td>
</tr>
<tr>
<td>July 11</td>
<td>World Population Day</td>
<td>Begun in 1989 by the United Nations Development Programme (UNDP) to raise awareness about population issues.</td>
</tr>
<tr>
<td>July 18</td>
<td>Nelson Mandela International Day</td>
<td>The UN declared this day in 2009 in recognition of the former South African president’s commitment to peace and freedom.</td>
</tr>
<tr>
<td>Date</td>
<td>Commemoration</td>
<td>Reason to celebrate</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>August 12</td>
<td>International Youth Day</td>
<td>Declared in 1999 by the UN to raise awareness of youth issues.</td>
</tr>
<tr>
<td>August 19</td>
<td>World Humanitarian Day</td>
<td>Declared by the UN in 2008, this day recognises the importance of humanitarian aid workers.</td>
</tr>
<tr>
<td>September 8</td>
<td>International Literacy Day</td>
<td>UNESCO declared this day in 1966 to raise awareness of literacy.</td>
</tr>
<tr>
<td>September 15</td>
<td>International Day of Democracy</td>
<td>Proclaimed by the UN in 2007.</td>
</tr>
<tr>
<td>First Monday in October</td>
<td>World Habitat Day</td>
<td>First observed by the UN in 1986, this day is to raise awareness of issues related to the state of our cities and towns.</td>
</tr>
<tr>
<td>October 1</td>
<td>International Music Day</td>
<td>Initiated in 1975 by the International Music Council to appreciate music.</td>
</tr>
<tr>
<td>October 1</td>
<td>International Day of Older Persons</td>
<td>Declared by the UN in 1990 to raise awareness about issues affecting the elderly.</td>
</tr>
<tr>
<td>October 2</td>
<td>International Day of Non-Violence</td>
<td>Declared in 2007 by the UN to recognise the importance of non-violence in our societies. It also marks the birthday of Mahatma Gandhi, leader of Indian independence.</td>
</tr>
<tr>
<td>October 5</td>
<td>World Teachers’ Day</td>
<td>Established in 1994 to recognise the important role teachers play in our societies.</td>
</tr>
<tr>
<td>October 16</td>
<td>World Food Day</td>
<td>Declared in 1979 by the UN to raise awareness of global food problems.</td>
</tr>
<tr>
<td>October 24</td>
<td>United Nations Day</td>
<td>Declared in 1947 to recognise the signing of the Charter of the UN.</td>
</tr>
<tr>
<td>November 10</td>
<td>World Science Day for Peace and Development</td>
<td>First observed by UNESCO in 2002, this day celebrates the role science plays in improving our lives.</td>
</tr>
<tr>
<td>November 16</td>
<td>International Day for Tolerance</td>
<td>Recognised by UNESCO as a day to celebrate tolerance as a means to promote peace and understanding among cultures.</td>
</tr>
<tr>
<td>November 20</td>
<td>Universal Children’s Day</td>
<td>Established in 1954 as a day to recognise activities to promote the welfare of children.</td>
</tr>
<tr>
<td>November 29</td>
<td>International Day of Solidarity with the Palestinian People</td>
<td>Established in 1977 by the UN to show solidarity around the world with the Palestinian People.</td>
</tr>
<tr>
<td>December 3</td>
<td>International Day of Disabled Persons</td>
<td>Established in 1992 by the UN to raise awareness of the rights of disabled persons.</td>
</tr>
<tr>
<td>December 10</td>
<td>Human Rights Day</td>
<td>Internationally recognised as a day to celebrate human rights. First celebrated in 1950, the day marks the anniversary of the UN’s adoption of the Universal Declaration of Human Rights.</td>
</tr>
</tbody>
</table>
## Handout: Monthly Calendar Sheet

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objectives:
- To raise awareness of the rights included in the UDHR.
- To explore how rights are linked to the lives of the children.

Overview:
Children learn about the rights enshrined in the UDHR.

Materials:
Chalk and board. One copy for each child of the UDHR in simple language (see Appendix 1).

Steps:
1. Explore with the children the things that are important to lead a healthy and happy life. Ask them to complete the sentence, “In order to be happy, everyone should...” Some of their answers can be “…be able to go to school,” “…have enough food to eat,” “…have a place to sleep,” “…be loved by friends and family.” Write down their answers on the board.

2. Distribute to each child a copy of the Universal Declaration of Human Rights (UDHR). See Appendix 1 for a version of the UDHR in simple language. For children who are unaware of the document and its history, use the explanation in the box on the next page.

3. Read through the simple language version of the UDHR (see Appendix 1). As you read through the articles, ask the children to link any of the rights in the UDHR with the list they created in Step 1. If your class has created a classroom agreement (see Activity 1), ask the children to also compare the rights in the UDHR with the agreement.
Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.

• How did you like this activity?
• Were any of the rights in the UDHR left off the class list?
• Were you surprised at all the rights included in the UDHR? Are any rights missing?
• Does the UDHR include responsibilities as well as rights?

Discuss the links between this activity and their lives.

• How are the rights in the UDHR enjoyed in the school and the community?

Brief explanation of the Universal Declaration of Human Rights
For younger children who are unfamiliar with the UDHR:

The Universal Declaration of Human Rights (UDHR) is a document created by people from the United Nations in 1948. The document was created after the Second World War in the hopes that all people from around the world would enjoy the same rights and could live happy lives.

A “human right” is something that every human being has simply because they are born human. Rights apply to everyone, everywhere. The UDHR lists the basic human rights that everyone should have, such as the right to have an education, the right to be healthy, and the right to live in peace.

Follow-up:
If time allows, ask the children to draw their understanding of specific rights over the next few weeks and months. You can assign one specific right per week or divide the children into small groups with each group responsible for drawing one or more rights. Once the drawings are complete, ask the children to display their artwork in the class. Apart from drawing the rights, children can also express their understanding of the rights through short stories, poetry, or role plays.

Tips:
• Even though the version of the UDHR in Appendix 1 is in simple language, it is still a lengthy document for younger children to fully grasp. For younger children in Grades 1 and 2, consider selecting only a few of the articles that are easier to understand. Over time you can introduce additional articles. For example, split the activity over three periods and go through ten articles of the UDHR each time.

• Instead of using the text of the UDHR in Appendix 1, consider a collaboration with another teacher who teaches older students: have the older students represent through drawings the articles of the UDHR (one drawing per article), then use those drawings instead of the written articles of the UDHR.

• This activity is designed for children in Grades 2 to 6 but is easily adaptable for older children who are not familiar with the UDHR.

Source:
4. Introducing Children’s Rights

Objectives:

- To raise awareness of the rights included in the CRC.
- To explore how rights are linked to the lives of the children.

Overview:

Children learn about the rights enshrined in the CRC. Can be done after Activity 3: Introducing the Universal Declaration of Human Rights.

Materials:

Chalk and board. One copy for each child of the CRC in simple language (see Appendix 2).

Steps:

1. Ask children if there are any differences between rights for adults and rights for children. For example, there are laws that state that only adults can vote in elections. Another example can be around work conditions: children should not be subjected to harsh working conditions. If you completed Activity 3, refer back to the rights the children identified. If you did not do Activity 3, ask the children to identify all the rights they can and list them on the board.

2. Distribute to each child one copy of the Convention on the Rights of the Child in simple language (see Appendix 2). For children who are unfamiliar with the document and its history, use the explanation in the box on the next page. Note that there are two simple language versions of the CRC in Appendix 2. Choose the one most suitable for the grade you teach.
3. Read through the simple language version of the CRC. As you read through the articles, ask the children to link any of the rights in the CRC with the list they created in Step 1. If your class has created a classroom agreement (see **Activity 1**), ask the children to also compare the rights in the CRC with the agreement.

**Let’s talk! Evaluating the activity:**
Ask the children to discuss this activity.
- How did you like this activity?
- Were any of the rights in the CRC left off the class list?
- Were you surprised at all the rights included in the CRC? Are any rights missing?
- Does the CRC include responsibilities as well as rights?
- Why do you think the United Nations adopted a document to protect children’s rights?
- Why do children need special protection?

Discuss the links between this activity and their lives.
- How are the rights in the CRC enjoyed in the school and the community?
- The CRC mentions the right of children to express their opinions. How do you get involved in decisions at school? How could you become more involved?
- How are children involved in the community?
- Who is responsible for seeing that children’s rights are respected?

**Brief explanation of the Convention on the Rights of the Child**
For younger children who are unfamiliar with the CRC:

The Convention on the Rights of the Child (CRC) is a document created by people from the United Nations. It was accepted as a “Convention” in 1989. Because it is a convention, governments around the world who have accepted it agree to respect the rights that are included in the CRC.

The CRC was written in order to identify and value the specific rights that children have. The CRC sets out rights to protect children from harm, to ensure their health and education, and to make sure they participate in decisions that affect them and that their opinions are heard.

**Follow-up:**
The same options for follow up listed in **Activity 3** are applicable here. If time allows, ask the children to draw their understanding of specific children’s rights over the next few weeks and months. You can assign one specific right per week or divide the children into small groups with each group responsible for drawing one or more rights. Once the drawings are complete, ask the children to display their artwork in the class. Apart from drawing the rights, children can also express their understanding of the rights through short stories, poetry, or role plays.
**Tips:**

- In the simple language versions of the CRC in **Appendix 2**, articles 43 to 54 are grouped together. This is because they refer to the mechanism for implementing and monitoring the CRC. These articles are usually of little interest to young children, which is why they were grouped together. Try to focus on the other articles that children can relate to.

- Even though the versions of the CRC in **Appendix 2** are in simple language, the CRC is still a lengthy document for younger children to fully grasp. For younger children, as is the case with the UDHR in **Activity 3**, consider selecting only a few of the articles that are easier to understand. Over time you can introduce additional articles.

- Instead of using the text of the CRC in **Appendix 2**, consider a collaboration with another teacher who teaches older students: have the older students represent through drawings the articles of the CRC (one drawing per article), then use those drawings instead of the written articles of the CRC.

- This activity is designed for children in Grades 2 to 6, but easily adaptable for older children who are not familiar with the CRC.

- Regularly consult the main UNICEF website www.unicef.org and UNICEF's Education website teachunicef.org for more information and resources on the CRC.

**Comment from a teacher who tried this activity:**

“Implementing the activity on children’s rights made the students more aware of their rights and the rights of others. If a student attempted to encroach on the right of another student, the other student would confront such attempts saying ‘It is my right to participate in playing,’ or, ‘I have the right to a clean classroom.’ This has built a rights-based culture that has reached the family.” – Teacher from Jabalia, Gaza.

**Source:**

5. Using Our Words

Theme: Conflict resolution

Specific rights:
Right to express an opinion, protection from violence, right to non-discrimination

Grades:
Grades 1-3

Duration:
1 class period (40 minutes)

Objectives:
- To raise awareness on the importance of using words to address conflicts.
- To explore the steps in identifying and solving conflicts.

Overview:
Children discuss what conflict means to them.

Materials:
Chalk and board, paper, and colouring pencils.

Steps:
1. Ask the children for a list of words to make people think positive things about another person or group (for kind, helpful, gentle, sweet, etc.). List these words on the board.

2. Ask the children for a list of words to make people think negative things about another person or group (for example, mean, selfish, etc.). List these words on the board.

3. If the lists are not equal ask the children why they think there are more words in one list than in the other.

4. Ask the children to choose their favourite positive word and make a drawing that represents what the word means.
Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
• How did you like this activity?
• Was it easier to find negative or positive words? Why?
• How did you feel when you were drawing?

Discuss the links between this activity and their lives.
• How do you feel when someone uses negative words when talking to you? How do you feel when someone uses positive words when talking to you?
• When someone uses negative words towards you, what do you do?
• Who do you go to for help when someone says negative things to you?
• What can we do to make sure we use more positive words than negative words towards each other?
• What does our classroom agreement say about using negative words?

Follow-up:
The children can display their drawings in class. As the weeks pass, you can ask the children to think of more positive words and create additional drawings.

Tips:
• Children may be uncomfortable choosing negative words in front of other children as described in Step 1 of this activity. If you feel this is the case, ask the children to write a negative word on a piece of paper and hand it to you. This ensures more privacy, especially if a child wants to share a negative word they have been called by others and is ashamed to speak up about it.

• You can use this activity as a way to introduce the four steps in conflict resolution. More details about these steps are in the Conflict resolution section (Table 2 in Part 2, Section 1.6 on page 33):
  • Calm down.
  • Identify the problem.
  • Explore solutions.
  • Agree on one solution.

• If a child has negative things said to him or her by another child or other children, it is important to stress that there are ways to express oneself that are peaceful and non-violent. In cases where children are angry because they were insulted, a child should:
  • Realise that they are angry.
  • Find a way to calm down, such as taking deep breaths.
  • Find the reason for being angry.
  • Peacefully express their anger with words. The use of “I” statements is important in identifying how a child feels and helps towards finding a solution. Example of “I” statements are “I feel that…” or “I do not like it when…”

Source:
6. Role Plays on Bullying

**Theme:** Conflict resolution

**Specific rights:**
Right to express an opinion, protection from violence, right to non-discrimination

**Grades:**
Grades 1-3

**Duration:**
1 class period (40 minutes). This activity can be repeated on a regular basis.

**Objectives:**
- To explore feelings about bullying.
- To identify peaceful solutions to being bullied.

**Overview:**
Children role play different scenarios about bullying and explore solutions.

**Materials:**
You will need to use the role play cards (see the handout: Bullying Role Play).

**Steps:**
1. Introduce the topic by asking the children what they think about bullying: What is bullying? What do bullies do? What can be done if you are bullied?

2. Divide the children into small groups of four or five. Assign to each group one of the role play cards in the handout: Bullying Role Play.

3. Ask each group to create a role play based on the situation on the card. The role play should be no longer than 2-3 minutes. The role play should end with a positive solution to the problem.

4. Each group presents their role play. After each group has presented, ask the rest of the class what they thought of the role play and to suggest additional ways of solving the problem.
Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
• How did you like this activity?
• Do the situations in the role plays happen in our school? Have they ever happened to any of us?
• Based on the role plays, what are some of the steps we can take to prevent bullying?

Discuss the links between this activity and their lives.
• What can we do to make our school safe from bullies?
• What should we do if we are bullied? What can we do to help others who are bullied?
  How can we help the bullies?
• What does our school code of conduct say about bullying?
• What role can the school parliament play in helping address bullying?

Follow-up:
The children can create posters with anti-bullying messages and post them in the class or throughout the school. Some of the posters can show the steps a child should take in case they are bullied. You can assign children another “buddy” to help protect them in the event of a bullying situation.

Tips:
• The issue of bullying has to be addressed in a sensitive way. There may be some children in the class who were or currently are victims of bullying. This activity is meant to show that there are non-violent strategies to help those who are bullied.
• The role play situations in the handout can be adapted according to your context. For example, you may notice that some children in the schoolyard are being bullied, so you may want to add a situation describing this.
• Role plays allow all children, including those who are bullied and those who are bullies, to safely take on roles in a play about issues they may be afraid to discuss openly. It is important during the role plays not to name children who are affected by bullying. If you know of children who are being bullied or who are bullies, it is best to talk to them individually.
• The school parliament can play a role in resolving disputes in schools. If the members of the school parliament are properly taught on ways to address bullying, it is important to include them in activities to prevent bullying.
• Role plays on bullying can be done repeatedly during the school year; this should not be considered as a “one-time” activity. Consider having this type of activity on a regular basis or whenever a specific bullying situation arises.

Source:
### Handout: Bullying Role Play

<table>
<thead>
<tr>
<th>You see people whispering</th>
<th>Someone calls you names</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have no one to play with because other children have said bad things about you</td>
<td>You join a group of friends and they stop talking</td>
</tr>
<tr>
<td>The “bullies” are waiting to get you on the way home</td>
<td>Someone pushes you in line</td>
</tr>
</tbody>
</table>
7. Peace Book

Objectives:
- To raise awareness of the different steps in peaceful conflict resolution.
- To explore personal feelings associated with conflict situations.

Overview:
Children complete their own “Peace Book.”

Materials:
Each child needs one copy of the handout: Peace Book.

Steps:
1. Introduce the topic of peace and conflict resolution by asking the children what they think of when they hear the words peace and conflict. Ask them for examples of conflicts they have seen or been part of in school. Why did the conflicts start? What were the effects of the conflicts? How did the conflicts end?

2. Explain to the children that they will be completing their own “Peace Book” in class over the next week or two. Children independently work on their Peace Book for a few minutes each day.

3. After children have worked on their Peace Book for the allotted time, ask them to share what they learned about themselves and others.
Let’s talk! Evaluating the activity:
Work on the Peace Book can be spread out over several classes. You can ask children questions at the end of each period on what they learned from the book.

Ask the children to discuss this activity.
- Did you like working in your Peace Book?
- Did you learn anything new about solving conflicts?
- Did you learn anything about yourself?

Discuss the links between this activity and their lives.
- If you get into an argument or a dispute with someone else, what will you do?
- If you see two people arguing, what will you do to help?

Follow-up:
The Peace Book contains the four steps in conflict resolution (calm down, identify the problem, explore solutions, and agree on one solution). You can have children create posters in small groups showing these steps and display the posters in class.

