

Getting Ready to Vote:

*Classroom activities for
children's rights*



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National Election for Youth Rights

www.itsyourvoice.com

Prepared by UNICEF Canada

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INTRODUCTION

These classroom-ready activities are designed to be easily downloaded, copied and integrated in your curriculum, with minimal preparation. They are intended to help you and your students prepare for the National Election for Youth Rights, by understanding the concept of rights and becoming informed to make good choices on Election Day. Teachers are invited to try one or more activities, according to their available time.

Teaching-learning concepts

Every society hopes and expects that its children will grow up to be capable and responsible citizens who contribute to the well-being of their communities. Schools are among the important places where children are prepared for democratic life by practicing democracy. Children's growth into responsible citizenship requires opportunities to practice with rights and to make choices. By participating in the Election, your students will come to understand the basic principles of exercising their democratic rights as well as their rights under the **Convention on the Rights of the Child**. By engaging in one or more of these ready-to-use activities, your students will:

- understand the concept of rights
- know what rights they are entitled to under the **Convention on the Rights of the Child**
- learn their own roles in assuming their rights
- practice exercising their rights and responsibilities as subjects of the **Convention** and as citizens in a democracy

General goals for students

The activities are intended to:

- provide students with an opportunity to practice the responsible exercise of children's rights
- foster appreciation for citizenship rights, including the right to vote and other kinds of decision-making
- increase awareness that exercising citizenship rights helps safeguard Canada's democratic system and exercising children's rights helps to improve children's well-being
- promote understanding that all rights are equally important and interconnected
- enable students to take an active and responsible role with regard to their rights and the rights of others locally and globally

How the activities fit into your curriculum

What does a citizen in a democratic society do? What rights do children have and how can they exercise them responsibly? Although voting is a personal choice, democratic citizenship requires joint deliberation and action. The activities in this guide encourage participatory learning that involves perspective-sharing, consensus seeking and decision-making, group-building, conflict resolution and cooperation as well as opportunities for action, campaigning and change agency. They are designed to fit curriculum requirements in all grade levels and subject areas or strands. Teachers may choose one or more classroom-ready activities and adapt them accordingly. Teachers may also devise their own teaching-learning activities for this unique "teachable moment", helping prepare their students - the electorate - to vote. These activities constitute the election "campaign" in your school and will be informative, engaging and fun! Find out more about children's rights connections to curriculum guidelines at www.itsyourvoice.com.



Here is a list of classroom activities for elementary/primary students.

To learn more about a specific activity click on the link below or use the menu bar above.

[Up for Discussion](#)

[A Rights Campaign](#)

[What Rights Do We Have?](#)

[Learning with Rights Cards](#)

[Voting for Rights](#)

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UP FOR DISCUSSION

This activity encourages a start to discussion about children's rights.

Procedure

1. As a class, led by the teacher or facilitator, discuss the following questions that serve as an entry point into children's rights. Alternatively, allow pairs of students to quietly discuss each question for a few minutes before engaging in a full group discussion:

- What is a right? Rights can be defined as those things that it is fair and just for a person to have, or to be able to do.
- Are rights linked to responsibility? If so, how?
- What rights do you think children should have at home? At school? In the community? These can be referenced against the slate of rights from the Convention on the Rights of the Child (see [Rights Cards](#)).
- Why do you suppose people around the world, with help from the United Nations, created the Convention on the Rights of the Child?
- How do you suppose the people decided which rights to include?
- Why do you think the Canadian Government agreed to the Convention?
- What do you think is the most important right a child has?

2. For each candidate (right) on the Election slate, general discussion questions could include:

- What does this right mean?
- What would be an example of a situation where this right is needed?
- What would be some examples of a violation of this right in Canada? In other countries?
- How could you help to protect this right for children in your community? In other countries?
- What could adults do to help protect this right?
- Which of these rights would be hardest to guarantee or protect? Which would be the easiest? Why?

See the slate of rights candidates at www.itsyourvoice.com

Elementary/Primary

Children's Rights Education

Up For Discussion What Rights Do We Have? Learning With Rights Cards A Rights Campaign Voting For Rights

WHAT RIGHTS DO WE HAVE?

This activity helps students understand what some of their rights are and how they are applied in real life situations.

Resources

- One set of [Case Study Cards](#)
- At least 3 sets of [Rights Cards](#)

Procedure

1. Give a Case Study Card to a student to practice reading silently, and a Rights Card to each of the other students.
2. After the student has read the Case Study Card aloud, two or three times if necessary, ask the students to go and stand beside the reader if they feel the right on the card they're holding has been violated in the story. (The reader should be surrounded by several students holding up Rights Cards.)
3. Instruct the students to remain where they are and discuss with the class the following sample questions:
 - How many rights were violated in this case study? Which ones?
 - Is the child in the story a boy or girl? Does it make a difference? Why or why not?
 - Where do you think the child lives? Why?
 - What assistance is available for children in such a situation?
4. Repeat the procedure with the remaining case studies.
 - The students can extend a case study of their choice by writing an additional paragraph describing how life for the child could improve if the situation changed.
 - Discuss who is responsible for changes, and how change happens.
 - Elicit and record further questions or issues the students would like to explore.
 - Use newspaper headlines, articles, novels, students own examples,... to develop other case studies.

Extension

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Elementary/Primary Civil Rights Education

Up For Discussion What Rights Do We Have? Learning With Rights Cards A Rights Campaign Voting For Rights

LEARNING WITH RIGHTS CARDS

These activities familiarize students with the rights on the Election slate and help them understand their meaning and importance.

Resources

- A set of [Rights Cards](#) for each student

Procedure

Here are a few additional suggestions for the Rights Cards:

- Students organize the rights from least important to most important. This can be done individually or in pairs, each pair joining another to negotiate a new list until the entire class agrees on a ranking. Discuss students' rationales and the process of negotiating consensus. Reinforce the principle that all rights are equally important and indivisible (each relies on the other: when one is jeopardized, others may be).
- Students sort the cards into rights that are easy/difficult to guarantee, and explain why.
- The teacher or students read short articles or stories to the class, and each student holds up the Rights Card they think relates to the story. Content from current curricula could also be used: novels, social studies or science issues, and so on.
- Invite an artist or the students to illustrate each right. Alternatively, reproduce the Rights Cards without the descriptive text (graphic images only). Students match each Rights Card to the illustration of it.
- Play "pictionary" with the rights cards: divide the class into teams, each with a pile of Rights Cards turned face downwards. A player from one team selects a Rights Card from the pile and tries to depict that right without any verbal clues. The player's team tries to guess what right on the chalkboard is being illustrated, within a time limit. The next team repeats the process. The team to identify the most rights correctly wins the game.

