



# Partners in Rights

creative activities exploring rights and citizenship  
for 7 – 14 year olds

Based on children's experiences in the UK, Latin America and the Caribbean

**COMMUNITY  
FUND**

**HRE/CPR/2cR/8**



**Save the Children**

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Teresa Garlake and Marian Pocock

**COMMUNITY  
FUND**  
*Lottery money making a difference*



**Save the Children**

HRE/CPR/2CR/8



Save the Children is the UK's leading international children's charity. Working in 70 countries, we run emergency relief alongside long-term development and prevention work to help children, their families and communities to be self-sufficient.

Drawing on this practical experience, Save the Children also seeks to influence policy and practice to achieve lasting benefits for children within their communities. In all its work Save the Children endeavours to make children's rights a reality.



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Many of the activities were developed from the workshops carried out by the Edinburgh Puppet Company. Some of the other activities in this book have been used and adapted by many development education practitioners over the last few years. For this reason, they cannot be attributed to one source.

### **Photo credits:**

All the photos in the photoset were taken by Paul Smith, except the following: B, I (Antonia Reeve); F, G, H (Marian Pocock); J (Scope); K (Oxfam); O (Edward Parker/Still Pictures); R (Paul Smith/Panos).

All the photos in the publication were taken by Paul Smith, except page 51 (Antonia Reeve).

## Preface

This pack has been produced as part of Partners, a pioneering arts project organised by Save the Children and involving young people in the UK, Latin America and the Caribbean. The project aimed to increase children's understanding of the United Nations Convention on the Rights of the Child (UNCRC) through creative arts processes that took place in Brazil, Cuba, Peru and the UK. Save the Children is working to improve the lives of children in all these countries and is committed to making a reality of children's rights.

Save the Children works with local partner organisations to improve access to health services and schooling. Other projects teach young people how to protect themselves against HIV/AIDS, or support working children to know their rights.

Throughout 1999 a series of extended workshops was undertaken by the Edinburgh Puppet Company in each country, so that young people in each area could share their experiences of rights issues and exchange skills and information on the use of the creative arts to communicate children's rights. Much of the material in this pack uses these workshops as a starting point.

The workshops allowed a body of children's experiences and insights to be built up. The Partners project is a valuable example of the ways in which the creative arts can be used with children to explore complex, yet fundamental, issues. This pack has been produced to ensure that these experiences can continue to be built upon.