Tips:
- You can use this activity as a way to introduce the four steps in conflict resolution. More details about these steps are in the Conflict resolution section (Table 2 in Part 2, Section 1.6 on page 33). The steps are:
  - Calm down.
  - Identify the problem.
  - Explore solutions.
  - Agree on one solution.
- It is best to spread out the completion of the Peace Book over several class periods. Try to use the same time period each time (for example, the first minutes or last minutes of class).
- Even though the Peace Book is meant to be an individual project, you can ask children to discuss some of the exercises in small groups.
Exercise 1: Draw an example of something that leads to a conflict.
Exercise 2: What is the order of the steps for resolving a conflict?
Put the pictures in the correct order.

Step _____: Agree on a solution
Step _____: Calm Down
Step _____: Look for solutions together
Step _____: Identify the Problem
Handout: Peace Book

My Feelings

Exercise 3: How do I feel today?

Draw a picture of the way you are feeling now.
Handout: Peace Book

My Feelings
Exercise 4: Everyone has their own feelings.
Connect each of the situations below with the feeling you would have.

The other children in the schoolyard do not want to play with you. You feel…
You solve a conflict with another student. You feel…

Shy

Happy

Afraid

Angry

Proud

Sad
Handout: Peace Book

Being Angry
Exercise 5: Everyone has their own way of expressing anger
Circle your favourite way of feeling better if you are angry.

- Breathe deeply
- Stay alone for a few minutes
- Talk to someone
- Read a book
- Play sports
- Draw
Handout: Peace Book

Tip 1: How to calm down peacefully
Here are some tricks when you realise that you are getting angry:

1. Realise that I am angry
2. I find a way to calm down
3. I find out why I am angry
4. I peacefully express my anger
Tip 2: How to communicate well

Here are some tricks on communicating well and getting your message across. Use words like:

- “I feel…”: this shows that you are expressing your feelings.
- “…because…”: by saying “because” you are trying to explain to someone else what you mean.
- “I would like…”: by saying “I would like” you are telling someone what you really want.

Tip 3: How to listen well

Here are some tips on being a good listener:

1. Listen to the other person: make sure you can hear them well.
2. Look at the other person. Eye contact shows you are interested.
3. Face the other person directly, either by standing in front of them or sitting.
4. Ask questions. This helps you understand what the other person is saying and also shows you are interested in what they have to say.
5. Try to understand the other person’s feelings.
Handout: Peace Book

Tip 4: Finding solutions

When you have a conflict with someone else, discuss different solutions. The solutions depend on what the problem is. Here are some solutions below.

- Randomly choose (for example, if there are two choices, write the choices on pieces of paper and draw out of a basket).
- Stop what you are doing.
- Be careful. For example, if someone is reading, try to be quiet instead of making noise.
- Say sorry
- Share
- Wait your turn
- Help fix what is broken
Handout: Peace Book

Exercise 6: Agreeing on a solution
Once you have agreed on a solution together, it’s time to put that solution into action. Draw an image of two people solving a conflict together.
Handout: Peace Book

Tip 5: Resolving conflicts
When you have a conflict with someone else, follow these steps:

1. Calm Down
2. Identify the problem and talk about it
3. Explore different solutions together
4. Agree on a solution
8. What Did You Say?

**Theme: Respect**

**Specific right:**
Right to express an opinion

**Grades:**
Grades 1-3

**Duration:**
15 minutes

**Objectives:**
- To respect others when they are speaking.
- To appreciate active listening as a skill.

**Overview:**
Children play the “telephone” game.

**Materials:**
None.

**Steps:**
1. Have children stand or sit in a circle.

2. Explain to the class that you will be playing the “telephone” game. You will whisper a message to the child on your right, then he or she will whisper the same message to the person on their right. The process continues until the message goes to everyone in the circle and is whispered to the last child (on your left).

3. Whisper the message to the child on your right. Say it clearly but only once.

4. The child whispers the message to the next child and the process continues until everyone in the circle has heard and passed on the message.

5. Ask the first child what the message was.
6. Ask the last child what the message was.

7. Play the game again with a different message, but this time go around the circle the other way.

**Let’s talk! Evaluating the activity:**
Ask the children to discuss this activity.
- How did you like this activity?
- Was the message the same at the start and the end of the game? Why do you suppose it changed (assuming it did)?
- Was it hard to understand the person next to you? What did you do to make sure you heard the message properly?

Discuss the links between this activity and their lives.
- How important is it to listen well to others?
- What happens if we do not hear others well?
- How can we make sure to listen well to each other in class?

**Follow-up:**
If your class has created a classroom agreement (*Activity 1*) and listening is one of the rules, have the children create additional posters that show good listening techniques.

**Tips:**
- This activity can be repeated at different times during the year if you feel that children are having difficulty listening in class. It helps create a momentary break and can refocus children’s attention.
- If it is not possible for children to sit or stand in a circle, they can remain in their seats and whisper the message to each other in turn.

**Source:**
UNHCR and UNESCO Inter-Agency Peace Education Programme. “Secrets,” p.11.
Objectives:
- To link elements of the children’s community with human rights.
- To practise mapping skills.

Overview:
Children draw a map of their neighbourhood.

Materials:
Sheets of paper, markers or colouring pencils, list of rights.

Steps:
1. Divide the children into four or five small groups. Provide each group with drawing paper and coloured pencils.

2. Ask children to describe their community (the area surrounding the school). Ask them to describe the buildings, the places where people shop, where people go to rest, play or spend time with the family.

3. Ask the children in each group to draw together a map of their community. They should include places that are important to them, such as their home, play areas, the school, the market, etc.

4. Once all the groups have completed their maps, ask the children to analyse their maps from a human rights perspective. What human rights do they associate with different places on the map? For example, if one group drew a mosque, then that corresponds to the right to practice a religion; the school would be the right to education. Ask the children to identify places on their maps that correspond to the rights they know. If children are having difficulty identifying rights, suggest some rights from the list of rights in the Teacher’s Notes.

Teacher Tip
The Teacher’s Notes are only meant for the teacher!
5. Each group presents their map to the entire class.

**Let’s talk! Evaluating the activity:**
Ask the children to discuss this activity.
- How did you like this activity?
- Did everyone in your group agree on the things to draw on your map?
- Did you know about all the rights that were mentioned in this activity?
- How are the maps the same? How are they different?

Discuss the links between this activity and their lives.
- What can we do to make sure that everyone’s rights are respected in our community?
- Are there people in our community whose rights are not fully respected?
- What happens in our community when someone’s rights are not respected?
- Are there places or organisations in our community where people take action to protect human rights?

**Follow-up:**
Invite a local social worker or a resident who has lived in the community for a long time to explain how they see the community and how it has changed. Help the children to explore how they can contribute to positive change in the community.

**Tips:**
- This activity assumes that the children are somewhat familiar with human rights. However, children may still need some assistance in connecting everyday places with rights, for example the grocery store with an adequate standard of living (Art. 25 of the UDHR).
- This activity has a very positive message: we enjoy rights everyday in our own neighbourhood. You may want to discuss the presence of violations (or rights not being respected) on a different day.
- Be sensitive to children who may have been victims of human rights violations, or whose parents, other relatives or friends may have been victims.
- Some young children may have little experience either drawing or reading a map, so you may want to draw an example on the board beforehand. For example, you could draw a map of the school grounds.
- For older students, make the activity more challenging by asking them to match the rights they identified with the articles of the UDHR. For example: A mosque represents Art. 18 (religion), a school represents Art. 26 (education), and a playground represents Art. 24 (rest and leisure).

**Comment from a teacher who tried this activity:**
“Thanks to the human rights map, students can now link their rights to the places around them. This happens for the first time. For example, the students were not aware that the taxi service office symbolises their right to free movement, that the pharmacy stands for the right to medical treatment and that the park represents the right to play.” – Teacher from Nablus, West Bank.

**Sources:**
Teacher’s Notes: List of Human Rights

This is a sample of rights that are commonly identified in this activity.

1. The right to life
2. The right to express oneself
3. The right to go to school
4. The right to practice a religion
5. The right to medical care
6. The right to food
7. The right to play and rest
8. The right to security
9. The right to privacy
10. The right to equality
11. The right to information
12. The right to choose my friends
13. The right to a name
14. The right to live with your parents
15. The right to a clean environment
16. The rights of children with a disability to participate
Objectives:
• To explore the relationships between what is expected of us and how we behave.
• To raise awareness of the effect of our own behaviour on others.
• To start a discussion about the effects of stereotyping people.

Overview:
Children complete a task while being assigned a characteristic that stereotypes them.

Materials:
Plain white labels about 5 cm by 2 cm, one per child. Cardboard strips to make “crowns.”

Steps:
Preparation:
• Write one characteristic on each label e.g. irresponsible, witty, lazy, clever, clumsy, smart, kind, generous, etc. Glue each label to a cardboard “crown.” Make a crown by using a narrow sheet of cardboard and gluing to the crown the label with the characteristic written on it.
• Decide on a common task for the group. For example, design a poster co-operatively, plan a school outing, move furniture or have a discussion on a topic (which could be human rights related or not).
Classroom Activities

1. Explain the task to the group. Explain that there is one crown for each child. On each crown there is a label with a characteristic; sometimes the characteristic is positive, other times it might be negative.

2. Explain to them the task they must do as a group. Make it clear that as they undertake the task they must treat each other according to the labels on the crowns. For example, if someone has a label “lazy” on their forehead, everyone else must treat them as if they are always lazy (but without ever using the word on the label! Do not tell them!).

3. Place one crown on each child’s forehead, but do not let them know what is written on it.

4. Children should put their efforts into completing the task and treating the others according to the stereotype on the label.

5. At the end of the activity children may guess what their own label was, but this is not the main object of the game.

Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
Start by asking children if they could guess their label and then go on to ask about the other aspects of the activity:
• How did you feel during this activity?
• Was it difficult to treat others according to their labels?
• Did anyone start to act like their label? For example, did someone labelled “lazy” stop helping or participating?

Discuss the links between this activity and their lives.
• What sorts of labels do we put on people in real life? How does it affect them and how does it affect the way we think about them?
• What sort of labels have you been given by others that you like or do not like?

Follow-up:
You can repeat this activity with different labels and ask the children to perform different tasks.
**Tips:**

- This activity is meant to raise awareness about stereotypes and for children to learn to be more respectful towards each other. As such, it is important for the teacher and students to address “positive” and “negative” stereotypes. In feedback from teachers on this activity, some hesitated to include negative stereotypes (such as lazy or clumsy) because they thought it would incite students to label each other with these stereotypes. However, to focus only on positive stereotypes avoids the reality that some children are negatively stereotyped or stereotype others in negative ways. Remember, addressing human rights issues is not always easy, but doing so in a respectful and constructive manner with the students enables them to discuss the issue in a safe environment with you as a facilitator.

- Be sensitive about matching children with characteristics. For example if a child is rather lazy it may not be appropriate to give them that label. The aim of the game is not to expose personal opinions about others in the group. Indeed this could be very destructive and should be avoided.

- Be aware that this game can raise powerful emotions.

- Once the game is over, make sure that the children do not continue labelling some children with negative characteristics. Remind them of the objectives of the activity.

**Source:**

All Different, All Equal, http://eycb.coe.int/edupack/41.html.

Based on an idea found in the Curriculum Resources Pack: Cultures and Lifestyles, Dorset Education Service, Dorset, England.
Objectives:
• To raise awareness of diversity in the world.
• To critically reflect on human rights issues on a global scale.

Overview:
Children work in small groups to answer questions about the way the world is divided.

Materials:
Pencils and paper. Each child needs one copy of these handouts: World map and How is the world divided?

Steps:
1. Divide the children into small groups of four or five. Distribute copies of the handout: World Map.

2. Ask the children to colour the different regions of the map. They should colour the regions of the Middle East and North Africa, the Americas, Asia, Africa and Europe.

3. Distribute copies of the handout: How Is the World Divided? Ask the children to complete the quiz. The children should discuss each question together before agreeing on the answers.

4. Once all groups have answered the questions, read through the answers as a large group (see the Teacher’s Notes for the answers. Remember, the Teacher’s Notes are only for you!).

Theme: Diversity
Specific rights:
Rights in the UDHR and CRC

Grades:
Grades 6-9

Duration:
1 class period (40 minutes)
**Let’s talk! Evaluating the activity:**
Ask the children to discuss this activity.

- How did you like this activity?
- Was it easy to find the answers to the questions? Were some questions harder than others?
- Did some of the answers surprise you? Which ones?
- What did you learn about the world in which we live?

Discuss the links between this activity and their lives.

- The answers show inequalities around the world in terms of literacy (reading and writing), shelter (places to live), and access to drinking water. What are some of the inequalities where you live?
- What could be done to help reduce or eliminate these inequalities (for example, a class project)?

**Follow-up:**
Children can undertake a research project in their own school or community that examines the community’s population with similar statistics. For example, they can conduct a survey to find out how many children have access to a computer at home, or how many adults and children there are per family, etc.

**Tips:**
- This activity ties in well with a geography or social studies class exploring differences around the world.
- The activity is less about finding the correct answers than raising awareness about the diverse world we live in. The last statistics in the table give a global portrait of access to housing, water, literacy, and technology. The suggested websites have additional statistics on global poverty, diseases, gender equality and other statistics.
- These statistics are based on several different sources from dates ranging between 2008 and 2012. You should regularly visit websites that provide more up to date information. Some of the statistics are interpreted in different ways, in particular the statistics for the world’s population. Many statistics place the Middle East and North Africa countries in Asia and Africa. As a result, the MENA population as 6 out of 100 people is only an estimate.
- The number of registered Palestine refugees in 2012 in all five Fields was 4,919,917. According to population statistics from 2012, the population of the five UNRWA Fields of operation is approximately 37.4 million:
  - Jordan: 6.3 million
  - West Bank and Gaza: 4.3 million
  - Syria: 22.5 million
  - Lebanon: 4.3 million

**Sources:**
## Handout: How is the world divided?

The current population of the world is over 7 billion people. Imagine if there were only 100 people who represented everyone on the planet, who would these 100 people be? There would be 50 females and 50 males, but what about other characteristics? Choose the correct answers.

<table>
<thead>
<tr>
<th>If the world were 100 people:</th>
<th>Choose from the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There would be ______ children.</td>
<td>74</td>
</tr>
<tr>
<td>There would be ______ adults.</td>
<td>26</td>
</tr>
<tr>
<td>There would be:</td>
<td></td>
</tr>
<tr>
<td>_____ from Asia</td>
<td>14</td>
</tr>
<tr>
<td>_____ from Africa</td>
<td>11</td>
</tr>
<tr>
<td>_____ from the Americas</td>
<td>13</td>
</tr>
<tr>
<td>_____ from Europe</td>
<td>56</td>
</tr>
<tr>
<td>_____ from the Middle East and North Africa</td>
<td>6</td>
</tr>
<tr>
<td>There would be:</td>
<td></td>
</tr>
<tr>
<td>_____ Muslims</td>
<td>22</td>
</tr>
<tr>
<td>_____ Christians</td>
<td>14</td>
</tr>
<tr>
<td>_____ Hindus</td>
<td>7</td>
</tr>
<tr>
<td>_____ Buddhists</td>
<td>12</td>
</tr>
<tr>
<td>_____ People who practice other religions</td>
<td>12</td>
</tr>
<tr>
<td>_____ People who are not aligned with any religion</td>
<td>33</td>
</tr>
<tr>
<td>Different languages spoken would be:</td>
<td></td>
</tr>
<tr>
<td>_____ Arabic</td>
<td>5</td>
</tr>
<tr>
<td>_____ Chinese (Mandarin)</td>
<td>12</td>
</tr>
<tr>
<td>_____ Spanish</td>
<td>5</td>
</tr>
<tr>
<td>_____ English</td>
<td>75</td>
</tr>
<tr>
<td>_____ Other languages</td>
<td>3</td>
</tr>
<tr>
<td>_____ would be able to read and write.</td>
<td>83</td>
</tr>
<tr>
<td>_____ would NOT be able to read and write.</td>
<td>17</td>
</tr>
<tr>
<td>_____ would have access to the Internet.</td>
<td>34</td>
</tr>
<tr>
<td>_____ would NOT have access to the Internet.</td>
<td>66</td>
</tr>
<tr>
<td>_____ would have a place to live.</td>
<td>77</td>
</tr>
<tr>
<td>_____ would NOT have a place to live.</td>
<td>23</td>
</tr>
<tr>
<td>_____ would have access to clean drinking water.</td>
<td>13</td>
</tr>
<tr>
<td>_____ would NOT have access to clean drinking water.</td>
<td>87</td>
</tr>
</tbody>
</table>
**Teacher’s Notes: Answers to “How is the world divided?”**  
(For the teacher only)

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</tbody>
</table>
12. Human Rights Bingo!

Theme: General human rights and Diversity as a related theme

Specific rights: Rights in the UDHR and the CRC

Grades: Grades 3-9

Duration: 1 class period (40 minutes)

Objectives:
• To know that human rights are relevant for everyone.
• To develop listening skills.
• To encourage respect for other people and their opinions.

Overview:
This is a simple quiz and variation of the game, Bingo!, in which children share their knowledge and experiences of human rights.

Materials:
Pencils, each child needs one copy of handout: Bingo! quiz sheet.

Steps:
1. Hand out the quiz sheets (handout: Bingo!).

2. Explain that children should find a partner and ask them one of the questions on the sheet. Each answer should be noted down in the relevant box.

3. The pairs then split and find others to pair up with.

4. The aim of the game is to get an answer in each box and to get a different person to answer each question.
5. Whoever gets an answer in every box first shouts out “Bingo!” They win.