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Elementary/Primary

Children's Rights Education

Up For Discussion What Rights Do We Have? Learning With Rights Cards A Rights Campaign Voting For Rights

A RIGHTS CAMPAIGN

This activity helps students understand in some depth what rights are, and at a basic level how election campaigns are conducted.

Resources

- Art materials

Procedure

1. The class is divided into ten groups, each representing a different right (candidate) on the Election slate (see [Rights Cards](#)). Each group runs a campaign for their right, creating posters, puppets or other forms, depicting their rights through imagery (an emblem or logo) and slogans (if appropriate to the grade level) or names (such as "Eddie Education").
2. Each group presents its right and it's "platform" (telling the class what that right is and why it is important). Guest speakers could offer their perspectives as well.

Extension

Individually or in groups, students can create election logs containing notes, stories, news clippings, photos, and so on, relating to a right or all rights. Local and global contexts should be encouraged.

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Elementary/Primary Civil Rights Education

Up For Discussion What Rights Do We Have? Learning With Rights Cards A Rights Campaign Voting For Rights

VOTING FOR RIGHTS

This activity helps prepare students to make their choices and vote in the Election.

Resources

- A poster-sized illustration or enlargement of each [Rights Card](#)
- A set of [Rights Cards](#) for each student
- A sample ballot printed from www.itsyourvoice.com

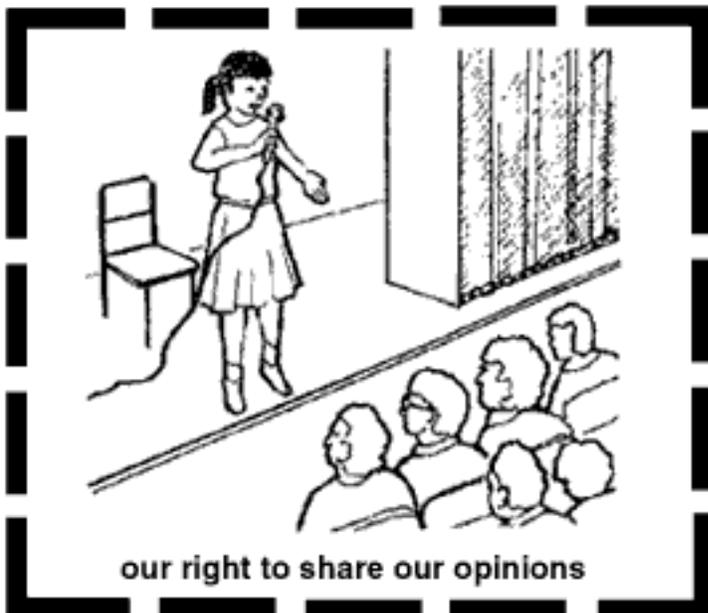
Procedure

1. Enlarge and copy each Rights Card on the overhead or as a poster.
2. Discuss each right. Use the questions in the activity, "[Up for discussion](#)", or:
 - What right does this picture show?
 - Why is this right important?
3. To prepare students for voting on Election Day, explain that voting is about making choices. Everyone has to make choices every day. During the Election, each student will choose the children's right they think is most important. They will put an X beside their choice on a list, called a "ballot". Explain that in the early history of elections in Canada, there were no paper ballots and certainly no Internet voting! People raised their hands for the candidate of their choice, and the hands were counted. Discuss why voting privately and secretly is important.
4. To familiarize students with the official ballot that will be used on Election Day, refer to the Election Teacher's Guide at www.itsyourvoice.com. The ballot uses key words for each right, in alphabetical order. Discuss why the rights appear in this order and why this is important. Have students privately select the right they will vote for, and write the key words from the ballot on the back of the corresponding rights card. Have the students find the same key words on a sample ballot. They can use the card to remember what their vote will be on Election day.

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Rights Cards



Rights Cards: 1, [2](#), [3](#)

Intermediate/Junior Civics Rights Education

Charming Rights Rights & Responsibilities Chain of Rights Building an Election Platform

Here is a list of classroom activities for intermediate/junior students.
To learn more about a specific activity click on the link below or use the menu bar above.

[Charming Rights](#)

[Rights
& Responsibilities](#)

[Chain of Rights](#)

[Building an
Election Platform](#)

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CHARMING RIGHTS

This activity encourages students to consider how their rights protect them, and how the students can help protect and "care for" their rights.

Resources

- Clay or playdough
- Thin string
- Egg cartons
- Large nut shells
- Cloth or felt
- Art materials

Procedure

1. Review each right in the Election slate with a brief discussion (refer to "[Up for Discussion](#)").
2. Give each student a piece of clay or playdough. Each student forms the clay into a shape, a charm, which relates to one of the rights in the Election slate. A hole can be poked into the charm before it dries if it is to be worn on a bracelet or string necklace.
3. The students decorate and paint their charms when they are dry, and make pendants or bracelets.
4. The students show their charms to each other.
5. Discuss with the class what they can do to protect their rights, just as they are protecting and caring for their charms. Discuss how the charms - their rights - can protect them.

Adapt this activity for younger students:

1. While the charms are drying, students can prepare beds for them, such as a single section of an egg carton or the shell of a large nut. The students paint and decorate the beds using any available art materials.
2. The students make covers for their charms with small pieces of cloth or felt, and decorate them.

Intermediate/Junior Charming Rights & Responsibilities Chain of Rights Building an Election Platform Education

RIGHTS AND RESPONSIBILITIES

This activity helps students see the links between rights and responsibilities in their lives.

