

Concern



Universal

Children's Rights

Lesson plan - Secondary

List of Terms

Learning Objectives:

- To understand the concept of universal human rights (i.e. every single person has the same rights whether rich or poor, and regardless of where they come from, their sex, what language they speak, or what religion they follow).
- To be able to give some examples of child's rights, and understand different categories of rights.
- To understand ways in which Concern Universal and its partners are working to help people stand up for their rights and promoting the rights of children in Brazil.

Starter Activity:

- Display one of the photographs from the flash animation/power point without any text e.g. the photo re the right to clean water. Ask each child to write down three things that might be a problem for the children in the photograph. Answers could be displayed on individual A4 white boards if available, and discuss responses.

Introduction: setting the scene (5 mins)

- What are rights? Does everyone have them? What are some examples?
- Human Rights cover our physical needs (the right to life, food, and shelter); they also provide us with protection (the right to be free from torture, cruel treatment and abuse); and they ensure that we have the

potential to develop (the right to education, to work, to participate in your community).

- Introduce the fact that legal standards exist. In 1948 Universal Declaration on Human Rights governments agreed on basic rights and freedoms that should exist for everyone. In 1989 governments agreed on certain rights that children should have and included them in the International Convention for the Rights of Children. (Teachers note: a summary of the ICRC is available via the UNICEF website¹).
- Human Rights are important for children everywhere. (Teachers note: Within the UK, one child in three is poor; one child in every four is abused; and one child in seven doesn't have a proper home².)

Activity 1: group work (10 mins)

- Ask the students to work in small groups and write down the three things that they could not live without, i.e. three most important things that they believe they have the right to and then rate them in order of importance. Use work sheet below.
- Ask for a few students for feedback.

Activity 2: Flash Animation (30 mins)

- Use the map of Brazil to introduce the presentation and explain that Concern Universal is an organisation helping children in Brazil to know their rights and to make sure that they are able to claim these rights. In countries all over the world (both rich and poor) people difficulty exercising their rights. Concern Universal has chosen to work in Brazil because there is extreme inequality between the rich and poor, and it is possible for Concern Universal's work to make a real difference.
- Show the slides one by one without the text and ask the children to work in groups and write down the rights that they believe are important to the children in the photographs. Use worksheet below.
- Show the animation a second time. For each slide discuss the ideas that they came up with in groups and then display the text information which gives examples of individual rights and explains how Concern Universal is working to promote children's rights in Brazil.

¹ http://www.unicef.org/rightsite/files/rights_leaflet.pdf; or http://www.unicef.org/crc/files/Rights_overview.pdf

² UN statistics taken from <http://www.una.org.uk/learnabouthumanrights/>

- Ask the students in groups to categorise the rights (physical needs, protection, or potential to develop) and then rate the rights in order of importance. Use worksheet below. Discuss outcomes at the front of the class and see if there is any consensus.
- [Teacher's note: You may wish to use the following figures on Brazil when talking through the presentation; In Brazil 55 million people live in urban slums; There are around 53 million poor people living in Brazil, with around 19 million living on less than £1.60 a day; Over 14 million people in Brazil are illiterate and more than 700,000 children between the ages of 6 and 14 aren't enrolled in any school; In the area of Paraiba where Concern Universal works in North Eastern Brazil over 600,000 people over the age of 10 years are unable to read or write.]

Conclusions/summary (5 mins)

- Emphasise the fact that everyone in the world has the same human rights, it is important that people understand their rights and respect the rights of others.
- Refer children back to Activity 1 and try to draw parallels with the rights that are important to children in Brazil concentrating on similarities rather than differences.
- Discuss the fact that it is difficult to conclude which rights are the most important, many rights have equal importance, or are of different importance to different people depending on their circumstances.
- Pose the question: Are there any rights that we in the UK may take for granted?

Follow up activity : Case Studies/Group work

- Split the class into three (or more) groups. Provide each group with a set of flash cards detailing children's rights and responsibilities available via the TES website³ and one of two case studies; Vania, or Henrique.
- Ask each group to consider which rights have been violated; how the person in the case study took responsibility for claiming their rights;

³ <http://www.tes.co.uk/teaching-resource/Rights-and-Responsibilities-3007804/>

and what kind of support Concern Universal and its partner organisations were able to provide.

- Each group can then present their conclusions to the class.

Follow up activity: drama

- Hot seating, one of the children acts the part of one of the children in the photographs and responds to questions from the rest of the class.