6. If time allows, you may continue the game for longer in order to give more children the chance to shout out “Bingo!”

7. Move on to the discussion. Take the question in the first box and ask children to share the answers they received. List the key words on the board in a larger version of the Bingo chart.

8. When the chart is complete, go back and discuss the answers in each box more fully.

**Let’s talk! Evaluating the activity:**

Ask the children to discuss this activity.

Questions for children of all grades:

- How did you like this activity?
- Were all the questions related to human rights? Which rights?
- Which questions were the hardest to answer? Why?

Questions for children in older grades: the same as above, along with:

- Which questions were the most controversial? Why are some rights controversial?
- How did people know about human rights and human rights violations? Do they trust the sources of the information? [These questions relate to the bottom boxes of the Bingo chart for older children.]

Discuss the links between this activity and their lives.

- For younger children: Did you know all these things about your classmates? How can we learn more about each other’s interests?
- For older children: What can we do to learn more about human rights around us?

**Follow-up:**

For older children: Take one or two of the answers that may have provoked controversy and discuss the real life dilemmas that there are when trying to develop a culture of respect for human rights. You may like to go on and consider the ways events are reported in the media and how the human rights aspects could be given a higher profile.
**Tips:**

- Feel free to change any of the statements to tailor the activity to the interests and level of your group. If students are not familiar with the term “bingo,” feel free to call the activity by another name such as “Fill in the squares” or “Human rights squares.”

- When recording children’s answers to each question, only put down key words. The point of the chart is to help with the discussion later. After each round, deal briefly with any questions of clarification or differences in interpretation. Highlight any points that require more in-depth discussion and agree to return to these at the end.

- It is likely that children will give examples that you may not know about, either because they are obscure or because they are personal. This should not matter. No one can be expected to know everything! You can ask children how they know their information and discuss its authenticity and reliability. Indeed, it is a good opportunity to encourage children to think critically about information as a matter of principle.

- Some of the answers will be controversial. For example, a child might say that a “right denied to some people where you live” could be the “right of return.” The right of return for Palestine refugees was recognised for the first time by the United Nations in 1948. It is important to discuss this activity beforehand with your Head Teacher and other teachers for suggestions on how to approach this topic sensitively.

- By their very nature, human rights can be controversial, particularly in contexts where they are violated. How they should be interpreted and applied is not clear-cut or fixed; they need to be reassessed and developed continually. It is therefore everyone’s responsibility to be part of the process of promoting and protecting human rights.

**Comment from a teacher who tried this activity:**

“The students were highly motivated and engaged in looking for answers and asking one another. The activity helped some introverted students to be more outgoing and get on well with peers. The activity also stimulated the students’ curiosity and active learning.” – Teacher from Jabalia, Gaza.

**Source:**

Handout: Bingo!
For younger children (Grades 3 to 6)

Find someone who...

<table>
<thead>
<tr>
<th>Speaks two or more languages</th>
<th>Knows when International Women’s Day is celebrated</th>
<th>Likes science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plays a musical instrument</td>
<td>Has their birthday in July</td>
<td>Likes to read</td>
</tr>
<tr>
<td>Knows when the Universal Declaration of Human Rights was adopted by the United Nations</td>
<td>Likes the colour orange</td>
<td>Knows at least five human rights</td>
</tr>
</tbody>
</table>
Handout: Bingo!
For older children (Grades 7 to 9)

Find someone who...

<table>
<thead>
<tr>
<th>The name of a document that proclaims human rights</th>
<th>A special right all children should have</th>
<th>The five Fields of operation for UNRWA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A right denied to some people where you live</td>
<td>A human right that has been denied to you personally</td>
<td>An organisation that promotes human rights</td>
</tr>
<tr>
<td>A responsibility we all have in relation to our human rights</td>
<td>An example of discrimination</td>
<td>A right sometimes denied to women</td>
</tr>
<tr>
<td>Someone who defends human rights</td>
<td>A violation of the right to life</td>
<td>An example of how someone’s right to privacy may be violated</td>
</tr>
</tbody>
</table>
Objectives:
- To help improve self-esteem.
- To look for positive attributes in themselves and others.
- To respect differences between people.

Overview:
Children identify and learn about similarities and differences between each other.

Materials:
Board and chalk.

Steps:
1. Ask children to list as many things as they can where they do the same things. Write the list of things they say on the board. You may need to offer some suggestions, for example,
   a. Is everyone dressed the same?
   b. Does everyone eat food?
   c. Does everyone like playing games?
   d. Does everyone have brothers or sisters?
**Our Class: We Are the Same…**

We all like to play games.  
We all have to eat.  
We all like music.  
We all wear a school uniform.  
We all like to sing.  
…

2. Divide the group into four or five smaller groups. Ask the children in each group to find something about them that is different from anyone else in the group. For example:
   a. I play the piano.  
   b. My favourite book is …  
   c. My favourite colour is…

3. Bring the groups back together and have each child say what makes them unique in their group.

**Let’s talk! Evaluating the activity:**

Ask the children to discuss this activity.
- How did you like this activity?
- Were you surprised at the number of similarities everyone has?
- Would the list be the same if another class did it?
- Was it easy to find something unique about each one of you in the small groups? Did you find any similarities with other groups?

Discuss the links between this activity and their lives. Mention that all people have many similarities with each other. It is important to see our differences as unique and special.
- What will you do if you see someone at school being laughed at by others because they like something different from everyone else (for example, they like a different musician)?
- How can we celebrate our differences in our class?

**Follow-up:**

This activity can be an introduction to children on appreciating the differences that make each person unique. Differences can present themselves in several ways, from things that children like, to their physical appearances, to their academic abilities.

The activity can be repeated throughout the year, each time highlighting new differences.
Tips:

- If children have difficulty finding things in common, ask two children to volunteer in front of the class and ask them to find the similarities they have.

- When children are in their small groups discussing what makes them unique, you can ask each child to write their name on a piece of paper and write or draw what makes them unique. Then collect all the papers and display them in the classroom as a reminder of the things that makes every child unique and special.

- The types of questions asked could delve deeper into differences that contribute to discrimination and bullying. For example, if the class has children with special needs, it can be an opportunity to highlight how children need to recognise differences while making sure they act inclusively.

Source:
UNHCR and UNESCO Inter-Agency Peace Education Programme. “How We Are the Same,” p.16.
14. Find My Friend

**Objectives:**
- To act in ways to improve self-esteem.
- To look for positive attributes in each other.

**Overview:**
Children describe their friends to the class and have the children guess who they are describing.

**Materials:**
Pencils and paper.

**Steps:**
1. Cut a sheet of paper into small strips. Write the names of the children on the strips (one strip per child’s name).
2. Distribute the strips to each child in class. Make sure that a child does not receive his or her name.
3. The name of the child on the strip is their friend and they have to find three good things to say about that friend.
4. Ask them to write the good things about their friend on the piece of paper. They should not write their friend’s name on the paper. They should not describe their friend with physical attributes but only their personality traits or what they like, such as “Always helps tidy the classroom,” or “Loves to play football.”
5. Ask one child to come in front of the class and to describe their friend.

**Theme:** Diversity and Equality and non-discrimination as a related theme.

**Specific rights:**
Rights to equality and non-discrimination, right to participate (express your opinion)

**Grades:**
Grades 1-3

**Duration:**
10 minutes per period for approximately four periods (40 minutes total)
6. The rest of the class is allowed three guesses to see if they can find the friend. Remind the children who are guessing to raise their hands.

7. If they cannot guess after three turns, have the child describing their friend add more description.

8. Once the child has been identified, choose another child to come up front and to describe their friend.

9. After about 10 children have described their friends, stop the activity and have a discussion. Repeat the activity a few times during different class periods until all children have described their friends.

Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
• How did you like this activity?
• Was it easy to find three things to describe your friend?
• Did you learn anything new about other children in the class?
• How did you feel when you heard good things said about you? Did you realise you had these qualities?

Discuss the links between this activity and their lives.
• What can we do to appreciate the positive characteristics of other children in the class, rather than the negative things?
• If you hear another student say something mean or unkind about another student, what will you do?

Follow-up:
This activity is about one child writing positive things about another. This type of activity can be carried further to all children in the classroom. For example, if there are 30 children in the class, create a sheet with the names of all children with two lines below each name. Make enough copies for all the children and have them write something positive about each other child. Collect all the sheets and cut and separate all the names. Give each child all the positive things written about them by the other students. If you have envelopes, place their writings in an envelope.

Tips:
• Depending on the time available and the number of children in the class, you can extend this activity over several class periods. This activity does not need to last the entire period; it is best to have a few minutes per period.
• This activity is done best once the children have gotten to know each other; it is not recommended for the beginning of the school year.

Source:
Objectives:
- To recognise emotions and how to express them.
- To appreciate the ways in which emotions can affect behaviours.

Overview:
Children express to the whole class times when they were happy and sad.

Materials:
None.

Steps:
Preparation:
This activity requires children to talk about what makes them happy and sad. Because it might create strong emotions, you should be prepared. Also, having the chairs arranged in a circle creates a more comforting environment for children to express themselves.

1. Ask one child to tell the group about a time that made them happy. Ask the child to provide as much detail as possible.

2. Ask another child to tell the group about a time that made them sad. Ask the child to provide as much detail as possible.
3. Ask the rest of the class to think of situations that made them happy or sad.

4. Ask if anyone else in the class wants to share with the others their happy or sad story.

**Let’s talk! Evaluating the activity:**
Ask the children to discuss this activity.

- How did you like this activity?
- For the sad situations: What could you have done to make the situation less sad?
- What kind of other things make you happy or sad?
- What can you do to feel happier when you are sad?
- Do you tell other people when you are happy or sad? Does it help when you talk to others? Who do you talk to?
- Did you learn something new from this activity? If so, what?

Discuss the links between this activity and their lives.

- If you see someone who is sad, what will you do?
- The next time you are feeling sad, what will you do?
- What are some of the things we can do in our class to make sure we are happy?

**Follow-up:**
This type of activity can be repeated throughout the year whenever you feel that there are strong emotions among the children and they would benefit by having the time to discuss their emotions.

**Tips:**

- Remind children that it is all right to have many kinds of emotions and that there are things we can do to make ourselves happy when we are sad.
- While it’s important to have children talk about times when they are sad in order for them to better understand their emotions, it is equally important to recognise and encourage children to talk about instances when they are happy.
- Understanding our emotions and those of others is important in making sure we all get along and respect each other.
- Instead of having a discussion with the entire class, you can divide the children into smaller groups for discussion. This is easier with older children or if you have assistance from other adults in the classroom (such as parent volunteers).

**Source:**
Objectives:
- To learn about basic human rights.
- To explore the importance of human rights in children’s lives.

Overview:
Children imagine living in a new country and identify the rights needed to live well.

Materials:
Chalk and board, flipchart and markers, pencils and paper. Simple language version of the UDHR in Appendix 1.

Steps:
1. Explain to the children that a new country has been discovered that has everything needed to sustain human life. There are no people, no laws, and no history in this new country. All the children in the class will go together to live there. It is up to them to create the laws of the country. Ask them for some examples of the rights that can exist, such as “Everyone has the right to go to school (or to an education),” or “Everyone has the right to clean water.”

2. Divide the children into small groups of four or five. Have each group give their country a name and write a list of up to 10 rights that everyone in the new country should have. You can suggest starting each right with the words, “Everyone has the right to…”

3. Each group presents their list to the entire class. Create a class list that includes all rights mentioned.
Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
• How did you like this activity?
• Was it easy to come up with the rights? Were most of the lists the same? What were the differences?
• What would happen if some of the rights were excluded (in other words, the rights were not there)? Have any important rights been left out?
• Did you learn anything from this activity?
Discuss the links between this activity and their lives.
• How is this list different from the classroom agreement (see Activity 1)?
• Are these rights the same as the ones we have in our community? What is different, what is the same?
• What can we do in our school to make sure everyone enjoys their rights?

Follow-up:
You can create a complete list of all the rights identified by the small groups. In this way you create a list from all the “countries” and have a “global” list of human rights. This list can then be displayed in the classroom and even displayed in the school hallways.

Children can explain the activity to their parents and share the list of rights with them.

Tips:
• Instead of asking children to write 10 rights in small groups, you can ask them to draw a group picture that shows the rights.
• For younger children, an alternative to discovering a new country would be to explore a new planet.
• This activity might bring up questions on Palestine statehood. The discussion should be positively framed to explore the rights that all human beings are entitled to, no matter who they are. If children realise that some of their rights are not enjoyed, it is an opportunity to ask them to critically reflect on some practical steps to enjoy their rights. For example, if one of the rights identified is “Everyone has the right to a clean environment,” then you can ask them what they can do to make this right a reality.

Source:
Objectives:
• To appreciate stories from children’s parents and grandparents.
• To appreciate active listening as a skill.
• To learn about human rights issues from parents and grandparents.

Overview:
Children’s parents and grandparents are invited to the school to tell stories about their education.

Materials:
None.

Steps:
Preparation:
Invite a few grandparents or parents to come and talk to the children about what they were taught as children and whether it served them later in life. Ideally, you should have an equal number of men and women with different backgrounds to participate.

Brief the grandparents and parents ahead of time by suggesting things for them to discuss with the children. For example:
• Talk about what school was like when they were children.
• Talk about the things they learned in school that helped them in life.
• Talk about some of the happiest moments they experienced in school.

Before the arrival of the grandparents or parents into the classroom, try to arrange the chairs in a circle to make the environment conducive to storytelling.
1. Welcome the grandparents or parents to the classroom. Explain to the children that the grandparents and parents will talk about the education they had in school and how it has helped them in life.

2. After each guest has presented, ask the children if they have any questions to ask them.

**Let’s talk! Evaluating the activity:**
Ask the children to discuss this activity.

- How did you like this activity?
- Did you learn anything about the past that surprised you?
- Are schools very different from the time that our grandparents and parents went to school? If yes, in which ways?

Discuss the links between this activity and their lives.

- What can we do to make sure that everyone’s rights are respected in our community?
- Are there people in our community whose rights are not fully respected?
- What happens in our community when someone’s rights are not respected?
- Are there places or organisations in our community where people take action to protect human rights?

**Follow-up:**
The children can write thank you cards to the grandparents and parents who attended; the cards are a show of respect and appreciation.

**Tips:**

- The focus of this activity should be positive: to celebrate the education and experience of the grandparents and parents. While they may have stories that are about their hardships as Palestine refugees, try to keep the focus on positive achievements. For older children, you can address some of these hardships in another lesson.
- Make sure that the grandparents and parents are aware of their audience: children. They should use simple language to highlight positive stories.
- The stories from grandparents and parents can provide an enormous resource of culture, traditions, and experiences that the children can learn from. Consider inviting grandparents and parents on a regular basis to tell their stories, either to a single class or to the entire school.

**Source:**

18. Blind Trust

Objectives:
- To raise awareness of challenges felt by people with disabilities.
- To develop strategies to assist each other.

Overview:
Children work in pairs and take turns guiding each other.

Materials:
Blindfolds (if available).

Steps:
Preparation
Try to have enough blindfolds for half the children. If there are no blindfolds available, the “blindfolded” children will have to close or cover their eyes with one hand.

1. Divide the group into pairs. Explain that this is an activity where one child will lead another who is blindfolded. Have one child in each pair blindfold the other. If blindfolds are not available, then have the “blind” child either close their eyes or cover their eyes with one hand.

2. Ask the leading child to take the “blind” child through different experiences by giving verbal instructions, for example:
   a. To walk to the other side of the room.
   b. To pick up objects and guess what they are.

3. After a few minutes, have the children in each pair reverse roles and repeat the activity.

Theme: Diversity and Respect as a related theme
Specific rights:
Right to participate (express your opinion), rights of persons with disabilities

Grades:
Grades 1-6

Duration:
20 minutes
Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
  • How did you like this activity?
  • How did you feel when you were leading your “blind” partner?
  • How did you feel when you were “blind”?
Discuss the links between this activity and their lives.
  • What is life like for people who cannot see? What is life like for people who cannot walk, or cannot hear, or who have other types of disabilities?
  • What can we do to our environment to make sure that everyone enjoys their rights, whether or not they have disabilities?

Follow-up:
You can redo this type of activity by choosing different types of challenges for the children. For example, instead of wearing blindfolds, the children leading can give instructions to their partner for accomplishing a task without using words.

Tips:
  • This activity is not meant to place an emphasis on the disabilities that some children may have, but rather to emphasise the importance of inclusion in the school for all children, along with the constructive steps that everyone can undertake to make this a reality.
  • Make sure the leading children do not abuse their power as leader and make their “blind” partner do difficult things.
  • Make sure the room is clear of obstacles on the floor such as bags or books; you do not want any child being hurt by walking “blindly.”
  • This activity can also be done in an open space such as the schoolyard. Children can lead their partner from one side of the schoolyard to the other.

Sources:
Objectives:
• To appreciate the importance of including others.
• To express empathy for others who are excluded.

Overview:
Children form groups based on the teacher’s instructions.

Materials:
• Stickers in two to six different colours. If stickers are not available, then small pieces of paper and masking tape.
• This activity is best played where there is enough room for all children to move around.

Steps:
Preparation:
This activity has three rounds. You will need one sticker per round per child.

Part 1: Inclusion
1. Ask the children to form a circle with everyone facing the outside of the circle.

2. Step inside the circle and ask the children to close their eyes and remain quiet. Explain to them that you will be placing a coloured sticker on their backs.