Resources

- Blank index cards (or slips of paper) of two different colours
- Pencils

Procedure

1. The students form groups of four. Each small group is given a number of blank index cards or slips of paper (all of one colour). The students write down all the rights they think they have, one per card. If students have difficulty deciding what their rights are, the teacher may suggest the rights in the Election slate (see [Rights Cards](#)).
2. Explain that exercising rights is connected to responsibilities:
 - Adults who have the right to vote, for example, have the responsibility to use their vote to express their opinions in elections.
 - Persons who have the right to drive a car also have the responsibility to do so safely and to obey traffic laws.
 - Students who have the right to express their opinions also have the responsibility to listen to other students and adults.
3. Once students understand the idea of linking responsibilities to rights, distribute cards or slips of paper of the contrasting colour. The students write down one responsibility to go with each right that they have written on the other cards.
4. Each group mixes up its set of rights and responsibilities cards, and exchanges the entire set with those of another small group. Students then work together to match the rights and responsibilities on this new set of cards. When they have completed the task, they ask the other group to check their work.
5. As a class, the students discuss:
 - Did any groups list rights you hadn't thought of? Any you disagree with?
 - Was it easy or difficult to think of what responsibilities go with different rights?
 - Do you think most of the rules in school, home or the community exist to protect students' rights, or to ensure they fulfil their responsibilities (or is there a balance between the two)?

 **Extension**

1. If the students have not yet seen the rights on the Election slate from the Convention on the Rights of the Child (see [Rights Cards](#)), compare the slate to the students' list, and repeat the activity for those in the slate that haven't yet been considered. Explain that the Convention does not specify any responsibilities children may have as subjects of rights; rather, it is designed to outline governments' obligations to protect and promote children's rights.
2. Students consider times when they feel rights and responsibilities have come into conflict; they right a story about this, or illustrate it as a comic strip.
3. Students review the rules of conduct for the school or classroom from a rights perspective, and add a rights statement. For example: "Do not run in the classroom" has a corresponding rights statement, "We need to take care of ourselves and our classmates".

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Intermediate/Junior Chain of Rights Education

Charming Rights Rights & Responsibilities Chain of Rights Building an Election Platform

CHAIN OF RIGHTS

This activity is intended to promote consideration of rights questions in daily life, a sense of responsibility for advancing and protecting the rights of other children, and confidence that young people can take positive action for rights.

Resources

- Slips of paper about 7 cm x 25 cm
- A [Rights Card](#) for each pair of students, put into a bag

Procedure

1. Working in pairs or small groups, students randomly choose one of the Rights Cards from the bag. They write their right on the paper strip provided, and illustrate it with a colourful logo. The strips are then joined in a paper chain hung across the classroom, as high as possible.
2. Students review the rights and reflect on life at home, at school and in the community over the last week. They try to remember two things they did for friends or other young people which were in some way beneficial to them. Each action is summarized on a separate strip of paper.
3. The strips are read anonymously to the class, one by one, and the class decides which children's right was supported or enhanced by the action. The strip is then hung from the corresponding link in the rights chain. For example, "I read a book to my younger sister" would be linked to the right to education.
4. The class discusses which rights have been best supported and which others could entail positive action by them. The students can resolve to take positive action to support the rights of other young people individually or as a group.
5. Steps two and three can be repeated the following week if appropriate. The students might then discuss the right to share opinions, contrast this to the low voter participation among youth in many industrialized countries, and discuss possible reasons.

Extension

Students bring to school newspaper headlines, articles, photos and so on, which have a bearing on children's rights. These are discussed, summarized and hung from the appropriate right in the chain.

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Intermediate/Junior Charming Rights Rights & Responsibilities Chain of Rights Building an Election Platform

BUILDING AN ELECTION PLATFORM

This activity helps students prepare for Election Day, by creating awareness about the rights candidates.

Resources

- Art materials

Procedure

The class is divided into ten groups, each representing a different candidate (right) on the Election slate (see [Rights Cards](#)). Each group or "rights party" researches its right, and develops a "platform" to inform the electorate (voters - the other students in the class or school) about the key issues connected to that right. The platform can be developed in a variety of formats: poster, song, video, flyer, skit and so on. Each group campaigns for its right. The posters can be put up in the school, songs sung at lunchtime in the cafeteria,...A press conference can be held before the Election, in which each "party" has a few minutes to summarize its position. The teacher/class should approve the platform before it is presented to the wider student body.

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Here is a list of classroom activities for secondary/senior students. To learn more about a specific activity click on the link below or use the menu bar above.

[Wants & Needs](#)

[Linking Rights](#)

[Rights in Conflict](#)

[Cartoons](#)

[Building an Election Platform](#)

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Secondary/Senior Civil Rights Education

Wants & Needs Linking Rights Rights in Conflict
Cartoons Building an Election Platform

WANTS AND NEEDS

This activity helps students make the distinction between wants and needs, and introduces the idea that basic needs may be protected as rights.

Resources

- A set of [Wants and Needs Cards](#) for each pair of students
- For the variation, several pairs of dice

Procedure

1. Students form pairs, and each is given a set of Wants and Needs Cards.
2. Ask the students to imagine that a new government is being set up in their town or city. This government wants to provide all young people with the basic things that they want and need. The cards represent the list of wants and needs that the elected officials have drawn up. The officials would like the young people themselves to add any items that might be missing; ask the pairs to decide together on four additional items, and to write them on the blank cards.
3. Announce to the group that the new government has found that for political and economic reasons, it can provide young people with only 16 of the items on the list. Ask the pairs to decide which 8 items they are willing to give up. Have them actually return these cards to the teacher.
4. When all pairs have completed step 3, announce that still further cuts in what can be provided to young people must be made. Ask the pairs to eliminate another 8 items.
5. Discuss the following questions with the class:
 - Which items were most commonly eliminated in the first round? Why?
 - Was the second round of eliminations more difficult than the first? Why?
 - Did you and your partner have any disagreements over the items to eliminate? Which ones? Why? How did you reach an agreement?
 - What is the difference between wants and needs? Which items on the list were wants, and which were needs?
 - Do wants and needs differ for different people? Why or why not?
6. Compare the final selection of wants and needs with the slate of rights for the Election, or with the full text of the Convention at www.itsyourvoice.com.