Follow up activity: letter writing

- Write a letter to one of the children in the photographs explaining what you have learnt about rights and what has struck you about the lesson. Share a little about your life the similarities that you have with the children in Brazil.

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Work Sheet: Human Rights in Brazil

Activity 1:

| What three rights are the most important to you? | Rate these three rights in order of importance (1 being the most important and 3 being the least important). |
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Activity 2:

| | What rights are relevant? | What category of right is this (physical needs, protection, or potential to develop) | Rate these rights in order of importance (1 being the most important and 6 being the least important). |
|--------------|---------------------------|--|--|
| Photograph 1 | | | |
| Photograph 2 | | | |
| Photograph 3 | | | |
| Photograph 4 | | | |
| Photograph 5 | | | |
| Photograph 6 | | | |



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Case Study 1

Vânia Maria Juvêncio

“If wasn’t involved in the project, I wouldn’t be here today.”

Vânia’s story is one of hope after many horrific challenges during her childhood. She has thrived from having the opportunity to learn and the programme has given her the strength and skill to help face her problems, as well as the motivation to help others know and claim their rights.

When Vânia and her brothers and sisters were abandoned by their father her uncle began living with them so that Vânia’s mother could work in the city. Vânia suffered abuse from her uncle with the violence and abuse getting worse and worse. Vania also faced abuse in the house where she worked as a domestic worker. She was married at just 16 years of age, and faced further abuse from her husband. Her challenges didn’t disappear, and she left school after getting pregnant to take care of her children.

Today it is a different story. She finds support through a group of leaders at an NGO (non governmental organisation) called Eucalipto, an organisation that works in partnership with Concern Universal. “Before, I’d never even heard of rights & would have had no idea how to claim them if I had known about them. An awful lot has changed; I’ve learnt to know my rights and to fight for them. I’ve learnt to be a good mother. I have gone back to study, I’ve improved my own relationships with my children and family.” Vânia is still a domestic worker but now she is conscious of her rights and duties as a worker. She know knows the importance of her place in the community and is busy fighting for rights not only for herself and her family, but for the whole community.

“I now have the opportunity and the courage to claim rights for my family and community. Together, we’ve made a plan to improve medical health care, we made a petition for everyone to sign which we have given to the local government so that our children have better quality schools and school meals and so that our community has sanitation facilities.”

“I am conscious of the people who have helped and promoted the work of the NGO Eucalipto, and I want to thank people, even people who don’t know me, through supporting the work they have helped and supported me”.



Case study 2

Henrique Sabino dos Santos

Henrique Sabino dos Santos is a valued member of the young leaders group in his home town in Brazil. He participates in a Concern Universal's community rights project. He was elected by his peers because of his enthusiasm and interest. In this role he represents young people on a committee of community leaders that negotiated successfully with the local government for improvements to the community health clinic. Henrique and ACNV (Associação Comunitária Nova Vida – New Life Community Association), can rightly feel proud of his contribution to improving health care for the whole community. He is, without doubt, an example of perseverance. His story is one of suffering, but also has a message of hope and demonstrates how he has managed to overcome a number of challenges.

Henrique Sabino dos Santos is 13 years old. He lives with his father and older brother in a shanty-town on the outskirts of the town of Sapé, northeast Brazil. His mother died when he was a baby. He was raised by his father and step-mother, but they separated because of his excessive drinking. His father often comes home drunk and angry and takes it out on Henrique and his brother who, in turn, has twice attacked Henrique with the intent of killing him. Drug trafficking is rife in the area and violence is a problem in his community and his home.

Henrique is a child with special needs. He was born with a facial disfigurement and has speech problems. He receives a disability allowance, which is the only income that the family has.

When he started attending the activities run by Concern Universal's partner, ACNV (Associação Comunitária Nova Vida – New Life Community Association), four years ago, he was extremely shy, with low self-esteem and had difficulty relating to other children; this was not made easier by the

fact that they didn't accept him, excluding him from their games and groups.

Today, four years on, the support that he has received has helped him to deal with the difficulties that he faces. "Before I went to ACNV I only used to roam the streets, if my dad hadn't locked me into the house. I never had any friends; the other kids in school used to mock me and discriminated against me because of my face and the way I talk. But since coming here I feel better, I have a higher self-esteem, I'm able to make friends and I participate in lots of activities like workshops, painting, computers and drums. I also participated in a reading project and I wrote two books. The first was the story of my life; I called it 'Life: Suffering and the fight for survival'. The second was called 'The story of ACNV in my life'.