3. Place a sticker on each child’s back. Use two to six different colours and make sure that you use each colour at least twice. For example, a class of 30 children may have five blue stickers, eight yellow stickers, seven red stickers, and 10 green stickers.
4. Ask the children to open their eyes and walk around. At your signal, ask the children to form groups with children having the same coloured sticker. They must do this without speaking. For example, if you used three different coloured stickers, tell the children to form three different groups as quickly as possible. Make sure every child is included in a group.

5. Once the groups are formed, continue with a second round. Ask the children to go back into a large circle with everyone facing outside of the circle. Remove their stickers and put a new sticker on each child’s back. This time ask the children to form groups where everyone has a different coloured sticker. Again, make sure that every child is part of a group.

Part 2: Exclusion

1. For the third round, remove the stickers from the second round and place new stickers on the children’s backs. Distribute the stickers to form two groups of about the same size. However, make sure that one or two children are excluded by giving them a different coloured sticker. For example, if you have 30 children, distribute 14 blue stickers, 14 green stickers, one red sticker and one yellow sticker. Ask the children to form groups where everyone has the same colour.

2. Observe the different reactions.

Let’s talk! Evaluating the activity:

Ask the children to discuss this activity.

- How did you like this activity?
- How did you feel when you found a group you could join?
- How did you feel when you could not find a group right away?
- To children who were excluded in Part 2: How did you feel when you could not find a group to join?
- To children who were included in Part 2: How did you feel when you saw that others could not find a group to join?

Discuss the links between this activity and their lives.

- Have you ever been excluded by others, for example when playing a game? How did it make you feel?
- Have you ever excluded others by telling them they could not join your group?
- Can you think of some children who are sometimes excluded from activities? What can be done to make sure everyone is included?

Follow-up:

To remind children of the results of this activity, write their answers to the last question, “What can be done to make sure everyone is included?” on a flipchart paper and keep it displayed on a wall in the classroom. If there are ever any additional instances where some children are excluded in the classroom, you can easily refer to the display.

Tips:

- This activity can be used to raise awareness of the importance of including others. It is relevant in classroom activities, such as group work, but also in interactions in the schoolyard.

Source:

Objectives:
- To understand the concept of cooperation.
- To raise awareness about the rights in the CRC.

Overview:
Children draw pictures depicting children’s rights.

Materials:
Simple language version of the CRC in Appendix 2. Pencils and paper.

Steps:
1. Begin by asking the group to name as many children’s rights as they can. Write them on the board.

2. Divide the group into small groups of five or six children. Distribute one large piece of paper to each group (size A1 if possible) along with coloured pencils if available. Assign each group one of the rights listed on the board.

3. Tell them that the activity is a silent one and no one should talk. Have one child begin by drawing on the paper what the right means to them. The child draws for one minute then passes the paper to another child in the group. Emphasise to the students that the activity must be done in silence!

4. Continue the process until all the children in each group have had a chance to draw.

5. Once everyone has drawn, tell them they can now talk and take two more minutes to finish the drawing together.

6. Once everyone has finished their drawings, each group presents their artwork to the whole class.
Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
- How did you like this activity?
- Was it difficult to draw in a group? Was it difficult to be silent?
- How did you understand what the other children were drawing?
- Did you have to think about other children in your group and the space they needed to complete the drawing?
- Do you think you and your group really cooperated to create your drawing?
- Did you all have the same understanding of the right?

Discuss the links between this activity and their lives.
- What do the drawings say about how well we enjoy these rights in our school and our community?
- In what other ways do we cooperate with each other in school? At home?
- What other activities can we do together? How can we make sure everyone participates?

Follow-up:
This activity is as much about learning human rights as it is about cooperating together. It can be repeated by mixing up the children into different groups, addressing different rights, or even having children draw their understanding of an issue related to human rights, such as voting in the school parliament or bullying in the schoolyard. Consider having the students do other classroom group activities in silence to emphasise collaboration.

Tips:
- This activity requires children to have previous knowledge of children’s rights and the CRC.
- Doing this “silent” activity gives all students an opportunity to utilise different ways of communication and cooperation. It also allows shy, introverted students to express themselves in an environment which favours equal participation. Therefore it is important that you ask students to remain silent throughout the activity.
- Make sure that the rights children name in Step 1 are actual rights. For example, the right to learn is a right (education), but the “right to respect” or the “right to solidarity” are not rights. If in doubt, always check the UDHR and CRC in Appendices 1 and 2.

Source:
**Objectives:**
- To raise awareness of situations that can be solved peacefully.
- To develop skills in peaceful conflict resolution.

**Overview:**
Children practise skills to solve conflicts.

**Materials:**
Copies of the handout: Steps to Resolving a Conflict.

**Steps:**
1. Ask the children to provide examples of two people getting into an argument. Ask them to think of their personal experiences or situations they have seen. List their examples on the board. If they are having difficulty finding examples, you can provide them with some:
   a. Two children at school fight over a playing area in the schoolyard.
   b. A brother and sister at home fight over who gets to use the computer.
   c. One child accuses another one of copying their work when writing an exam.

2. Divide the children into groups of four or five. Assign each group one of the situations they identified and ask them to create a role play showing how to solve the conflict. To help them with their role play, distribute copies of the handout to each group. Take the time to explain the steps for conflict resolution in the handout and encourage the children to be creative in their solutions.

3. After each group presents, ask the whole group how well the negotiation process went.
Let's talk! Evaluating the activity:
Ask the children to discuss this activity.
• How did you like this activity?
• Were the solutions to the problems effective? Was everyone happy with the result by the end of each role play?
• Did you learn any new ways of solving conflicts from this activity? If so, which ones?

Discuss the links between this activity and their lives.
• How will you use these ways to solve conflicts to address your own problems?

Follow-up:
You can do this activity on a regular basis, updating the situations based on the reality at school. This activity can be done as a preventative measure (in other words, learning about conflict before it happens), or it can be done after a conflict has occurred in order to learn effective ways to solve it if it happens again.

Tips:
• You can assign the same situation to more than one group. That way you can see if the children identified different solutions to the same problem.

• You can use this activity as a way to introduce the four steps in conflict resolution. More details about these steps are in the Conflict resolution section (Table 2 in Part 2, Section 1.6, page 33):
  • Calm down.
  • Identify the problem.
  • Explore solutions.
  • Agree on one solution.

Source:
# Handout: Steps to Resolving a Conflict

<table>
<thead>
<tr>
<th>Steps</th>
<th>Things to do / Questions to ask</th>
<th>What to do</th>
</tr>
</thead>
</table>
| 1. Calm down | • Take deep breaths! Find ways to calm down. | • Take deep breaths  
• Talk to someone  
• Go play a sport  
• Go for a walk  
• Draw  
• Stay by yourself for a while |
| 2. Identify the problem and talk about it | • Can we talk about this?  
• Can you say what happened?  
• How do you feel about what happened?  
• What is the problem from your point of view?  
• What do we need to fix? | • Use “I” messages: “I feel…”,”I want…”,”I would like…”  
• Restate what the other person said to make sure you understand their side of the conflict.  
• Take responsibility.  
• Conduct a “Peace walk”: each child faces each other a few metres apart. They take turns taking a step towards the other, each time describing how they feel about the conflict. By the time they are close to each other, they agree to come up with a solution that will be good for both of them. |
| 3. Explore possible solutions | • How many solutions can we find?  
• What do you want to see happen?  
• What is most important for each person? | • Use “rock, paper, scissors”  
• Share what you are fighting about  
• Take turns  
• Find someone to help mediate |
| 4. Agree on one solution | • Is this solution fair for each person?  
• Is this solution realistic?  
• Would you be happy with this solution? | • Say thank you to the other person. |
22. Our Similarities and Differences (2)

**Theme:** Diversity, with Equality and non-discrimination and Respect as related themes

**Specific rights:**
Rights to equality and non-discrimination

**Grades:**
Grades 4-6

**Duration:**
20 minutes

**Objectives:**
- To look for positive attributes in themselves and others.
- To respect differences between people.

**Overview:**
Children discover what they have in common and what is unique to them.

**Materials:**
Board and chalk, pencils and paper.

**Steps:**
1. Write the following statements on the board:
   a. My favourite music is __________.
   b. My favourite food is __________.
   c. My favourite game is __________.
   d. I was born in the month of __________.
   e. I have __________ brothers and sisters.

2. Make sure every child has a pencil and paper. Ask them to write their answers to the statements on their piece of paper.
3. Ask the children to stand up and to find other children in the class who have the same five answers to the statements. When they find someone with the same answers, ask them to form a group and continue to circulate looking for others with the same answers. If the children cannot find anyone with the same five answers, ask them to find someone with four similar answers and form a group. If they still cannot find anyone, ask them to find others with three similar answers, and then two.

4. Children who do not share any similar answers with anyone are declared unique in the group.

Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
• How did you like this activity?
• Who found someone with five similar answers? With four? With three? With two? Was there anyone who is unique?
• Did you discover anything new about your classmates?

Discuss the links between this activity and their lives. Mention that all people have many similarities with each other. When we look at our differences, it is important to see them as unique and special, not as negative.

• What will you do if you see someone at school being laughed at by others because they like something different from everyone else (for example, they like a different musician)?
• Why is it important to respect our differences?
• How can we make sure that we treat each other equally?

Follow-up:
This type of activity can be repeated throughout the year, each time using different statements.

Tips:
• This activity can be done at any time during the year, and it is especially beneficial at the start of the year when children are getting to know each other.
• This activity can be an introduction on appreciating the differences that make each of us unique. Differences can present themselves in several ways, from things that children like, to their physical appearances, to their academic abilities.
• Instead of the five statements written, think of your own statements to use.

Source:
Objectives:
• To recognise stereotypical gender roles and characteristics in everyday life.
• To discuss traditional and non-traditional roles.
• To encourage gender equality.

Overview:
Children listen to and discuss stories with traditional gender roles reversed.

Materials:
Prepared short story (such as a fairy tale) with the roles reversed.

Steps:
Preparation
Revise a well-known story (like a fairy tale) that is no longer than 10 minutes, reversing the sex of most characters. If necessary, change their names and other details. Choose a story with characters of both sexes that behave in traditional ways.

1. Invite the children to sit comfortably in a circle.

2. Explain to them that you will read a story they are familiar with. Ask them if they notice anything unusual about the story. You can stop from time to time as you read the story to ask the children if they see anything unusual.
3. Once the children are aware of the role reversals, you can choose to finish the story or proceed to the questions below.

**Let’s talk! Evaluating the activity:**

Ask the children to discuss this activity.

- How did you like the story?
- Did you find anything unusual in it?
- When did you realise that something was unusual? Ask for examples.

Point out that something seems unusual when it differs from our everyday experience and expectations. Ask the children for a list of characteristics and activities that they consider typical of males and females in their everyday life. List their suggestions in a table like the one below.

<table>
<thead>
<tr>
<th></th>
<th>Men/boys</th>
<th>Women/girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usual characteristics</td>
<td>Curious, smart, bold, loud, adventurous, aggressive, ambitious</td>
<td>Polite, sensitive, quiet, thoughtful of others, timid, obedient</td>
</tr>
<tr>
<td>Usual activities</td>
<td>Like sports, get in fights, go to work, take action</td>
<td>Stay at home, do the housework, cry easily, afraid of bugs</td>
</tr>
</tbody>
</table>

Discuss this chart:

- Compare this chart with the characters in the story. Do the characters have typical characteristics and activities?
- Ask the children if they can think of other stories where the characters have these typical characteristics and activities. List these stories as they are mentioned and ask the children to explain their suggestions.

Discuss the links between this activity and their lives.

- Are the characteristics and activities in the story that was read typical of real men and women today? Ask the children to provide examples to support their opinions.
- How are people treated when they do not conform to stereotypes of how males and females should behave?
- Why are stereotypes unfair to men and boys? To women and girls?
- How do gender stereotypes create inequality between men and women, girls and boys?
- What can you do to act against stereotypes?

**Follow-up:**

You can repeat this type of activity a number of times throughout the year, using different stories or even asking the children to make up their own stories. Exploring gender stereotypes can also extend to the textbooks you use: if there are stories in the textbooks that portray men and women in stereotypical ways, think of changing their roles.
Tips:

- There are many questions in the “Let’s Talk!” part of this activity. Depending on the time available, choose the questions you find are most relevant and leave the remaining questions for another time, or another story.

- If you do this type of activity a few times throughout the year, try to keep a binder with the stories so you can easily access them.

- Sama Aweidah has written a number of common and traditional stories with role reversals of the characters. Ms. Aweidah is the Director of the Women’s Study Center in East Jerusalem and can be contacted for further information.

Sources:

ABC of Teaching Human Rights: Practical Activities for Primary and Secondary Schools. “Gender Bender,” p. 76.
Sama Aweidah, Director of the Women’s Study Center, East Jerusalem.
Objectives:
• To explore in-depth some rights in the CRC.
• To explore the universality of human rights.

Overview:
Children prioritise rights from the CRC. Even though all rights are universal, this activity is helpful in engaging children to explore what the rights mean to them. There is no “right” or “wrong” answer as to which rights are more important than others.

Materials:
Chalk and board, the handout: Children’s Rights Cards, and the simple language version of the CRC in Appendix 2.

Steps:
1. Begin the activity by brainstorming children’s rights to determine how familiar the children are with the CRC. The brainstorm is also useful as a reminder to those already familiar with the CRC but who may not have done an activity about children’s rights in a long time.

2. Divide the children into groups of four and give each group two Children’s Rights Cards (see the handout), paper and pen. Ask them to read aloud the two articles and to decide as a group which one is more important to them. They should write down their reasons for choosing one right over the other.

3. Collect the cards for “less important” rights and write them on the board under a list named “Less important rights.”
4. Have two groups of four combine to form groups of eight. Have them repeat Step 2 and choose the “most important” right from the choice of two Children’s Rights Cards they have.

5. Collect the “less important” rights from each group and write them on the board under the list “Less important rights.”

6. When the groups have made their choices, ask each group to present their “most important” right.

7. Write the final list on the board under a new list named “Our rights.”

**Let’s talk! Evaluating the activity:**
Ask the children to discuss this activity.
- How did you like this activity?
- Did you have difficulty making the choices? Why?
- What factors made you choose one right over another?
- Do you agree with the reasons other groups gave for choosing their rights? Why or why not?

Discuss the links between this activity and their lives.
- Read through the “less important” rights identified by the groups. What would life be like without those rights?

**Remind children that all rights are universal: everyone has all rights. Ask them:**
- Why is it important for every human being to have the same human rights?
- Prioritising rights depends on each individual; there are no “right” or “wrong” answers in this activity.

**Follow-up:**
Over the next few weeks, children can take the time during class to discuss the “less important” rights in-depth and learn more about them. How are these rights realised in their school and in the community?

**Tips:**
- This activity requires children to have previous knowledge of children’s rights and the CRC.
- Younger children might need more explanation about the rights in the CRC.
- It is important to stress to the children that there are no “right” or “wrong” answers in this activity. It is more about discussing what the rights mean to each individual. This activity emphasises group discussion and the ability to listen to others.
- Accept the choices from the groups on “more important” and “less important” rights without comments.
- This activity asks for children to be in groups of four. With eight sets of cards in the handout, this works for a class of 32 students. If you have more students, you will need to form larger groups.

**Source:**
### Handout: Children’s Rights Cards

<table>
<thead>
<tr>
<th>Convention on the Rights of the Child Article 7</th>
<th>Convention on the Rights of the Child Article 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right to a Name and Nationality</strong></td>
<td><strong>The Child’s Best Interest</strong></td>
</tr>
<tr>
<td>All children have the right to a legally regist-</td>
<td>In all actions and decisions concerning children, the best interest of the child shall be the major consideration.</td>
</tr>
<tr>
<td>ered name, and nationality. Also the right to know and, as far as possible, to be cared for, by their parents.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Convention on the Rights of the Child Article 9</th>
<th>Convention on the Rights of the Child Article 27</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right to Non-separation from Parents</strong></td>
<td><strong>Right to Adequate Standard of Living</strong></td>
</tr>
<tr>
<td>Children should not be separated from their parents unless it is for their own good (if a parent is mistreating a child). Children whose parents have separated have the right to stay in contact with both parents. Families who live in different countries should be allowed to move and get back together as a family.</td>
<td>Parents have the responsibility to provide adequate living conditions for the child’s development. Governments should help parents by providing services to support them, especially if both parents work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Convention on the Rights of the Child Articles 24 and 26</th>
<th>Convention on the Rights of the Child Article 32</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right to Health and Social Welfare</strong></td>
<td><strong>Right of Protection against Harmful Work and Economic Exploitation</strong></td>
</tr>
<tr>
<td>Children have the right to good quality health care, to social security services, to clean water, nutritious food, and a clean environment, so that they ill stay healthy and well.</td>
<td>Children have the right to be protected against harmful forms of economic exploitation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Convention on the Rights of the Child Article 18</th>
<th>Convention on the Rights of the Child Article 14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right to Family Life</strong></td>
<td><strong>Right to Freedom of Belief, Conscience and Religion</strong></td>
</tr>
<tr>
<td>The family has the primary child-rearing function. Both parents have common responsibilities for the upbringing of the child and should always consider what is best for each child.</td>
<td>Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</td>
</tr>
</tbody>
</table>
### Handout: Children’s Rights Cards

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right to Expression</strong></td>
<td><strong>Right to Access to Information</strong></td>
</tr>
<tr>
<td>Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.</td>
<td>Children have the right to get and to share information from the media. Television, radio, newspapers and the Internet should provide information that children can understand, and should not promote materials that could cause harm or damage to them or to others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Convention on the Rights of the Child Article 15</th>
<th>Convention on the Rights of the Child Article 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right to Protect Children from Armed Conflict</strong></td>
<td><strong>Right to Life, Survival and Development</strong></td>
</tr>
<tr>
<td>Children have the right not to take part in armed conflict.</td>
<td>The right of every child to life, care and development for a fuller life in society.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Convention on the Rights of the Child Article 28</th>
<th>Convention on the Rights of the Child Article 16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right to Education</strong></td>
<td><strong>Right to Privacy</strong></td>
</tr>
<tr>
<td>Children have a right to an education that fosters the development of the personality and talents, and respects human rights and the cultural and national values. Primary education should be free. Discipline in schools should respect children’s human dignity.</td>
<td>Children have the right to privacy. The law should provide them from attacks against their way of life, their good name, their families and their homes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Convention on the Rights of the Child Article 31</th>
<th>Convention on the Rights of the Child Article 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right to Play and Cultural Activities</strong></td>
<td><strong>Right to Free Association</strong></td>
</tr>
<tr>
<td>All children have the right to relax and play, and to join in a wide range of recreational, cultural and artistic activities.</td>
<td>Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</td>
</tr>
</tbody>
</table>
Objectives:

- To raise awareness of the diversity of people in the community.
- To learn about others and their interests.