1. Divide students into groups of four, and give each group a set of Wants and Needs Cards. Allow several minutes for them to decide on four things to add to the list.
2. Explain that each small group is going to be able to get only some of the things that they want and need. Give each group one die; each member can roll the die once. The sum of the four rolls indicates the number of Wants and Needs Cards that group will be allowed to keep. Have each group go through their cards and eliminate the required number. (If teachers choose not to use dice, numbered cards can substitute.)
3. Have each group report on:
 - What number of needs and/or wants they were allowed to keep.
 - Which cards they decided to keep.
 - How they came to their decisions.
 - What, if anything, was difficult about the decision-making process.
4. Discuss these questions:
 - Do all groups in society get their needs and wants met equally?
 - If not, what accounts for the differences?
 - Is it fair for these types of inequalities to exist?
 - What can you do to address some types of inequality?
 - Why is it important to protect minority voices in a democratic society?

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Secondary/Senior Children's Rights Education

Wants & Needs Linking Rights Rights in Conflict Cartoons Building an Election Platform

LINKING RIGHTS

This activity helps young people see the links between different rights, and how they affect the lives of real children; encourages thinking about the consequences of rights denials; and raises awareness of the fact that rights denials can occur in any part of the world.

Resources

- Steps 1-2: Set of [Rights Cards](#)
- Eight [Children from Around the World Cards](#)
- Steps 3-4: Eight additional copies of each of the [Rights Cards](#)

Procedure

1. Students form pairs. Give half the pairs a Rights Card, and half the pairs a Children from Around the World Card.
2. Pairs move around the room, reading each other's cards. They match Rights Cards (rights from the Convention on the Rights of the Child) with individual stories from the Children Around the World Cards, thereby forming groups of four or more.
3. Once groups are formed, each pair holding a Rights Card sits down together. Each seated pair is given eight additional copies of their Rights Card.
4. The other pairs of students, who represent the "child", walk around to each seated pair in the room, and discuss with them whether there is any sort of link between their child's story and these other rights of the Convention.
5. Each time a link between a child's story and another right of the Convention is established, the pair representing the "child" receives another copy of that Right Card from the seated pair.
6. Once all possible links have been established, the class discusses the type of links that were found.

An example of links between rights:

Children From Around the World Card:

"Because my family lived so far from the health centre when I was a young child, I was never vaccinated. Now I am 8 years old and I have polio."

This story illustrates article 24 of the **Convention on the Rights of the Child**, the child's right to a safe environment and health care.

In negotiating with other class members, links between this story and the following right may be found:

Article 28, the right to education: if the child does not receive adequate health care, his or her ability to participate in school and to learn may be impaired.

Extension

1. Students may write their own Children from Around the World Cards.
2. Students can write stories that demonstrate ways in which children's rights are upheld, rather than denied, and carry out the activity using these.

Variation

1. Students can discuss ways in which these basic rights have been upheld or denied in their own lives.
2. Students can use newspaper or magazine articles to find local and global examples of violations of children's rights, as well as steps that are being taken to protect them.

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Secondary/Senior Civil Rights Education

Wants & Needs Linking Rights Rights in Conflict Cartoons Building an Election Platform

RIGHTS IN CONFLICT CARTOONS

This activity raises awareness of the fact that the rights of different individuals can conflict and that rights can conflict in the life of an individual; and encourages young people to understand the impact of rights conflicts and ways to resolve them.

Resources

- A copy of one of the [Rights in Conflict Cartoons](#) for each group of four.

Procedure

1. Explain to the group that there are times when one person's rights will clash with those of another person. For example, a child who believes she is exercising the right to freedom of expression when making racist comments about another child is setting up a conflict situation with that second child, who has the right to protection against discrimination. There are also times when people will interpret the same right in different ways, causing a conflict.
2. Have students form groups of four. Give each group a copy of one of the Rights in Conflict Cartoons. Have them take a few minutes to study the situation depicted by the cartoon, considering:
 - What rights are in conflict in this cartoon? Students could refer to [Rights Cards](#).
 - What are some of the ways in which this conflict might be resolved?
 - Which types of solutions do you think are preferable?
 - Which types of solutions do you think would be most likely to actually occur?
 - Are there any solutions in which both parties could get their needs met?
3. Groups then work together to complete the cartoon in a way that shows the best possible solution, which is also realistic and achievable.
4. Completed cartoons can be posted around the room, then made into a book.
5. Students view and then discuss as a class each scenario, and which solutions allowed BOTH characters to uphold their rights.

Variation

1. Some groups may want to draw more than one outcome for the same situation.
2. Students can create cartoons about rights which come into conflict in their own lives/communities.



Extension

1. Students collect examples of rights conflicts in their community, and in other countries. Newspapers, television, radio, and interviews with community members may provide sources. Students share the examples with the class, and discuss how the conflicts were resolved.
2. Encourage students to understand that all rights have equal standing in the Convention and that often, rather than conflicting, the enjoyment of a right can depend on other rights also being respected.

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Secondary/Senior Civil Rights Education

Wants & Needs Linking Rights Rights in Conflict Cartoons Building an Election Platform

BUILDING AN ELECTION PLATFORM

This activity helps students prepare for Election Day, by creating awareness about the rights candidates.

Resources

- Art materials

Procedure

The class is divided into ten groups, each representing a different candidate (right) on the Election slate (see [Rights Cards](#)). Each group or "rights party" researches its right, and develops a "platform" to inform the electorate (voters - the other students in the class or school) about the key issues connected to that right. The platform can be developed in a variety of formats: poster, song, video, flyer, skit and so on. Each group campaigns for its right. The posters can be put up in the school, songs sung at lunchtime in the cafeteria,...A press conference can be held before the Election, in which each "party" has a few minutes to summarize its position. The teacher/class should approve the platform before it is presented to the wider student body.

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Cartoon No. 1

Article 28 of the Convention on the Rights of the Child says that children have the right to education.

Article 31 of the Convention on the Rights of the Child says that children have the right to leisure and play.