Overview:
Children interview someone in the community.

Materials:
Pencils and paper, copies of the handout: My Interview.

Steps:

1. Ask the children what they know about the people in their community. Who are they? What do they do? What do they like? Ask them to describe people such as neighbours, shopkeepers, friends and their parents, etc.

2. Tell the children that they will be try to learn more about one particular person in their community. It could be someone they already know but have not had the chance to speak to very often. They will each conduct an “interview” with that person and share the results with the whole class.

3. To help each child with their interview, ask them to think of someone they would like to interview. Guide them through the questions in the handout: My Interview. Tell them that they will decide which questions to ask.

4. Give the children a few minutes to choose the questions they want to ask during their interview. Once their interview sheet is ready, they will interview the person they want. The interview should take place after school and it should be done with their parents’ permission and the permission of the person being interviewed.
5. After each child finishes their interview, ask them to copy the same questionnaire form to carefully write about what the person said in response to each question. This will form one page in the class book.

6. When everyone in the class has finished, collect the pages and create a book about people in your community. If possible, try to make enough copies for all the children.

**Let's talk! Evaluating the activity:**

Ask the children to discuss this activity.

- How did you like this activity?
- Did you learn something new about the person you interviewed?

Discuss the links between this activity and their lives.

- How do you think the person you interviewed felt at being interviewed?
- Why is it important to learn about others in our community?
- How can we learn more about each other at school?

**Follow-up:**

If possible, try to print additional copies of the book in order for the children to give them to the people they interviewed, their parents, and their friends.

**Tips:**

- This activity is meant to raise awareness among the children of the diversity within their community and the richness of Palestine identity. It is meant to highlight positive stories from many different people the children might normally not interact with. It is also an opportunity to learn about their history.

- Some people interviewed may bring up the hardships they face (and continue to experience) as Palestine refugees. It is important to recognise these hardships with the children and try to help them understand what they mean.

**Source:**

### Handout: My Interview

Instructions: Choose the questions you would like to ask from the list below.

Name of person interviewed: _________
Date of interview: _________

<table>
<thead>
<tr>
<th>Question 1: Choose one from the list</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you tell me about your family?</td>
<td></td>
</tr>
<tr>
<td>How would you describe the people who live in this community?</td>
<td></td>
</tr>
<tr>
<td>What things do you and your friends like to do most?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2: Choose one from the list</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the place around here where you most like to go? Why?</td>
<td></td>
</tr>
<tr>
<td>If you could visit any place in the world, where would you go? Why?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3: Choose one from the list</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of music do you like best? Why?</td>
<td></td>
</tr>
<tr>
<td>What is your favourite food?</td>
<td></td>
</tr>
<tr>
<td>Which do you like best: books or movies? Why?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 4: Choose one from the list</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your favourite time of year? Why?</td>
<td></td>
</tr>
<tr>
<td>What is your favourite colour? Why?</td>
<td></td>
</tr>
<tr>
<td>What time of day do you enjoy the most? Why?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 5: Choose one from the list</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your favourite memory of something that happened in the past?</td>
<td></td>
</tr>
<tr>
<td>What is something funny that has happened to you?</td>
<td></td>
</tr>
<tr>
<td>Do you have a dream of something you want to do in the future?</td>
<td></td>
</tr>
</tbody>
</table>

| Question 6: What lesson from life would you like to tell the children in my class? |   |
Objectives:
• To deepen understanding of different kinds of bullying.
• To analyse and practise different responses to bullying.

Overview:
Children discuss different scenarios about bullying and explore solutions.

Materials:
You will need to use the bullying scenes (see the handout). Pencils and paper.

Steps:
Preparation:
Place signs numbered 1 to 4 in the four corners of the room. Allow for enough space for children to move freely between the corners.

1. Introduce the topic by asking the children what they think about bullying: what is bullying, what do bullies do, what can be done if you are bullied.

2. Ask each child to trace his or her hand on a piece of paper and cut it out. They should think of one person on each finger whom they can turn to for support if they are being bullied (for example, friend, teacher, parent, member of school parliament, brother or sister). Ask the children to explain the supporters they have named.
3. Explain that you will now look at different ways people can respond to bullying situations. Demonstrate how it will work after distributing to each child a copy of the handout: Bullying Scenes:
   a. Read a description of a bullying scene (see the handout: Bullying Scenes). For each situation there are three possible responses. A fourth response is always given if you think of a different response (the “open corner”).
   b. Ask the children to choose one of the four responses and to walk to the corresponding corner that has the number associated with their choice.

4. Read out one of the bullying situations and give the children the time to choose a response and go to the corresponding corner. Once the children have taken position, ask a few in each position why they chose the response. Allow those children who chose the open corner to explain how they would respond.

5. Repeat step 4 for the other scenes in the handout.

Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
- How did you like this activity?
- Were some of the situations difficult to respond to? Which ones and why?
- Can you relate to any of the bullying scenes?
- Do people who are bullied need help? Why?
- Where can people go to find help?
- What are some of the reasons people bully others?
- What happens if no one stops people who bully?

Discuss the links between this activity and their lives.
- Does anyone have the right to bully anyone else?
- How does ending bullying help improve the human rights environment in our school?
- What can we do to end bullying?

Follow-up:
You can create a “No Bullying” campaign. You can also create a role play for the whole school and consider inviting the parents as well.
Tips:
• The issue of bullying has to be addressed in a sensitive way by the teacher. There may be some children in the class who were or currently are victims of bullying. This activity is not meant to make them feel worse, but is meant to show that there are non-violent strategies to help those who are bullied.

• The bullying scenes in the handout can be adapted according to your context. For example, you may notice that some children in the schoolyard are being bullied, so you may want to add a situation describing this.

• The school parliament plays a role in resolving disputes in schools. If the members of the school parliament are properly taught on ways to address bullying, it is important to include them in activities about prevention of bullying.

• This type of activity can be done repeatedly during the school year; this should not be considered as a “one-time” activity. Consider having this type of activity on a regular basis or whenever a specific bullying situation arises.

Source:
Handout: Bullying Scenes

Your friends start calling you names and forcing you to give them things. You do not feel good when these things happen. What should you do?

1. Nothing. You must have done something wrong to make your friends act like that.
2. Start calling them names in return and threaten them.
3. Speak to your parents or teacher and tell them what is happening.
4. Something else (Open corner).

A group of children in your class are spreading hurtful rumours about you by saying unkind things to other children. Many children will not speak to you or play with you. Even your friends are starting to think they may be true. What should you do?

1. Nothing. No one will believe you if everyone thinks the rumours are true.
2. Start spreading bad rumours about other children.
3. Tell everyone the rumours are untrue.
4. Something else (Open corner).

Your older sister or brother keeps hitting and kicking you when nobody is looking and tells you that if you tell anyone she/he will just hurt you more. What should you do?

1. Tell your parents or teachers about what is happening.
2. Ask your friends at school to help you in fighting her/him.
3. Tell her/him that it hurts and to stop doing it.
4. Something else (Open corner).

Your teacher keeps calling you “stupid” every time you get an answer wrong in class and says that there’s no point in even trying to teach you because you can’t learn. Other children have started calling you names too. What should you do?

1. Go straight to the Head Teacher and tell them what is happening.
2. Start missing class because you don’t like going to school.
3. Ask your parents if you can change class.
4. Something else (Open corner).
Handout: Bullying Scenes

You notice one of your friends is teasing and making fun of the younger children in the summer camp. Your friend has started taking things from them as well. What should you do?
1. Tell the camp leaders what is happening without letting your friend know.
2. Help your friend in taking things from the younger children in case he/she starts to take things from you.
3. Tell your friend that you think that what he/she’s doing is wrong and that they should leave the younger children alone.
4. Something else (Open corner).

A group of older children from another school like to pick on younger children from your primary school. They wait to catch a child walking home or waiting for the bus alone, surround him or her, and take money, food, or toys. They also throw rocks and threaten to do worse. What should you do?
1. Be very careful to go to and from school in groups.
2. Tell adults in your school what is happening and ask for help.
3. Carry rocks or a knife to protect yourself.
4. Something else (Open corner).

You've been teasing one of your friends because he or she is really bad at reading and writing and you noticed that recently he/she has started to sit alone. Once you noticed tears in the child's eyes. What should you do?
1. Nothing, he / she was probably just having a bad day and it has nothing to do with you.
2. Stop teasing your friend and ask him / her about why he / she was crying.
3. Tell you friend that you won’t tease him / her in front of anyone anymore but that he / she really is stupid and he / she should get some extra lessons.
4. Something else (Open corner).
Objectives:

- To discuss gender roles and gender stereotypes.
- To promote tolerance and respect.
- To illustrate how stereotypes create discrimination.

Overview:

Children discuss and present a role play on provocative statements about gender roles.

Materials:

List of statements for the role plays (see Teacher’s Notes).

Steps:

Part 1: Taking a position

1. Explain the first part of the activity to the children:
   a. The room has been divided into four corners. Each corner is marked with a sheet of paper on which is written one of four answers: I agree, I don't know, I am still thinking, and I disagree.
   b. You will read out three different statements, one at a time (see the Teacher’s Notes). The children take a position in a corner according to their opinion.

2. Read out the first statement and wait until the children have taken a position. Then ask children from different corners why they chose that position. Invite children to change positions if they want. Repeat this process for all three statements.
3. Bring the children back together as one group and discuss:
   a. Was it easy to choose which corner to go to?
   b. Why do you think some of you had different opinions?
   c. Did anyone change positions after listening to others’ reasons?
   d. Are there “right” or “wrong” answers?

Part 2: Role play

1. Divide the children into small groups of four or five and give each group a different statement from the list in the Teacher’s Notes. Explain that each group has 10 minutes to read the statement, discuss it, and create a short role play about the statement.

2. Ask each group to present their role play. After each role play, ask the other children what message they think is conveyed through the play. Then ask the presenting group what message they wanted to make.

Let’s talk! Evaluating the activity:

Ask the children to discuss this activity.
   • How did you like this activity?
   • What kinds of messages do the role plays present? Are boys and girls supposed to behave in certain ways?
   • Can you think of other ideas about how boys and girls are supposed to be or what they are supposed to do?

Discuss the links between this activity and their lives.
   • How do these messages affect our choices in life?
   • The statements in this activity are usually called “stereotypes.” This means we have certain ways of thinking how boys and girls should act. Should these stereotypes be changed? If yes, how do we do it?

Follow-up:

This type of activity can be repeated using different statements. The more often this activity is done, the more in-depth and challenging you can make the statements. For example, with older children, you can begin to raise statements that challenge gender stereotypes even further, such as “Girls who are forced to marry have the right to say no.”
Tips:

- You should have a good understanding of the differences between sex and gender before doing this activity. Generally speaking:
  - Sex refers to the biological and physiological characteristics that define men and women.
  - Gender refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.
  - Gender roles: society assigns gender roles to certain activities or professions. For example, some societies consider working in construction as “men’s work,” while cooking in the home is “women’s work.” Gender roles vary from one society to another, and are changing over time.

- This activity is meant to enable children to critically think of the gender roles or stereotypes that exist in society. As a teacher, your role is to help the children understand these roles, not to tell them what the gender roles should be!

- Changing gender roles in society have sometimes caused struggles in realising women’s human rights. For example, women wanting to work outside the home just like their husbands can be criticised as going against their culture or traditions. Culture and traditions, like gender roles, change over time. Sometimes these struggles are difficult and can cause strong emotions.

Source:

Teacher’s Notes: Sample Statements for Is This Really True about Boys and Girls?

- Dolls are only for girls.
- Boys do not cry.
- A girl cannot be the boss.
- Only boys play football.
- Girls are weak and boys are strong.
- Only women know how to cook, not men.
- Boys are lazier than girls.
- Girls are better liars than boys.
- Girls are smarter than boys.
- When something goes wrong, boys are always blamed first.
- It is OK for boys to hurt each other, but not for girls.
Objectives:

- To raise awareness of the accessibility of the school for children with disabilities.
- To improve the school environment and make it more accessible to all children.

Overview:

Children survey the accessibility of their school.

Materials:

Pencils and copies of the handout: Our School Is for Everyone.

Steps:

1. Explain that the children will examine how accessible their school is to all children, including those with disabilities. Ask them to list the types of disabilities some children may have. For example, children who are blind, or who cannot hear, or who need a wheelchair to move, or who have difficulty learning (such as those with reading disabilities). Make sure you use language that is easy for the children to understand.

2. Divide the group into small groups of four or five. Distribute to each child a copy of the handout: Our School Is for Everyone. Ask them to examine all aspects of the school’s environment to determine how accessible it is to all children.

3. Bring the groups back together and have each one present their findings.
Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
- How did you like this activity?
- Is our school accessible to everyone? If not, what are some of the things we need to improve?
- What can the school parliament do to help make the school welcoming to everyone?
Discuss the links between this activity and their lives.
- Have you ever been left out of an activity, such as a game? How did it make you feel?
- What are some of the challenges that children with disabilities face in school, and in the community?
- How can we improve the school so that it is welcoming to everyone?

Follow-up:
December 3 is International Day of Disabled Persons and can be an opportunity for children to learn more about the rights of disabled persons. If children have taken steps to make sure that the school is respectful of the rights of disabled children, they can perhaps identify other contexts in the community where disabled persons can have better access, such as access to health clinics or access to mosques.

Tips:
- Consult the Head Teacher and other teachers on the steps your school has taken to ensure an inclusive environment.
- UNRWA has an Inclusive Education Policy that describes characteristics of an inclusive school environment. Find out what is being done at your school to ensure an inclusive environment.
- Some disabilities are easier to notice than others. For example, a child who is blind has a disability that is more apparent than a child who has trouble reading.
- There may or may not be children in your school with the types of disabilities listed. For example, there may be no blind children in the school. Even if there are not, ask the children what would need to be done in the event that a blind child attends their school.

Source:
Handout: Our School Is for Everyone

<table>
<thead>
<tr>
<th>Our school</th>
<th>Is this the case in our school? No/Not really/ Somewhat/Yes</th>
<th>What can be done to improve things?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement…</td>
<td>Our school is accessible for people who have physical disabilities (for example, ramps). This means that all places are physically accessible.</td>
<td></td>
</tr>
<tr>
<td>Seeing …</td>
<td>Children who are visually impaired can attend school without difficulties (for example, textbooks are in Braille).</td>
<td></td>
</tr>
<tr>
<td>Hearing…</td>
<td>Children who are hearing impaired can attend school without difficulties (for example, there is sign language available).</td>
<td></td>
</tr>
<tr>
<td>Learning…</td>
<td>Children with reading difficulties or other learning difficulties can receive additional help (for example, having the help of a parent or assistant in class).</td>
<td></td>
</tr>
</tbody>
</table>
Objectives:
• To deepen an understanding of participation.
• To develop listening skills.
• To express one’s opinion in a safe environment.

Overview:
Children take a physical position on an imaginary line and then explain and support their opinions.

Materials:
Two pieces of paper and the Teacher’s Notes: Where Do You Stand?

Steps:
Preparation:
This activity requires space for the children to move along an imaginary line. It should preferably be done in an open area like the schoolyard. Put up two signs AGREE and DISAGREE at either end of the imaginary line.

1. Announce to the children that you are interested in their opinion on some important questions. Explain that you will read a statement and individually they have to decide whether they agree or disagree with it and then stand in the part of the imaginary line that represents their opinion.
   a. No one can speak until everyone takes a position.
   b. The more strongly you agree or disagree with a statement, the further away from the centre you will stand.
   c. You should try to avoid staying in the middle.

2. Read the first statement from the Teacher’s Notes: Where Do You Stand? and ask the children to position themselves. You may have to repeat the statement until it is clear to everyone.
3. Once everyone has taken a position, ask individuals from different parts of the imaginary line why they stood there. Let them discuss their views. Encourage many different children to express their opinions.

4. After a reasonable amount of time for discussion, invite any child who wishes to change positions. If several do, ask them why they changed their minds.