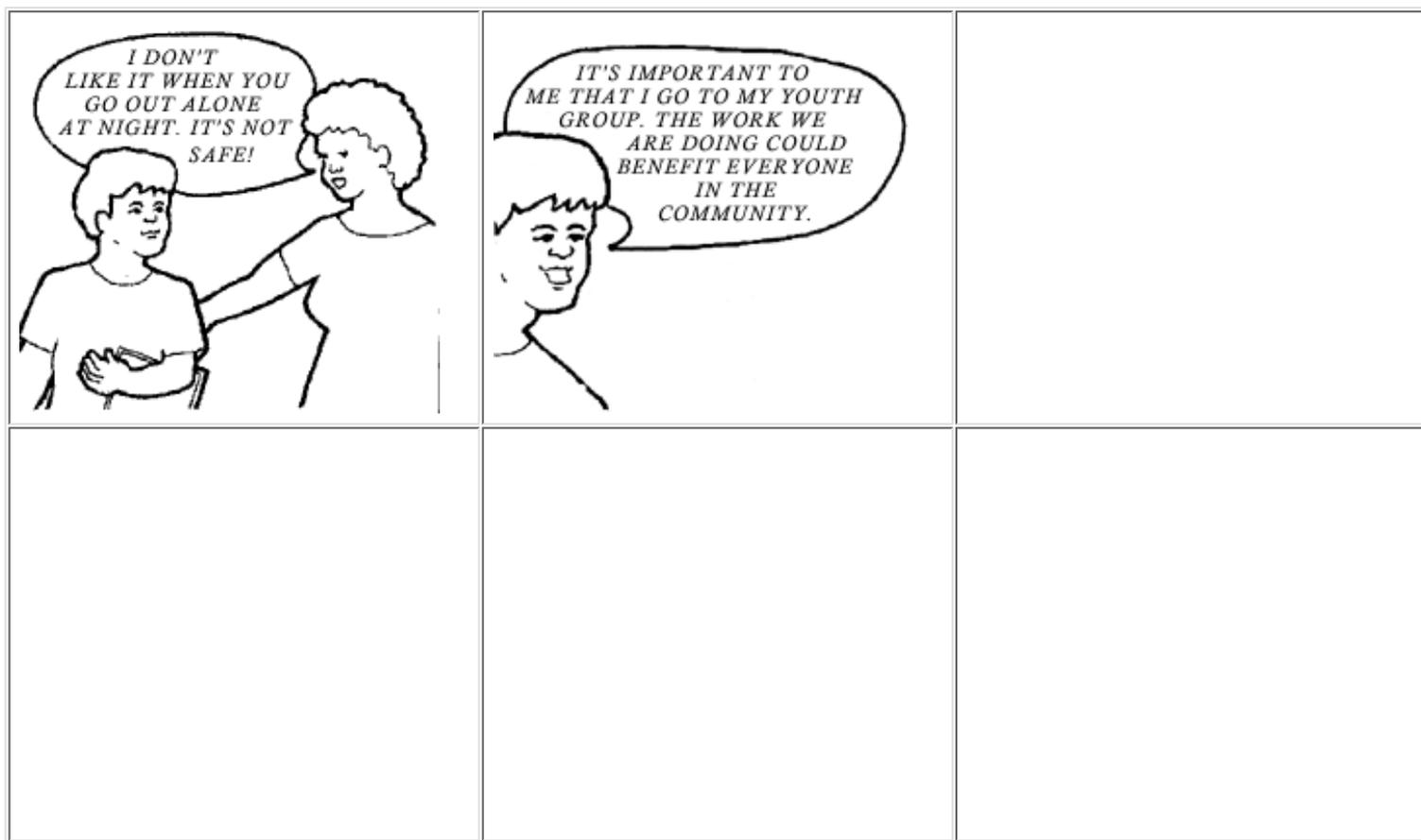
Cartoon No. 1, [Cartoon No. 2](#), [Cartoon No. 3](#)



Cartoon No. 2

Articles 12 and 13 of the Convention on the Rights of the Child say that children have the right to express their opinions and obtain information.

Article 18 of the Convention on the Rights of the Child says that parents have joint primary responsibility for the upbringing and development of the child.



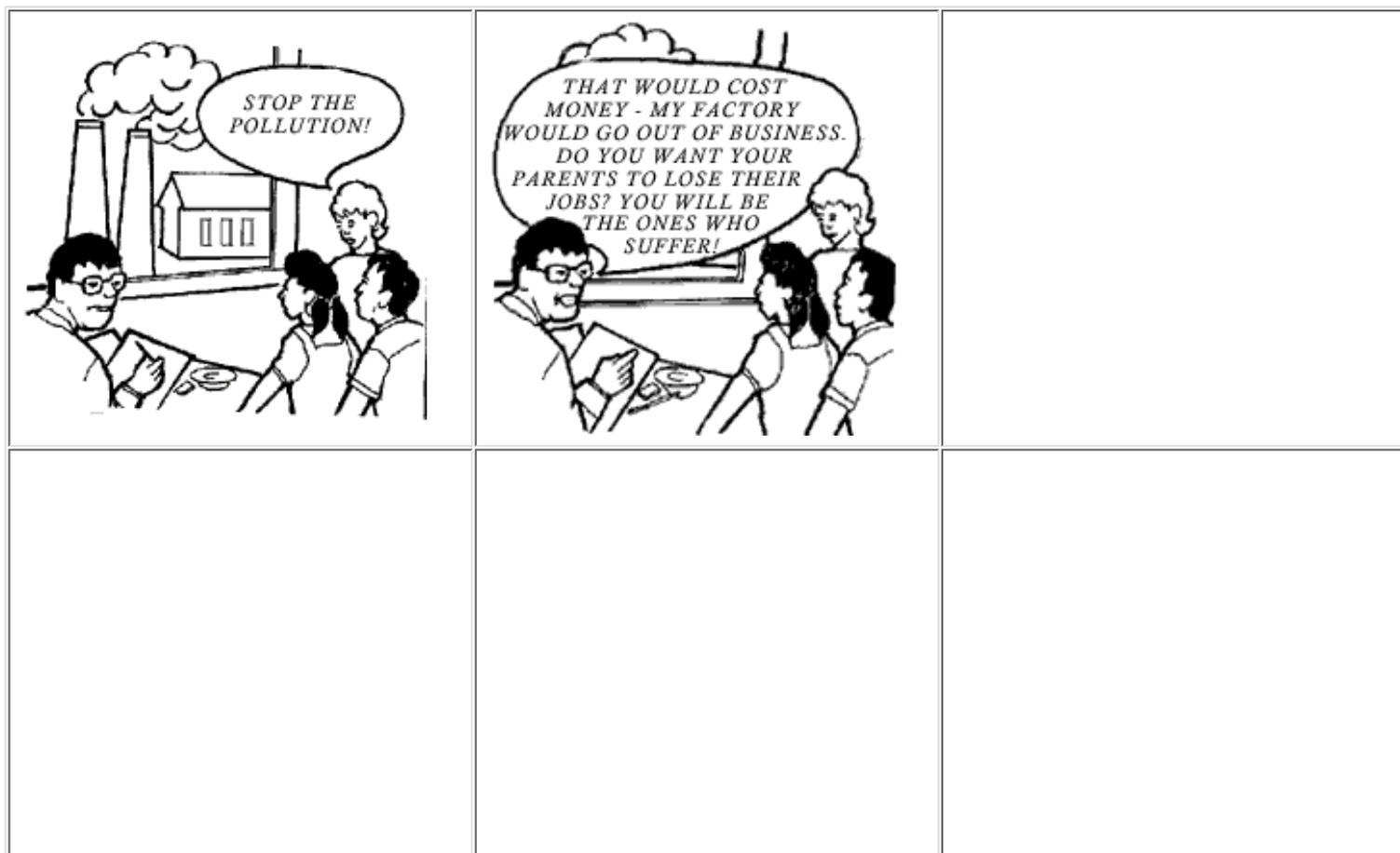
[Cartoon No. 1](#), [Cartoon No. 2](#), [Cartoon No. 3](#)



Cartoon No. 3

Article 24 of the Convention on the Rights of the Child says that children have the right to health, including protection from environmental pollution.

Article 27 of the Convention on the Rights of the Child says that every child has the right to an adequate standard of living.



[Cartoon No. 1](#), [Cartoon No. 2](#), **Cartoon No. 3**



Children from Around the World Cards



Because my family lived so far from the health centre when I was a young child, I was never vaccinated. Now I am 8 years old and I have polio.

My brothers go to the local school, but I am the only daughter, and my family needs me to help out with work in our home. So I cannot go to school. I am 7 years old.

I am 16 years old and I go to school every day. When I get home, I help in my parents' shop until evening. Then I eat dinner, wash the dishes, and look after my younger brother and sister while my parents finish their work in the shop. After the younger children go to sleep, I try to do my homework, but usually I just fall asleep.

I am 9 years old, and my family doesn't have much money. We live in two small rooms; we have to carry our water from a well a kilometre away. The houses in our village don't have indoor toilets, so we use a pit in the ground at the end of our street.

Children Around the World Cards: [1](#), [2](#)



Children from Around the World Cards



I am 13 years old, and my country has been fighting over a boundary with another country for three years. A captain from the army came to my home and told me that because I am so big and strong, I should join the army and fight for my country.

I am 10 years old, and I speak the language that my parents and grandparents and all my family have always spoken. In the local school, none of the teachers speak my language, and they don't allow me to speak it either - they say we must all learn how to speak their language.

I started to work at a carpet factory for 12 hours a day when I was 9 years old. Now I am 12 years old, and the owner of the factory wants me to work even more hours each day.

I am 15 years old, and I live in a big city. A lot of my friends sniff glue. I tried it, and now I do it almost every day. Sometimes the police chase us away from the places where we meet.

Children Around the World Cards: [1](#), [2](#)