5. Continue this process for all the statements and move on with the group discussion.

Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
- How did you like this activity?
- Was it difficult to take a position sometimes?
- Did you ever change your position? What made you do so?
- Did you learn something new from this activity? If so, what?

Discuss the links between this activity and their lives.
- Are you able to participate in decisions at school? At home? If so, how?
- What are some additional ways you can participate in decisions at school and at home?
- Why do you think the right to participation is important for children?

Follow-up:
If time allows or during another class period, divide the children into small groups and assign each group some of the statements used in this activity. Ask each group to reformulate the statements in such a way that they can all agree upon. Encourage ways for the children to increase their participation in school. For example, participating in the school parliament activities, or proposing school-wide activities that raise awareness about human rights.

Tips:
- Change the statements to make them more relevant for your class. The statements in the Teacher’s Notes are primarily on children’s participation and are suitable for younger children.
- Take the time to sufficiently explore each of the statements depending on your context. For example, the statement “It is not appropriate for children to express their views on school issues” can raise questions about different types of issues, such as the cleanliness of the school environment, the quality of the extracurricular activities, the amount of homework, the voting process for school parliaments, etc.
- For older children, you can include statements about human rights issues in the news. You should consider the impact of any particular statement before asking children to state their opinions on it.
- This activity can be repeated several times during the year, each time with different statements. You can create your own statements or, especially with older children, you can have them write their own statements.

Source:
Teacher’s Notes: Where Do You Stand?

- All children, even the youngest, have the right to express their opinion on matters affecting them.
- Children have no rights to participate in family decision-making. Parents know what is best for children.
- It is not appropriate for children to express their views on school issues.
- Only older children can participate in decision-making.
- Every child has the right to vote in elections for school parliaments. [Note: this statement depends on the current situation in each school. Some schools elect students to school parliaments starting from certain grades.]
- To participate in school means to talk a lot in class.
30. What I Like and What I Do

Objectives:
- To discover their own and others' abilities and knowledge.
- To recognise the effects of gender stereotypes.

Overview:
Children name things they like and do not like that might be considered “appropriate” or “inappropriate” for their sex. They discuss how these stereotypes relate to human rights.

Materials:
Pencils and copies of the handout: Like and Do.

Steps:
1. Introduce the topic of gender roles by asking, “Are there behaviours and activities that are considered ‘girls’ activities’ or ‘boys’ activities’?” and eliciting answers from the children.

2. Give the children a copy of the handout: Like and Do. Girls complete the top table and boys complete the bottom table. Ask each child to write down the following:
   a. In the first column, write two things you do and like that are considered activities “appropriate [for your sex].” Girls write two activities that are “appropriate for girls” and boys write two activities that are “appropriate for boys.”
   b. In the second column, write two things you do but do not like that are considered “appropriate [for your sex].” Girls write two activities that are “appropriate for girls” and boys write two activities that are “appropriate for boys.”
Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
• How did you like this activity?
• Were you surprised at some of the things that people do and do not like doing?
• Are there any common things that many of you listed? What are they?
• What happens to a girl who does “boy” things? To a boy who does “girl” things? Why does this happen?
• How would adults in your family answer the questions?
• How do we get our ideas of what is “appropriate” and “not appropriate” for boys and girls?

Discuss the links between this activity and their lives.
• If we limit what boys and girls should do, what impact does this have on their lives? On their families? On the community?
• Do you think gender roles (stereotyping) are changing? If so, how?

Follow-up:
This activity can be revised a few months after doing it in order to see whether or not some children have changed their views on what they consider appropriate for boys and girls.

Tips:
• You should have a good understanding of the differences between sex and gender before doing this activity. Consult the Tips section of Activity 27 for basic differences between sex and gender.
• You should be careful not to label activities as strictly for girls or boys. It is important to have the children explore what they think are the gender roles and what impact these roles has on their identity.

Source:
Handout: Like and Do

For Girls:

<table>
<thead>
<tr>
<th>1. Things I do and like that are appropriate for <strong>girls</strong></th>
<th>2. Things I do but do not like that are appropriate for <strong>girls</strong></th>
<th>3. Things I do not do and do not want to do that are appropriate for <strong>boys</strong></th>
<th>4. Things I do not do but I would like to do that are appropriate for <strong>boys</strong></th>
</tr>
</thead>
</table>

For Boys:

| 1. Things I do and like that are appropriate for **boys** | 2. Things I do but do not like that are appropriate for **boys** | 3. Things I do not do and do not want to do that are appropriate for **girls** | 4. Things I do not do but I would like to do that are appropriate for **girls** |
31. The World I Want

Objectives:
- To discuss the factors that affect the environment.
- To evaluate our own and others’ environments.
- To discuss ways to protect and/or change environments.

Overview:
Children draw contrasting pictures of environments where they would or would not want to live. They discuss what factors make up the differences and how to influence their own environment.

Materials:
Drawing materials.

Steps:
1. Group the children into small groups of four or five. Ask the children to think about an environment they would like to have – real or imaginary – and to draw it together as a group.

2. Then ask the children to think about an environment they would not like to have, and to draw it together as a group.

3. When the drawings are finished, hang them and invite the children to view the mini-exhibition.
Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
- How did you like this activity?
- Was it easy to think of the two different environments?
- Which drawing and environment do you like the most? Why?
- Which drawing and environment do you like the least? Why?
- If there were people living in the environments you have drawn, how would they feel?
- Which picture matches your real environment?
Discuss the links between this activity and their lives.
- The environment is more than just the physical space. What other factors make up a positive or negative environment? Think of factors such as work opportunities, non-violence, non-discrimination, freedom and human rights.
- How does our physical environment affect us?
- What would you like to change about your physical environment?
- Do all the children in the world have an environment they like?
- What can we do to promote a good environment for all the children in the world?

Follow-up:
Take a walk through your community and discuss with children the physical environment and what they like and don’t like about it. Help the children to develop concrete proposals for changes. Invite municipal officials to discuss the proposals with them and initiate changes.

To communicate children’s ideas about their environment to adults in the community, make an exhibition of their drawings and ideas.
Build on the children’s ideas for changing their environment. What can they do to improve their environment?
Try to find ongoing projects in which children participate to support other children in more disadvantaged areas than their own. Older children might initiate new projects.

Tips:
- Help children understand that “environment” is created by both concrete, physical factors as well as abstract ones, such as the degree of rights and freedoms. Emphasise that we need both factors for a good environment. Younger children may have difficulty grasping the abstract concept of environment.
- Before doing the exercise, be clear on which aspects of environment you want to focus. Addressing the entire “environment” without a clear focus will be too large and abstract.

Source:
Objectives:
• To develop non-violent ways of conflict resolution.
• To explore reasons behind violence.

Overview:
Children illustrate a conflict or violent situation with a “human photo” and then illustrate how it can be resolved without violence.

Materials:
None.

Steps:
1. Discuss the topic of “violence” with the group. What is it? What forms of violence exist? Encourage the children to examine types of violence that extend beyond physical violence, such as verbal or psychological violence.

2. Divide the children into groups of four to six. Explain that each group will spend about 15 minutes discussing violent situations they have observed or experienced (for example, in school, in the family, with friends). The group should choose one violent situation they have discussed and create a “human photo” to show this situation to others. The “human photo” should include all the children in the group and should be still (in other words, they must not move). Their pose and facial expression should express their role in the photo (for example, a victim, a perpetrator or a witness).

3. Ask each group to present their “human photo.” The rest of the group should comment on what they think is going on in the photo. The group presenting remains silent.
4. After all the groups have presented their “photo,” explain that they should all return to their small groups and discuss how the situation in their presentation should be resolved peacefully. They should then create another “human photo” showing how the situation was resolved.

5. Ask each group to present their “conflict resolution photo” to the rest of the group. This time there should be a short discussion after each presentation during which the rest of the group can first comment on what they have seen, and then the presenting group can explain what the situation was and how it was solved. Invite suggestions for other possible solutions.

**Let’s talk! Evaluating the activity:**
Ask the children to discuss this activity.
- How did you like this activity?
- Could you relate to the situations that were presented? Have you ever been in violent situations?
- How difficult was it to find non-violent solutions?
- What reasons could there be for people to use violence?
- What are the signs of violent behaviour?

Discuss the links between this activity and their lives.
- Is there a human right to non-violence? Which human rights are related to non-violence?
- How can we make sure our school is violence-free?

**Follow-up:**
You can do this activity on a regular basis, updating the situations based on the reality at school. Have the children design posters illustrating non-violent strategies to resolving conflicts and post them around the school.

**Tips:**
- Be very sensitive towards children who have already experienced violence.
- The children can talk about a “typical” situation and do not need to talk about themselves.
- When you introduce the activity you may want to ask one group to demonstrate the “human photo.”
- The children may have difficulty finding non-violent solutions. You may have to help each group in finding solutions.
- You can remind the children of the four steps to peaceful conflict resolution. More details about these steps are in the Conflict resolution section (**Table 2** in **Part 2, Section 1.6** page 33):
  - Calm down.
  - Identify the problem.
  - Explore solutions.
  - Agree on one solution.

**Source:**
Objective:
• To explore the qualities needed for school parliament candidates.

Overview:
Children create a list of their ideal candidate for school parliament. This is best done before school parliament elections.

Materials:
Copies of the handout: Our Ideal Candidate.

Steps:
1. Ask the children what they know about their school parliament. What does it do? Who is elected? How are they elected? Who gets to vote? How often do the parliament members meet? What problems do they address? Write their responses on the board.

2. Divide the children into group of four to six. Ask them to think of the ideal qualities that a member of school parliament should have. Have them complete the handout: Our Ideal Candidate.

3. Each group presents their list to the whole class. Lead a group discussion identifying the common and distinct characteristics identified by each group.
Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
• How did you like this activity?
• Was it easy to come up with a list of characteristics that everyone could agree on?
Discuss the links between this activity and their lives.
• Why is it important for candidates to have these characteristics?
• What are the human rights that an ideal candidate will be advocating for in school parliament?
• Is there anyone in the class who is interested in becoming a member of the school parliament? Why?

Follow-up:
Once candidates have been elected to school parliament, the list of characteristics drawn up from this activity can be used to compare how well they are fulfilling their responsibilities.

Tips:
• This activity should preferably be done well in advance of elections to the school parliament.
• See also the Gaza Human Rights Curriculum, Grade 5 Term 1, Lessons 3 to 6 on voting.

Source:
Gaza Human Rights Curriculum, Grade 5 Term 1, Lessons 3 to 6 on voting.
Handout: The Ideal Candidate

The ideal candidate for school parliament should be...

• Kind and courteous.
• Knowledgeable about issues that concern students.
• Likeable and personable.
• A good speaker.
• Capable of having the time to dedicate to the School Parliament.
• Willing to stand up for the rights of the students in school.
• Able to help in resolving conflicts or disputes between students or between students and teachers.
• Able to act as a role model to other students.
• A good listener.
• …
Objectives:

- To determine the degree to which the school respects human rights principles.
- To participate in evaluating the school’s human rights temperature.

Overview:

Children complete a questionnaire assessing the human rights temperature of the school.

Materials:

Copies of the handout: Human Rights Temperature (there are two versions, one for younger children and one for older children. Only copy the version you need).

Steps:

1. Distribute the questionnaires (handout) to the children and tell them they will find out the “human rights temperature” of the school. Choose either the questionnaire for younger or older children. The “hotter” the temperature, the more respectful the school is about human rights.

2. For younger children, read through each statement and give the children time to ask clarifying questions.

3. Once everyone has completed the questionnaire, collect them and tabulate the results (if there are many copies to compile, consider tabulating the results later and continuing the discussion after the totals are calculated).
Let’s talk! Evaluating the activity:
Once the results are tabulated, share them with the children. You can write the statements on the board with the results.
Ask the children to discuss this activity.
• How did you like this activity?
• Was it easy to answer all the questions? Were some questions difficult to answer? If yes, why?
Discuss the links between this activity and their lives.
• Based on our temperature, how well do you think we respect human rights in our school?
• What are some of the things we can do to make our temperature “hotter”? Where did we have a low score, and how can we improve it?

Follow-up:
The results of this activity can be used as a “baseline” or starting point for measuring how much the school reflects characteristics of a rights-based environment. The results of this activity can be shared with the school parliament and the parliament can help to take action on some of the aspects that require improvement.

Tips:
• When discrimination is mentioned in the handout, it refers to a wide range of conditions: age, culture, disability, friendship associations, physical or intellectual capacities, sex, financial status, etc.
• This quiz is only a preliminary list that matches conditions in school with some articles of the Universal Declaration of Human Rights. If teachers and school management want to provide a more accurate “baseline” of human rights in their school, they should consult the Planning Tool 2 in Part 2, Section 3.2.
• The statements should be revised and modified as required.
• For younger children: the highest score that can be obtained in the quiz is 20. For older children the highest score that can be obtained in the quiz is 100. If the class average is well below this, consider addressing some of the statements that received low scores (0 or 1) and ask the children what can be done to improve the conditions at school.

Source:
**Handout: Human Rights Temperature of Our School**

**Younger Children**

Instructions: answer the statements below using the following scale. Calculate the total rating at the end.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My school is a place where students feel safe and secure.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students in my school are not discriminated against because of their lifestyle choices, such as the friends they choose or the things they like.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students at my school do not allow mean actions, materials, or bad words in the school.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>When someone is mean to another person, the person who is mean is helped to learn how to change his or her behaviour.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The teachers care about my full development and help me when I am in need.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>When conflicts arise, my school's teachers and students try to resolve them through non-violent ways.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>In matters related to discipline (including suspension and expulsion from school), everyone is treated fairly and equally in deciding disciplinary actions.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>My personal space and possessions are respected.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students at my school are able to take adequate rest/recess time during the school day.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I take responsibility in my school to ensure other individuals do not discriminate and that they behave in ways that promote the safety and well being of my school.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL (out of 20)**
## Handout: Human Rights Temperature of Our School

### Older children

Instructions: answer the statements below using the following scale. Calculate the total rating at the end.

**Rating scale:**
- No/Never: 0 points
- Rarely: 1 point
- Sometimes: 2 points
- Often: 3 points
- Yes/Always: 4 points

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My school is a place where students feel safe and secure.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>All students receive equal information and encouragement about academic and career opportunities.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students in my school are not discriminated against because of their lifestyle choices, such as the friends they choose or the things they like.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My school provides equal access, resources, and activities for all individuals.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students at my school do not allow mean actions, materials, or bad words in the school.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>When someone is mean to another person or violates their rights, the person who is mean is helped to learn how to change his or her behaviour.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students, teachers and other staff at my school help me learn new skills and ways to get along with others.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>When conflicts arise, my school’s teachers and students try to resolve them through non-violent ways.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>UNRWA policies and procedures are implemented when complaints of harassment or discrimination are submitted.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>No one in our school is subjected to degrading treatment or punishment.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Anyone at our school accused of wrongdoing is presumed innocent until proven guilty.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>My personal space and possessions are respected.</td>
<td></td>
</tr>
</tbody>
</table>
### Rating scale:
- No/Never: 0 points
- Rarely: 1 point
- Sometimes: 2 points
- Often: 3 points
- Yes/Always: 4 points

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>I have the liberty to express my beliefs and ideas (political, cultural, or other) without fear of discrimination.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Members of my school can produce and disseminate publications without fear of censorship or punishment.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Diverse voices and perspectives (e.g. ethnicity, gender, ideology, race) are represented in courses, textbooks, libraries, and classroom instruction.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I have the opportunity to express my culture through music, art, dance, and spoken word.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Members of my school community have the opportunity to participate (individually and through groups like school parliaments) in democratic decision-making processes to develop school policies and rules.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Members of my school have the right to form associations within the school to advocate for their rights or the rights of others.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Members of my school encourage each other to learn about societal and global problems related to justice, the environment, poverty, and peace.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Members of my school encourage each other to organise and take action to address societal and global problems related to justice, the environment, poverty, and peace.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Students at my school are able to take adequate rest/recess time during the school day.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Teachers and other staff members at school are able to take adequate rest time during the school day and work reasonable hours under fair work conditions.</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Students have opportunities to interact with community groups working to raise awareness about human rights.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I take responsibility in my school to ensure other individuals do not discriminate and that they behave in ways that promote the safety and well being of my school.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL (out of 100)**
Objectives:
• To understand the concept of cooperation.
• To raise awareness about the rights in the CRC.
• To practise drawing skills.

Overview:
Children in small groups draw pictures depicting children’s rights.

Materials:
Teacher Notes: Suggested Rights for “Draw It Right,” and pencils and paper.

Steps:
1. Prepare a list of 10 children’s rights (see the Teacher’s Notes). Tape four large sheets of paper in different corners of the room.

2. Brainstorm with the children the human rights they know. If they have trouble remembering some, remind them of a few rights.

3. Divide the children into four small groups. Have each group stand next to a large sheet of paper. Make sure there is space in the room for children from each team to walk quickly to you.

4. Explain to the children that this is a race. The members of each team must identify the right drawn by their teammates. The first team to identify all rights drawn wins the race.
5. Ask one member of each team to walk quickly towards you. Show them a human right that they must draw.

6. Each player returns to their respective team and draws the right on the paper. The player drawing is not allowed to speak or write the name of the right. The other team members must guess the right. Once the right has been correctly identified, another member of the team walks to you for the next right. (Some children may draw more than once.)

7. The game ends when one of the teams has identified all the rights.

Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
- How did you like this activity?
- Did you know all the rights in the game?
- Were some rights harder to draw than others? Why?
- What other rights do you know?