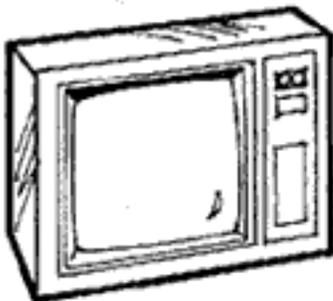
Wants and Needs Cards



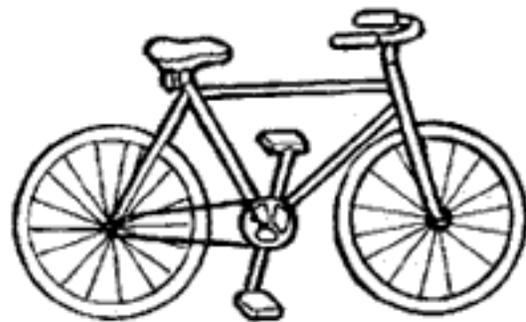
Nutritious food



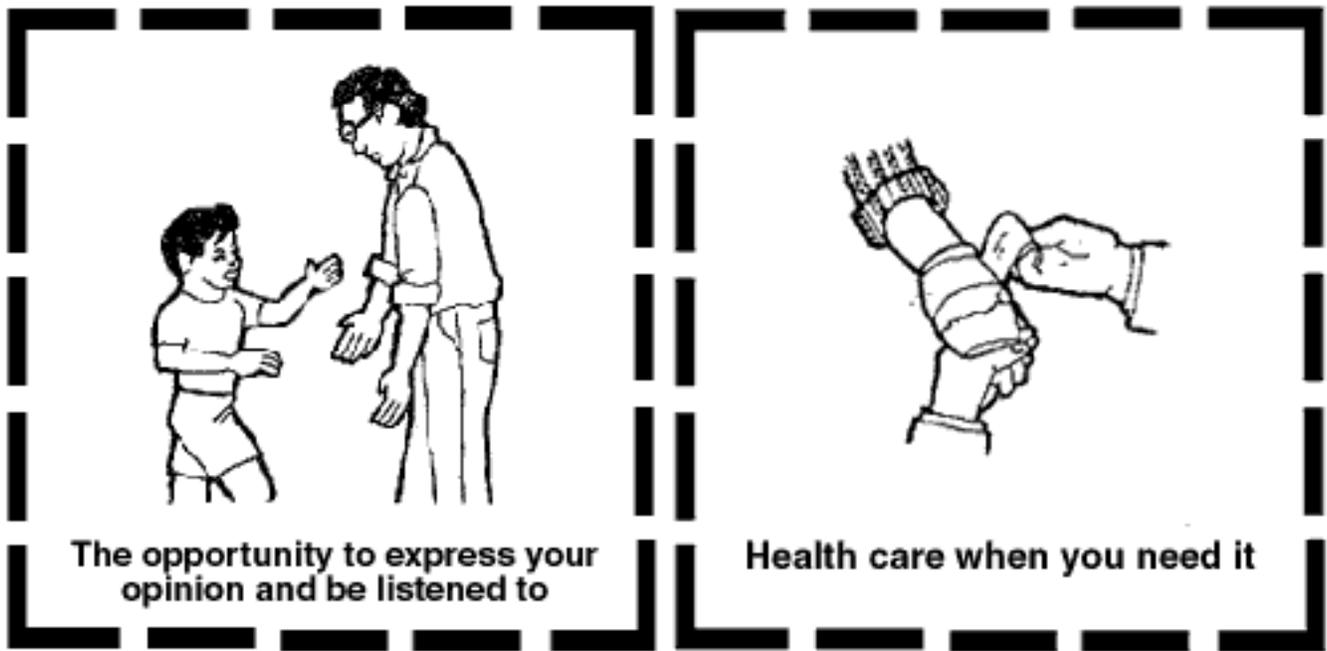
Clean water



A television set



A bicycle



Wants and Needs Cards: 1, [2](#), [3](#), [4](#)



Wants and Needs Cards



Your own bedroom



Candy



Protection from discrimination



Education



Money to spend as you like



Holiday Trips

Wants and Needs Cards [1](#), [2](#), [3](#), [4](#)



Wants and Needs Cards



Decent shelter



The opportunity to practice your own religion



A personal computer



Clothes in the latest style



Clean air



Protection from abuse and neglect

Wants and Needs Cards [1](#), [2](#), [3](#), [4](#)



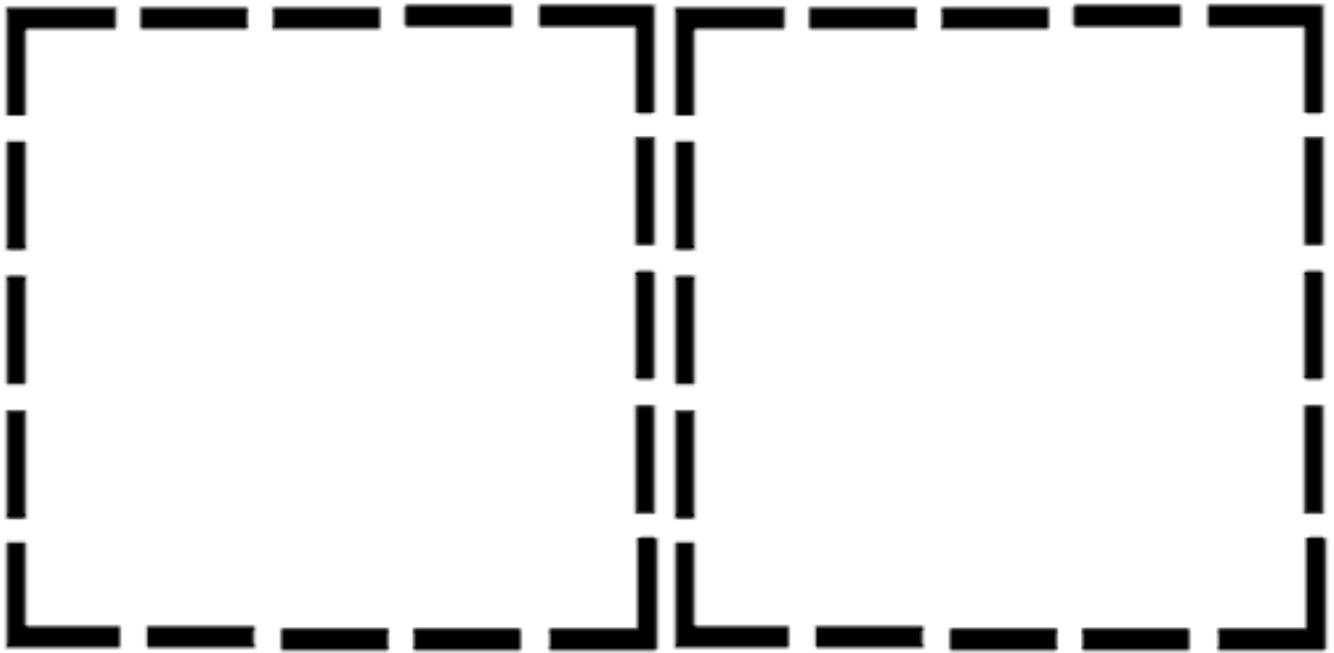
Wants and Needs Cards



A personal stereo



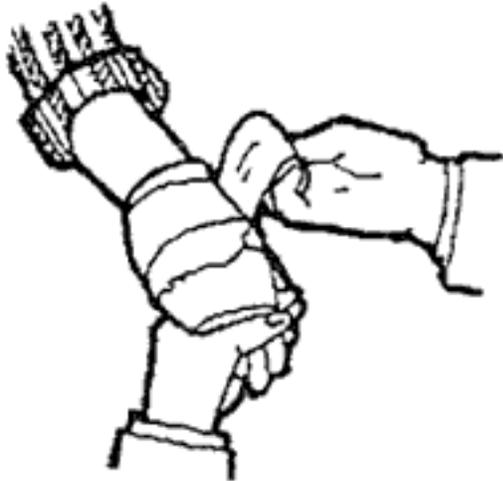
Playgrounds and recreation centres



Wants and Needs Cards: [1](#), [2](#), [3](#), 4



Rights Cards



our right to a safe environment and a healthy life



our right to food and shelter



our right to protection from harmful acts



our right to an education

Rights Cards: 1, 2, 3



Rights Cards



Rights Cards: [1](#), [2](#), [3](#)



Case Study Cards

Case Study #1

My name is Hong and I am eleven years old. I left my home to come to the city and work to send money to my family. A man offered me a job at the train station. Now I'm working in a factory making T-shirts. I work twelve hours a day for little money. The factory is very dirty and hot. There are hardly any windows and sometimes it's hard to breathe. The boss is very mean. He makes us work very hard without breaks. The other kids and I want to leave but we all know that the factory work is better than begging in the streets. The boss tells us this every day. We do what he says.