Discuss the links between this activity and their lives.
- Does everybody have the same rights?
- Can you think of some rights that are not always respected?
- All of us have the right to express ourselves. We also have a responsibility to make sure that everyone in our class has the freedom to express what they want. How can we cooperate to make sure this right is respected?

Follow-up:
Art can be used in many ways to help deepen children’s understanding from human rights. Another activity using art can be to assign to each child a right or an article from the Universal Declaration of Human Rights or the Convention on the Rights of the Child and have them create their own picture representing that right or article.

Tips:
- Because this activity is set up as a race, it is important for the children to have enough space to walk back and forth between you and their teams. If it is too difficult to find space in the classroom, consider doing the activity in an open space if possible.
- If you do not have large sheets of paper, use ten sheets of A4 paper per group. If paper is not available, have the teams use the chalkboard.
- The rights listed in the Teacher Notes are a suggested list; you can choose other rights you feel would be more relevant.

Source:
Teacher Notes: Suggested Rights for “Draw It Right”

- The right to go to school
- The right to practise a religion
- The right to a house
- The right to eat
- The right to water
- The right to medical care
- The right to play
- The right to express oneself
- The right to a clean environment
- The right to be with your parents
36. Dear Friend

**Objectives:**
- To encourage children to express their views and feelings.
- To promote empathy and understanding about differing points of view on a particular issue.
- To encourage participation by members of the group who find it hard to speak in front of others.
- To start discussion about solidarity, equality and mutual respect.

**Overview:**
Children work in pairs to write letters to each other about human rights issues.

**Materials:**
Pencils and paper.

**Steps:**
1. Choose a human rights issue ahead of time for the children to write about. The issue should be broad enough, such as “Having a healthy environment,” or “Bullying in school,” or “Living in a safe and secure environment.” Present the issue to the children and tell them that they will write a letter about it.

2. Pair the children together and ask each child to write a personal letter to the other child. The letter should be about the human rights issue identified in Step 1.

3. Give them instructions on writing the letter:
   a. The letter should be addressed to the other child.
   b. The letter should be between half a page and one page.
   c. The letter should end with an invitation for the other child to reply, for example, “What do you think about it?”, “Can you help me with this?”, “What is your opinion?”
4. The children in each group write their letters and exchange them with each other. The children take the time to read the letters in class. If time allows, they can write their responses to the letters during the same class period. If there is not enough time, the children can write their response in a later class.

5. Once all the children have written their responses, they exchange responses.

6. Invite a few of the children to read out loud their letters and for their partner to read their response.

**Let’s talk! Evaluating the activity:**
Ask the children to discuss this activity.
- How did you like this activity?
- Was it difficult to write about something?
- What did you learn from writing the letter? What did you learn from your friend’s reply?

Discuss the links between this activity and their lives.
- What are some concrete actions we can do as a group to address this issue? How can we raise awareness about this issue with the rest of the school?

**Follow-up:**
The children write letters about something that concerns the class. The letters can be sent to the appropriate authorities, politicians or local papers. Permission for sending the letters should be granted by the school management and the parents as well.

**Tips:**
- This activity provides an excellent opportunity for children to think clearly about what they feel or want to say about an issue. It provides an opportunity for children who have difficulties expressing themselves verbally to contribute to the group discussion. In this way the activity helps generate very positive group feelings and promotes personal understanding. It may also be useful when dealing with conflicts in the group.
- Instead of selecting the issue to write about ahead of time, you can ask the children to identify human rights issues they are interested in writing about. The whole class may agree to write about one issue or you can let each child write about an issue that is of interest to them.
- While children should be told to make the letters as personal as possible, it must be left to them to decide to what extent they do so. “Personal” in this context means that children should somehow be able to identify with the issues, or that these are particularly pertinent to them.
- One difficulty with this activity may be that some children may feel that they “cannot write.” They may need to be encouraged.
- It is not easy to start writing letters. It may help the group to discuss a fictitious letter first. An example is provided in the Teacher’s Notes to this activity.

**Source:**
Teacher’s Notes: Sample letter

Dear Friend,

I am writing this letter to you because I feel that bullying in our school should stop. I have never been the victim of bullying, but some of my friends have. Other students in the school make fun of them in front of everyone and it is simply not right. They say things to them when the teachers are not looking and everyone is afraid to speak up.

I learned in class about human rights, and one of the rights is the right to equality, which means we all must be treated well. Even though the bullies only use words, they hurt my friends. What am I supposed to do? How can I help my friends?

Your Friend,

Asmaa
Objectives:
• To explore gender stereotypes in textbooks and other printed materials.
• To develop skills in surveying.
• To encourage gender equality.

Overview:
Children survey textbooks for representations of men, women, girls and boys.

Materials:
Pencils and paper, copies of the handout: Who’s Who? An Image Survey of a Textbook, and textbooks being used by children (or other printed material such as newspapers or magazines if available).

Steps:
1. This activity assumes some understanding of gender stereotypes. Brainstorm some gender stereotypes with the children. Ask them if there are certain activities or behaviours that are considered only for men (and boys) or for women (and girls). For example, “Only men can work in construction,” or “Women are better cooks than men.” Remind children that gender roles are roles that are assigned to men, women, boys and girls in societies and can change over time.

2. Explain that children will conduct a survey of their textbooks to explore how “gender friendly” the images contained in them are. Divide the group into four or five small groups. Depending on the textbooks available, each group can survey the same textbook or different textbooks.
3. Have each small group conduct its survey by looking at the images in their textbook. Distribute the handout: Who’s Who? An Image Survey of a Textbook to each group.

**Let’s talk! Evaluating the activity:**
Ask the children to discuss this activity.
- How did you like this activity?
- Were you surprised at some of the results?
- If you could revise some of the images, what would you do?

Discuss the links between this activity and their lives.
- Are gender stereotypes also present in other areas, such as the media (for example, in newspapers, on the Internet, on television, etc.)?
- What can we do at school and in our community to promote positive gender roles of men, women, boys and girls?

**Follow-up:**
This type of activity can extend well beyond 2 class periods and even be considered a longer-term class project. If time permits, this type of review can be conducted for different textbooks that the children use.

**Tips:**
- Choose a textbook that has a sufficient number of images to survey.
- This activity is designed for older children but can be adapted for younger children as well.
- If there is time available, children can present their survey results in a range of different ways. For example, if children have been studying statistics in their mathematics class, the results of their surveys can be represented as tables, bar graphs, or pie charts.

**Source:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Observations and examples in the textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there the same number of reference to males and females?</td>
<td>Number of men</td>
</tr>
<tr>
<td></td>
<td>Number of women</td>
</tr>
<tr>
<td></td>
<td>Number of boys</td>
</tr>
<tr>
<td></td>
<td>Number of girls</td>
</tr>
<tr>
<td>Are female characters shown as decision-takers, physically capable, adventurous, creative and interested in a wide range of careers?</td>
<td></td>
</tr>
<tr>
<td>Are male characters shown as caring people, who are helpful, and who express their emotions?</td>
<td></td>
</tr>
<tr>
<td>Do the men and women, boys and girls respect each other as equal?</td>
<td></td>
</tr>
<tr>
<td>Do the men take an active part in parenting and household chores?</td>
<td></td>
</tr>
<tr>
<td>Do the women take an active role outside the home? If yes, are they seen in roles other than traditionally female ones (such as teachers or nurses)?</td>
<td></td>
</tr>
</tbody>
</table>
Objectives:
• To express opinions and feelings through art.
• To use art as a starting point to explore human rights issues.

Overview:
Children express themselves on something they learned through art.

Materials:
Coloured pencils and paper.

Steps:
1. At the end of the week, ask children to think about something they learned related to human rights in the past week. For example, it could a specific right like the right to express your opinion or a human rights issue such as bullying or resolving conflicts peacefully.

2. Ask them to take a piece of paper and draw what they learned.

3. Once everyone has completed their drawing, ask a few of the children to stand up and explain their drawing to the rest of the class.

Theme: General human rights

Specific rights:
Freedom of expression, right to education

Grades:
Grades 6-9

Duration:
1 class period (40 minutes)
Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
- How did you like this activity?
- Was it difficult to draw something? Would it be easier to write or talk instead?
- Were there many different human rights that are represented by the drawings? Why did you choose to draw what you did?

Discuss the links between this activity and their lives.
- Do the drawings represent situations that demonstrate a respect for human rights or situations where human rights are not respected?
- How does our artwork help us identify solutions to situations where human rights are not realised?

Follow-up:
You can have the children display their artwork in the class.

Tips:
- It is important to stress with the children that this activity is not about their ability to draw, but rather how they can express themselves in other ways apart from speaking or writing.
- Drawing pictures to illustrate what children feel is an alternative way for children to evaluate an activity. Consider doing this instead of having a group discussion at the conclusion of other activities presented in this Toolkit.
- This activity is useful if there has been a specific incident or issue that has affected the group during a particular week. For example, if there had been a conflict between children or if there were a human rights issue in the news that children knew about.

Source:
Objectives:

- To widen awareness about the media and their approach to human rights issues.
- To develop skills to communicate and cooperate effectively.
- To cultivate a sense of responsibility to social change.

Overview:

This is a simulation of a group of journalists working to prepare the front page of their newspaper before it goes to press.

Materials:

Large sheets of paper (flipchart), coloured pencils and paper, several photographs from newspapers, glue and scissors. Tables for children to work in small groups.

Steps:

Preparation: Cut out approximately 40 images from newspapers; do not include any text or any captions.

1. Introduce the activity by saying it is a simulation of a newspaper office that is preparing the front page of their newspaper for the next day. The newspaper covers both local and international issues, including issues related to human rights.

2. Show some examples of front pages of newspapers.

3. Display the photographs on a table and have the children observe them without talking. Explain to them that these are the images they will work with.

4. Divide the children into small groups of six to eight. Each group is to imagine that it is an editorial group that must design the front page of its newspaper.

5. Ask each group to create a name for their newspaper.
6. Tell each group to begin their work and distribute the paper, glue, scissors, and the photographs (about 5 to 7 photographs per group).

7. Go over the instructions: they have to design the layout. They have the rest of the class period to select the news items they want on their front page. Their news items should only serve to grab the attention of the reader; they do not need to be full articles.

8. Let the groups complete their front page using the flipchart paper provided.

9. Once all the groups have completed their work, have them display their front pages for everyone to see and lead a discussion using the questions below.

**Let’s talk! Evaluating the activity:**
Ask the children to discuss this activity.
- How did you like this activity?
- How did the groups organise their work? Did they work together or split into smaller groups to work on individual stories? Did everyone feel they participated in the process?
- How did you choose the stories to write about?
- How do the issues on the front page relate to human rights? Which human rights are addressed? Are they about local issues or global ones?
- How do the different front pages compare? Did some groups use the same images but in different ways than other groups?

Discuss the links between this activity and their lives.
- Where do we get our news from? How reliable are the sources of information? Are any news sources biased? If yes, in what way?
- What sort of events or issues dominate the news in real life?
- Which human rights issues or violations are presented in the media?

**Follow-up:**
You can have the children display their artwork in the class. Children could also contact a local radio, newspaper or television station and talk to journalists about how they discuss human rights issues in their work.

**Tips:**
- When choosing the photographs, make sure you have a good variety of images and avoid stereotypes. Try as much as possible to have a balanced amount of “positive” and “negative” images that reflect human rights. Consider current news items that cover a range of human rights issues, including political, civil, economic, social and cultural.
- When explaining the layout of a front page of a newspaper, explain the main components of a headline, a short summary of a story, and the use of images and captions to draw the reader’s attention.

**Source:**
Objectives:
- To explore the role the United Nations plays in promoting peace and human rights.
- To conduct research on a particular country’s human rights record.
- To practise communication skills through a simulation activity.

Overview:
Children take part in a United Nations simulation activity where they role play representatives from different countries.

Materials:
Pencils and paper, access to the Internet for research (either at home or in school if available).

Steps:
1. Select one current issue of global importance for children to focus on. For example, climate change, refugees displaced by war, poverty, etc.
2. Assign individuals or groups of children to represent and research a variety of United Nations Member States.
3. Explain that the goals of their research are to learn more about the assigned country and how it would regard the key issue.
4. Each group conducts research using the Internet on their country and its position related to the key issue. For example, if their country is Egypt and the key issue is women’s rights, they would research information on women’s rights in Egypt and how well their rights are enjoyed.
5. When children have had the time to complete their research, ask each group to assign an “ambassador” to present a “resolution” to the United Nations’ “General Assembly” on the key issue in their country. The resolution should include a detailed description of the problem and a plan to improve the situation, including what role the United Nations should play.

6. The ambassador representing each country must convince the members of the other countries that their resolution deserves to be considered.

7. Explain that each group should be prepared to amend their resolutions and build consensus to get them passed.

8. Hold a mock United Nations forum. Seat children in a circle with the names of their countries in front of them. The teacher or one child can play the role of “Secretary General.” Establish some rules for the forum, such as: everyone shall be addressed as “Ambassador” and someone may speak only when recognised by the “Secretary General.”

9. The “Secretary General” calls for the resolutions to be presented, debated, questioned and voted upon. After discussion, anyone may move that the resolution be put to the vote. A two thirds majority is needed to pass a resolution.

10. Conclude the simulation once every country has presented their resolutions.

Let’s talk! Evaluating the activity:
Ask the children to discuss this activity.
• How did you like this activity?
• Was it easy to research the information on your country? Were you surprised at the results of your research?
• Were the other resolutions convincing in expressing the actions each country would take to improve human rights?

Discuss the links between this activity and their lives.
• Why is it important for us to learn about the United Nations?
• Now that we know more about other countries and how they respect human rights, what could we say about ourselves in relation to this key issue? What could we do to improve this issue here in our community?

Follow-up:
Children can learn more about the role the United Nations plays in promoting peace and human rights around the world. For example, in November 2012 the Palestinian Authority was granted “non-member observer state” by the UN General Assembly – the implications of this could be discussed among students. Furthermore, learning about the international human rights standards, treaties, and mechanisms strengthen students’ understanding and appreciation of what it takes to build a culture of human rights among Palestine refugees.
Tips:
• The United Nations website www.un.org has information on all Member States and can be consulted for more information. The Office of the High Commissioner for Human Rights (www.ohchr.org) also contains information related to human rights, including information by country.
• When choosing the key issue, try to select an issue that can be researched easily by the children on the Internet. Current topics, such as climate change, women’s rights, or children’s rights, are possible ideas.
• When choosing the list of countries for the children to research, choose a range of countries from around the world, in terms of geography, development, and the positions they have on the issue.

Source:
4.4 Projects for the whole school – school parliament projects

This section presents a range of projects that can be led by school parliaments. The projects outlined below allow a practical application of the Toolkit themes in the school environment. Depending on the resources available in each school, a selection of these projects can be planned for by the school parliament at the start of the year.

Under the theme General human rights, some possible projects are:
• Planning and conducting celebrations of human rights events.
• Organising awareness raising events hosting human rights organisations.
• Hosting a debate on a human rights issue and invite students to attend.

Under the theme Participation, some possible projects are:
• Publishing a newspaper or an information leaflet that covers human rights issues.
• Organising meetings with community leaders to discuss human rights issues.
• Conducting trainings on communication skills together with NGOs.

Under the theme Diversity, some possible projects are:
• Creating a campaign to value the diversity of students.
• Making the school environment inclusive for students with special needs.
• Promoting the participation of all students in the school parliament activities.
• Assessing, with school management, the accessibility of the school and how to improve it.
Under the theme **Equality and non-discrimination**, some possible projects are:

- Creating an awareness raising activity on needs of children with disabilities.
- Organising activities for students with special needs to help them integrate in the school life.
- Organising workshops or school visits to talk to women’s organisations, NGOs working with people with disabilities, the elderly, or other groups that are sometimes marginalised.
- Asking students (through interviews, focus group discussions or questionnaires) to express what they think are major obstacles to full equality in their school/society and to present a summary of findings in a discussion panel.

Under the theme **Respect**, some possible projects are:

- Campaigning against negative behaviours towards students and teachers.
- Encouraging other students not part of the school parliament to become “respect ambassadors” to ensure a healthy school climate.
- Launching a poster competition with the theme “How to respect each other” for all students.

Under the theme **Conflict resolution**, some possible projects are:

- Designing and printing advocacy materials related to peaceful conflict resolution.
- Conducting capacity building trainings on topics related to communication skills, problem management and mediation skills in partnership with NGOs/CBOs.
- Presenting issues related to conflict resolution using theatre.

Under the theme **Community links**, some possible projects are:

- Meeting with community members to identify and address issues related to human rights.
- Visiting other school parliaments.
- Interviewing role models in the community and sharing the results of the interviews in school (video, poster gallery, etc.).
- Organising a community “clean up” day where students help clean the community.
5. Evaluating the HRCRT Programme

The HRCRT Programme is unique in that it educates children about human rights but does so in a largely non-formal way, compared to academic subjects taught in school. As a result, it is not assessed the same way as other subjects through written tests or other formal mechanisms.

The primary means of evaluating the HRCRT Programme is through an assessment of the HRCRT learner competencies (listed in Tables 5, 6 and 7 in Part 2, Section 4.2). Teachers are responsible for assessing how well their students achieve these competencies, but they also rely on feedback from students. This will be done through UNRWA’s monitoring and evaluation system that includes indicators to measure the achievement of the HRCRT learner competencies. The Education Specialists and Head Teachers are there to support teachers in successfully implementing the Programme.

Apart from this, each HRCRT Toolkit activity in Part 2, Section 4.3 has an evaluation component. The “Let’s Talk! Evaluating the activity” is the primary way for a teacher to determine how well children have achieved the objectives of each activity. There are always two sets of questions that frame this evaluation. The first questions relate to the activity itself as a learning experience (“Ask the children to discuss this activity”). The second questions relate to the changes children could make to respect human rights more (“Discuss the links between this activity and their lives”).
Appendices

Joint 4th Place in the 2013 UNRWA Human Rights Poster Design Competition, Lara Al-Sous from Dawra First Basic Girls School in West Bank.

Joint 4th Place in the 2013 UNRWA Human Rights Poster Design Competition, Hadil Al-Khadi from Mohammad Ahmed Nasif School in Syria.
Appendix 1
Universal Declaration of Human Rights in simple language

Article 1.
When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

Article 2.
Everyone can claim the following rights, despite
• a different sex
• a different skin colour
• speaking a different language
• thinking different things
• believing in another religion
• owning more or less
• being born in another social group
• coming from another country
It also makes no difference whether the country you live in is independent or not.

Article 3.
You have the right to live, and to live in freedom and safety.

Article 4.
Nobody has the right to treat you as his or her slave and you should not make anyone your slave.

Article 5.
Nobody has the right to torture you.

Article 6.
You should be legally protected in the same way everywhere, and like everyone else.

Article 7.
The law is the same for everyone; it should be applied in the same way to all.

Article 8.
You should be able to ask for legal help when the rights your country grants you are not respected.

Article 9.
Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.

Article 10.
If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.

Article 11.
You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.
Article 12.
You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

Article 13.
You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.

Article 14.
If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.

Article 15.
You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.

Article 16.
As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your religion should be impediments. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect you and the members of your family.

Article 17.
You have the right to own things and nobody has the right to take these from you without a good reason.

Article 18.
You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.

Article 19.
You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also—with people from any other country.

Article 20.
You have the right to organise peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.

Article 21.
You have the right to take part in your country’s political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.

Article 22.
The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.
Article 23.
You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.

Article 24.
Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.

Article 25.
You have the right to have whatever you need so that you and your family: do not fall ill or go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. Mothers and their children are entitled to special care. All children have the same rights to be protected, whether or not their mother was married when they were born.

Article 26.
You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.

Article 27.
You have the right to share in your community’s arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.

Article 28.
So that your rights will be respected, there must be an “order” which can protect them. This “order” should be local and worldwide.

Article 29.
You have duties towards the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.

Article 30.
In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.
Appendix 2

This Appendix contains two simple language versions of the Convention on the Rights of the Child. The first version is written in language that is suitable for young children (Grades 1 to 3) and the second version is suitable for older children (Grades 4 to 9). For the complete version of the CRC, see the websites in Appendix 7.

Convention on the Rights of the Child for young children

Article 1
Everyone under 18 has the rights in this Convention

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.
Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn’t harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.
Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse.

Article 35
No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.
Article 39
You have the right to help if you’ve been hurt, neglected or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54
These articles explain how governments and international organisations will work to ensure children are protected with their rights.
**Convention on the Rights of the Child for older children**  

**Article 1:**  
Define the child. Every human being below 18 years unless majority is attained earlier according to the law applicable to the child.

**Article 2:**  
Non-discrimination. All rights must be granted to each child without exception. The State must protect the child without exception. The State must protect the child against all forms of discriminations.

**Article 3:**  
Best interests of the child. In all actions concerning children, the best interest of the child shall be the major consideration.

**Article 4:**  
Implementation of rights. The obligation on the State to ensure that the rights in the Convention are implemented.

**Article 5:**  
Parents, family, community rights and responsibilities. States are to respect the parents and family in their child rearing function.

**Article 6:**  
Life, survival and development. The right of the child to life and the state’s obligation to ensure the child’s survival and development.

**Article 7:**  
Name and nationality. The right from birth to a name, to acquire a nationality and to know and be cared for by his or her parents.

**Article 8:**  
Preservation of identity. The obligation of the State to assist the child in reestablishing identity if this has been illegally withdrawn.

**Article 9:**  
Non-separation from parents. The right of the child to retain contact with his parents in cases of separation. If separation is the result of detention, imprisonment or death the State shall provide the information to the child or parents about the whereabouts of the missing family member.

**Article 10:**  
Family reunification. Requests to leave or enter country for family reunification shall be dealt with in a human manner. A child has the right to maintain regular contacts with both parents when these live in different States.

**Article 11:**  
Illicit transfer and non-return of children. The State shall combat child kidnapping by a partner or third party.

**Article 12:**  
Expression of opinion. The right of the child to express his or her opinion and to have this taken into consideration.
Article 13: Freedom of expression and information. The right to seek, receive and impart information in various forms, including art, print, writing.

Article 14: Freedom of thought, conscience and religion. States are to respect the rights and duties of parents to provide direction to the child in the exercise of this right in accordance with the child’s evolving capacities.

Article 15: Freedom of association. The child’s right to freedom of association and peaceful assembly.

Article 16: Privacy, honour, reputation. No child shall be subjected to interference with privacy, family, home or correspondence.

Article 17: Access to information and media. The child shall have access to information from a diversity of sources; due attention shall be paid to minorities and guidelines to protect children from harmful material shall be encouraged.

Article 18: Parental responsibility. Both parents have common responsibilities for the upbringing of the child and assistance shall be given to them in the performance of the parental responsibilities.

Article 19: Abuse and neglect (while in family or care). States have the obligation to protect children from all forms of abuse. Social Programmes and support services shall be made available.

Article 20: Alternative care for children in the absence of parents. The entitlement of the child to alternative care with national laws and the obligation on the State to pay due regard to continuity in the child’s religious, cultural, linguistic or ethnic background in the provision of alternative care.

Article 21: Adoption. States are to ensure that only authorised bodies carry out adoption. Inter-country adoption may be considered if national solutions have been exhausted.

Article 22: Refugee children. Special protection is to be given to refugee children. States shall cooperate with international agencies to this end and also to reunite children separated from the families.

Article 23: Disabled children. The right to benefit from special care and education for a fuller life in society.

Article 24: Health care. Access to preventive and curative health care services as well as the gradual abolition of traditional practices harmful to the child.
Article 25:
Periodic review. The child who is placed for care, protection or treatment has the right to have the placement reviewed on a regular basis.

Article 26:
Social security. The child’s right to social security.

Article 27:
Standard of living. Parental responsibility to provide adequate living conditions for the child’s development even when one of the parents is living in a country other than the child’s place of residence.

Article 28:
Education. The right to free primary education, the availability of vocational educating, and the need for measures to reduce the drop-out rates.

Article 29:
Aims of education. Education should foster the development of the child’s personality and talents, preparation for a responsible adult life, respect for human rights as well as the cultural and national values of the child’s country and that of others.

Article 30:
Children of minorities and indigenous children. The right of the child belonging to a minority or indigenous group to enjoy his or her culture, to practise his or her own language.

Article 31:
Play and recreation. The right of the child to play, recreational activities and to participate in cultural and artistic life.

Article 32:
Economic exploitation. The right of the child to protection against harmful forms of work and against exploitation.

Article 33:
Narcotic and psychotic substances. Protection of the child from their illicit use and the utilisation of the child in their production and distribution.

Article 34:
Sexual exploitation. Protection of the child from sexual exploitation including prostitution and the use of children in pornographic materials.

Article 35:
Abduction, sale and traffic. State obligation to prevent the abduction, sale of or traffic in children.

Article 36:
Other forms of exploitation.

Article 37:
Torture, capital punishment, deprivation of liberty. Obligation of the State vis-a-vis children in detention.
Article 38: Armed conflicts. Children under 15 years are not to take a direct part in hostilities. No recruitment of children under 15.

Article 39: Recovery and reintegration. State obligations for the reeducation and social reintegration of child victims of exploitation, torture or armed conflicts.

Article 40: Juvenile justice. Treatment of a child accused of infringing the penal law shall promote the child’s sense of dignity.

Article 41: Rights of the child in other human rights instruments.

Article 42: Dissemination of the Convention. The state’s duty to make the convention known to adults and children.

Article 43-54: Implementation. These paragraphs provide for a Committee on the Rights of the Child to oversee implementation of the Convention.
Appendix 3
More about the Convention on the Rights of the Child

The structure of the CRC

Like other human rights treaties, the Convention contains a Preamble contextualising the need for the treaty. It also contains 54 articles divided into three Parts:

- **Part I (Articles 1-41)** lists the articles that set out the specific rights of all children and the obligations of governments. For a teacher, Part I is the most useful Part of the Convention because it lists the children's rights. The other two Parts are more about the implementation and monitoring of the Convention.
- **Part II (Articles 42-45)** defines how states should comply with the Convention and how it is monitored.
- **Part III (Articles 46-54)** provides the conditions under which the Convention comes into force (for example, how the Convention is ratified by states).

The Convention on the Rights of the Child and the Right to Education

Article 29 of the Convention on the Rights of the Child describes the aims of children’s education. Among other things, it describes that children’s education shall be directed to:

- The development of the child’s personality, talents and mental and physical abilities.
- The development of respect of human rights and fundamental freedoms.
- The development of respect for the child’s parents, cultural identity, languages and values, and respect for the diversity of other societies.
- The preparation of the child for understanding his or her responsibilities in society in the spirit of peace and tolerance.
- The development of respect for the environment.
Appendix 4
Core international human rights instruments

There are presently nine core international human rights treaties. Each treaty has a committee of experts to monitor implementation of the treaty by states.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Treaty</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICERD</td>
<td>International Convention on the Elimination of All Forms of Racial Discrimination</td>
<td>21 Dec 1965</td>
</tr>
<tr>
<td>ICCPR</td>
<td>International Covenant on Civil and Political Rights</td>
<td>16 Dec 1966</td>
</tr>
<tr>
<td>ICESCR</td>
<td>International Covenant on Economic, Social and Cultural Rights</td>
<td>16 Dec 1966</td>
</tr>
<tr>
<td>CEDAW</td>
<td>Convention on the Elimination of All Forms of Discrimination against Women</td>
<td>18 Dec 1979</td>
</tr>
<tr>
<td>CAT</td>
<td>Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment</td>
<td>10 Dec 1984</td>
</tr>
<tr>
<td>CRC</td>
<td>Convention on the Rights of the Child</td>
<td>20 Nov 1989</td>
</tr>
<tr>
<td>ICRMW</td>
<td>International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families</td>
<td>18 Dec 1990</td>
</tr>
<tr>
<td>CPED</td>
<td>International Convention for the Protection of All Persons from Enforced Disappearance</td>
<td>20 Dec 2006</td>
</tr>
<tr>
<td>CRPD</td>
<td>Convention on the Rights of Persons with Disabilities</td>
<td>13 Dec 2006</td>
</tr>
</tbody>
</table>
Appendix 5
Guiding principles of the HRCRT Policy

Human dignity: Human dignity is a principle that asserts that all human beings, by virtue of being human, deserve to be respected and treated well.

Universality: Human rights are universal. All people everywhere in the world are entitled to them. The universality of human rights is encompassed in the words of Article 1 of the Universal Declaration of Human Rights: “All human beings are born free and equal in dignity and rights.”

Equality and non-discrimination: All individuals are equal as human beings and by virtue of the inherent dignity of each person. No one should therefore suffer discrimination on the basis of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status as established by human rights standards. The meaning of “other status” has evolved over time and it is now widely agreed that grounds such as disability, age, gender identity, ethnicity and geographical origin are included in this definition.

With specific reference to children’s rights, the Convention on the Rights of the Child established non-discrimination as one of its core obligations in Article 2: “The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It does not matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.” Article 24 of the Convention on the Rights of Persons with Disabilities also makes reference to the right to education “without discrimination and on the basis of equal opportunity.”

Participation and inclusion: All people have the right to participate in and access information relating to the decision-making processes that affect their lives and well-being. Rights-based approaches require a high degree of participation by communities, civil society, minorities, women, children, young people, indigenous peoples, persons with disabilities, and other vulnerable groups.

With specific reference to children’s rights, the Convention on the Rights of the Child integrates participation as a guiding principle (http://www.unicef.org/crc/files/Guiding_Principles.pdf). In particular, Article 12 of the Convention highlights the need to respect the views of children: when decisions are made that affect children, children have the right to say what they think should happen and have their opinions taken into account. This Convention encourages others to listen to the opinions of children and involve them in decision-making – not give children authority over adults. Article 12 does not interfere with parents’ right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognises that the level of a child’s participation in decisions must be appropriate to the child’s level of maturity. Children’s ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a pre-schooler, whether in family, legal, or administrative decisions.

Tolerance: Tolerance is respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty; it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace. Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others.
Appendix 6  
The Toolkit and the UNRWA Education Reform Strategy

The Toolkit is one component of the overall HRCRT Programme that aims to harmonise and unify how human rights education is taught in UNRWA schools. As mentioned in the Introduction, this is in line with the overall aim of the Education Reform Strategy.

The Quality Curriculum Framework

The Toolkit directly supports UNRWA’s Quality Curriculum Framework which is part of the Education Reform Strategy. The Curriculum Framework places an emphasis on five core competencies that help guide the teaching and learning in UNRWA schools. These core competencies are:

<table>
<thead>
<tr>
<th>Quality Curriculum Core Competency</th>
<th>In the Toolkit, this means…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking and problem solving</td>
<td>All Toolkit activities promote critical thinking among students of all ages. Each activity has a reflection component to it with a suggested framework of questions the teacher can use to engage students further. The kinds of questions enable students to reflect on the links between the activity and their lived experiences in different environments such as school, home, and play.</td>
</tr>
<tr>
<td>Constructive learning</td>
<td>The activities in the Toolkit always build upon the experiences of the students. This includes the knowledge, skills and attitudes and values they already have.</td>
</tr>
<tr>
<td>Communication</td>
<td>All Toolkit activities promote communication on all levels: between students, between students and teachers, and between students and members of the community.</td>
</tr>
<tr>
<td>Cooperation</td>
<td>The Toolkit activities encourage cooperation among students in many ways. The activities are meant to foster respect for each other, which includes listening skills and the ability to work together.</td>
</tr>
<tr>
<td>Citizenship, culture and heritage</td>
<td>The Toolkit activities promote the development of students as active participants in the decisions that affect them.</td>
</tr>
</tbody>
</table>
School Based Teacher Development (SBTD)

The Toolkit supports other aspects of the Reform including the School Based Teacher Development Programme (SBTD). The SBTD Programme consists of several modules to assist classroom teachers on improving their work as teachers. Many of the practices described in the SBTD modules reflect the same educational approach of the Toolkit.

Cross-cutting issues

Human rights education is closely related to many other issues that are commonly considered to be cross-cutting. In other words, a cross-cutting issue is not a specific subject matter in the curriculum, but it is addressed throughout all aspects of the curriculum, from the content of the subjects taught to the way teachers teach. Other cross-cutting issues in UNRWA schools are related to human rights education because they are addressed through human rights education. These issues are:

<table>
<thead>
<tr>
<th>Cross-cutting issue</th>
<th>In the Toolkit, this means…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive education/disability</td>
<td>UNRWA has an Inclusive Education Policy that reflects the Convention on the Rights of Persons with Disabilities. The Policy affirms the importance of making sure that all children have the right to a quality education that contributes to their development. There are Toolkit activities in Part 2 that enable students to reflect on the special needs of persons with disabilities and the importance of being inclusive in all school related activities.</td>
</tr>
<tr>
<td>Vulnerable groups</td>
<td>Everyone in a school environment should consider the specific rights of vulnerable groups (such as children with disabilities, orphans, or persons having suffered human rights violations). Apart from this, human rights education should consider the rights of vulnerable groups and how they are particularly affected by human rights abuses and violations. The Toolkit activities enable students to reflect upon this.</td>
</tr>
<tr>
<td>Gender</td>
<td>The Toolkit activities are developed in such a way as to promote gender sensitive activities. Not only that, the Toolkit provides tools for teachers on how to make their existing curricula “human rights friendly” and this includes making their curricula free from gender stereotypes and bias. This is also in line with the UNRWA Gender Mainstreaming Strategy 2008 – 2009 and the UNRWA Policy on Gender Equality.</td>
</tr>
<tr>
<td>Youth</td>
<td>The Toolkit addresses a wide range of students, from Grades 1 through 9. The role students play in schools as they mature into youth must take into consideration their developmental capacities and their ability to participate in increasingly complex decisions that affect their lives. Youth participation is fostered through School Parliaments that have real influence in decision making and planning.</td>
</tr>
<tr>
<td>Protection</td>
<td>The HRCRT Policy and Toolkit complies with UNRWA Education Technical Instructions regarding violence free schooling. The Toolkit also contributes to the realisation of the rights of Palestine refugees as emphasised in the UNRWA Protection Policy.</td>
</tr>
</tbody>
</table>
Appendix 7
Bibliography and websites

Bibliography:

• UNRWA, Gaza Human Rights Curriculum.

Websites:

• UNRWA, www.unrwa.org
• UNICEF, www.unicef.org
• International human rights law:
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• World Programme for Human Rights Education (English) http://www.ohchr.org/EN/Issues/Education/Training/Pages/Programmes.aspx
• World Programme for Human Rights Education (Arabic) http://www.ohchr.org/AR/Issues/Education/Training/Pages/Programme.aspx