Case Study #2

My name is Kathy and I am ten years old. My father comes home late every night. When he comes home drunk, he hits my mother and calls her names. When I try to stick up for her, he beats me too. I can't tell him what I feel because he's the boss. He says that in his house I don't have the right to speak about things that concern me. I think he is wrong. Things concern me because he is hurting my mom and me. I always feel sad when he's around. Mostly I feel angry. I'm planning to run away when I'm thirteen. He'll never find me then.

Case Study #3

My name is Amelia and I am nine years old. I was born in the suburbs of a city at war. The other day my mom and I had to leave our home so we could run away to another country. We left on buses. More than a thousand other people left at the same time. We had to leave everything behind. My mom says that we are refugees now. Some people don't want us because of our religion. Now I have no home, no books, no toys and I don't know where my friends are. I will probably never see my friends and the rest of the family again. I don't like this bus. We are all crowded and hungry, and some soldiers held us hostage for two days. Does this mean I don't belong to my country any more? My mom cries all the time. I try to be strong but deep inside I'm really scared.

Case Study #4

My name is Abdi and I am eight years old. I live with my parents, my five sisters and four brothers in a refugee camp. We have no rain and all the crops are dead. That means that there is no food or water. People are starving. Children are sick and dying all the time. To make things worse, there is a war and many of my friends and relatives have been killed. My dad told me that other countries are sending food but men with guns steal it before it gets to us and sell it. The men come to our camp and torture us. They took our food, our clothes - everything. My brothers and I tried to go to a hospital but the doctors and nurses didn't have time to treat our wounds because too many people with shotgun wounds were there and they were important.

Case Study #5

My name is Jao and I am seven years old. I live in a big city. My sister and I don't have a home so we hang out on the street all day. My mother and father said they couldn't support us so they told us to leave the house and get a job. I worked on the buses selling candies for a while but they wouldn't let my sister do it because she was too young. She was alone all day so I had to quit. All there is to do on the street is beg and steal. Otherwise you don't eat and you can't survive. I'm going to survive because I'm strong and at least I've got other kids on my side. There are twenty of us. The oldest is twelve. Every night we sleep in this empty warehouse. It's just us and the rats. I'm worried for my sister though. If police catch us they're going to separate us. Then she'll be left with no family.

Case Study Cards: 1, [2](#)



Case Study Cards

Case Study #1

I am eleven years old. I come from a small village. I left my home to come to the city and work to send money to my family. A man offered me a job at the train station. Now I'm working in a factory making T-shirts. I work twelve hours a day for little money. The factory is very dirty and hot. There are hardly any windows and sometimes it's hard to breathe. The boss is very mean. He makes us work very hard without breaks. The other kids and I want to leave but we all know that the factory work is better than begging in the streets. The boss tells us this every day. We do what he says.

Case Study #2

I am ten years old and I live with my parents. My father comes home late every night. When he comes home drunk, he hits my mother and calls her names. When I try to stick up for her, he beats me too. I can't tell him what I feel because he's the boss. He says that in his house I don't have the right to speak about things that concern me. I think he is wrong. Things concern me because he is hurting my mom and me. I always feel sad when he's around. Mostly I feel angry. I'm planning to run away when I'm thirteen. He'll never find me then.

Case Study #3

I am nine years old. I was born in the suburbs of a city at war. The other day my mom and I had to leave our home so we could run away to another country. We left on buses. More than a thousand other people left at the same time. We had to leave everything behind. My mom says that we are refugees now. Some people don't want us because of our religion. Now I have no home, no books, no toys and I don't know where my friends are. I will probably never see my friends and the rest of the family again. I don't like this bus. We are all crowded and hungry, and some soldiers held us hostage for two days. Does this mean I don't belong to my country any more? My mom cries all the time. I try to be strong but deep inside I'm really scared.

Case Study #4

I am eight years old. I live with my parents, my five sisters and four brothers in a camp. We have no rain and all the crops are dead. That means that there is no food or water. People are starving. Children are sick and dying all the time. To make things worse, there is a war and many of my friends and relatives have been killed. My dad told me that other countries are sending food but men with guns steal it before it gets to us and sell it. The men come to our camp and torture us. They took our food, our clothes - everything. My brothers and I tried to go to a hospital but the doctors and nurses didn't have time to treat our wounds because too many people with shotgun wounds were there and they were important.

Case Study #5

I am seven years old. I live in a big city. My sister and I don't have a home so we hang out on the street all day. My mother and father said they couldn't support us so they told us to leave the house and get a job. I worked on the buses selling candies for a while but they wouldn't let my sister do it because she was too young. She was alone all day so I had to quit. All there is to do on the street is beg and steal. Otherwise you don't eat and you can't survive. I'm going to survive because I'm strong and at least I've got other kids on my side. There are twenty of us. The oldest is twelve. Every night we sleep in this empty warehouse. It's just us and the rats. I'm worried for my sister though. If police catch us they're going to separate us. Then she'll be left with no family.

Case Study Cards: [1](#), [2](#)

TEACHING STRATEGIES FOR CHILDREN'S RIGHTS

The type of climate in which teaching and learning for children's rights takes place is an essential part of the learning process. The teacher's role is to create the environments and the situations, on a daily basis, where children can put into practice the rights and responsibilities they are learning.

Children may learn *about* rights through methods in which the adult imparts information. But learning *for* rights involves creating a group atmosphere in which each individual is valued and respected, where bias and discrimination have no place, where democratic participation and decision-making take place and where responsible expression of opinions is the norm. It involves adapting the most appropriate activity suggestions to students' needs, learning styles and abilities. In short, learning will be most effective where young people not only grasp the cognitive concepts, but also practice the skills and experience the attitudes relevant to children's rights.

Some rights issues are highly sensitive and personal. Teachers can help students listen to each other, care for one another and understand the common experiences and feelings they share - in a comfortable atmosphere. Both teachers and students may take risks, and teachers cannot resolve children's personal situations. But we can provide children a safe place for experimenting with new ideas and challenging themselves to learn and develop. In any group, there may be young people who have experienced or are experiencing poverty, abuse, neglect, separation from one or both parents, or discrimination. Their need for privacy must be respected. On the other hand, adults would do well to inform themselves in advance about the appropriate supports and policies.