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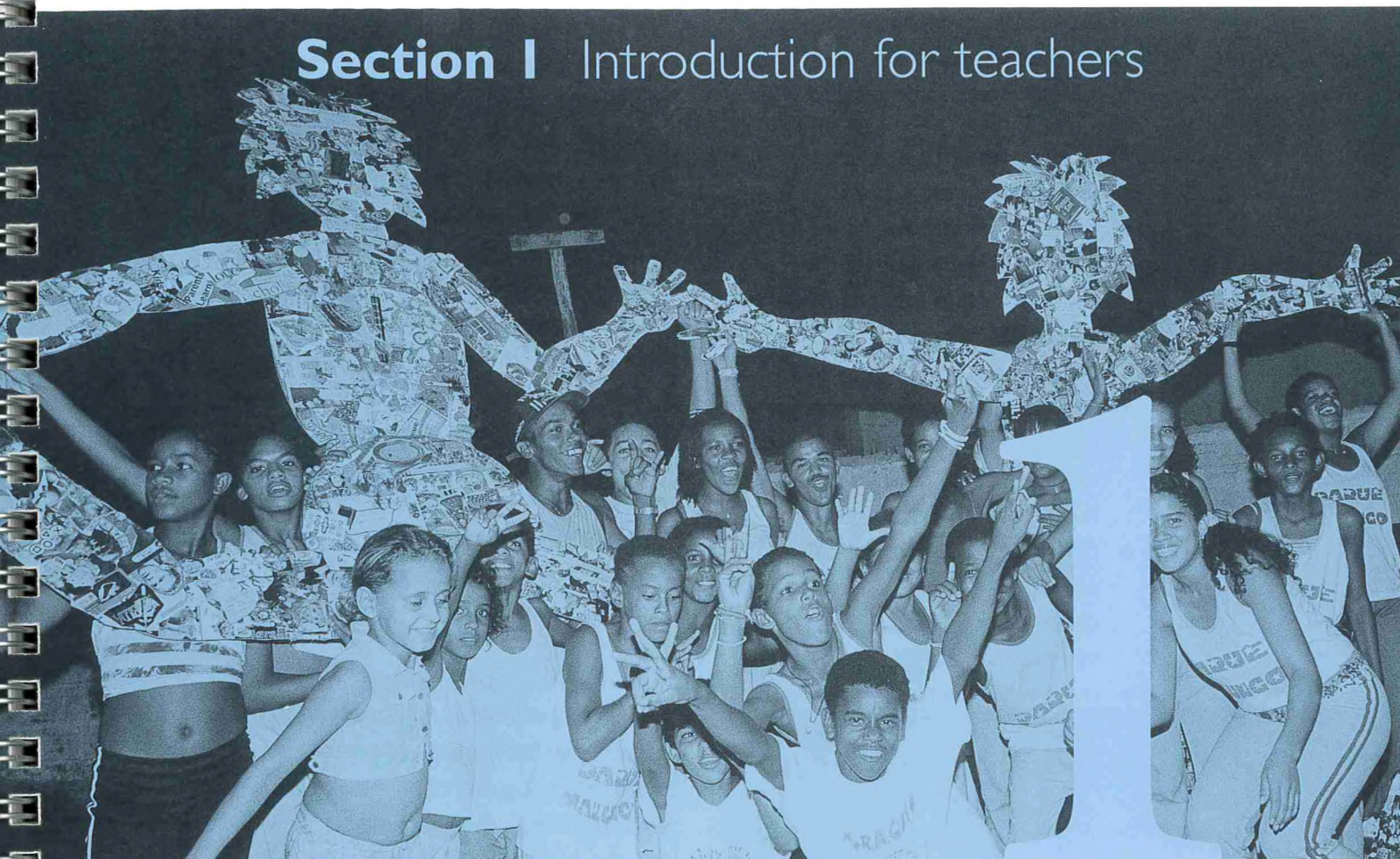
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# Section I Introduction for teachers



**Professor Tim Brighouse**  
Chief Education Officer,  
Birmingham City Council

This pack uses the creative arts to explore human rights issues in the classroom. It provides a full programme of activities for Key Stage Two pupils (Levels B/C/D in Scotland and Primary 4–7 in Northern Ireland), based on the experiences and insights of young people in the UK, Latin America and the Caribbean. The arts process is used



to explore issues of importance to young people, and to give them a voice to raise awareness of their concerns.

Through undertaking a series of activities in this pack, pupils will:

- gain an understanding of the concept of rights, both in their own lives and in those of other individuals, communities, and the wider world
- begin to appreciate that rights are related to responsibilities, and that they can play an active role as citizens in developing a more just society
- develop skills of communication and participation, and an appreciation of diversity both within their own communities and globally
- use creative learning processes to consider some of the social and moral issues of their time.



"Human rights are only rights when people know about them and can therefore exercise them."

Hugh Starkey, 1994

## Why teach about rights?

Rights are part and parcel of our everyday lives. All children come to school with some experience in this area, although they may not be aware of it. From an early age they will have tested their right to express themselves freely, and they will have been learning to share. They will display a strong sense of fair play in the playground, and they will be availing themselves of the right to an education. Many children will also have had their rights denied. They may have been bullied, called names, or received more serious abuse.

According to Susan Fountain, a well-known educationalist on human rights issues, *"even very young children try to make sense of global trends and problems that their parents and teachers struggle with at deeper levels... they are forming rudimentary conceptions and misconceptions about issues of peace and conflict, human rights, racism, sexism, global development and the environment."*<sup>1</sup>

This pack takes as a starting point the belief that children's experiences of rights issues provide an ideal opportunity to awaken their critical skills. Learning about rights is a foundation for developing tolerance, personal confidence and a strong sense of interdependence.

One of the key articles of the UNCRC states that all children have the right to learn about their rights. This pack puts that article into practice. It has strong

<sup>1</sup> Susan Fountain, 1990

links to the citizenship curriculum, for in learning about their own rights and responsibilities children will be given the opportunity to become active citizens in their own communities. This is a first step towards creating a society that is prepared to take a stand against inequality and injustice.

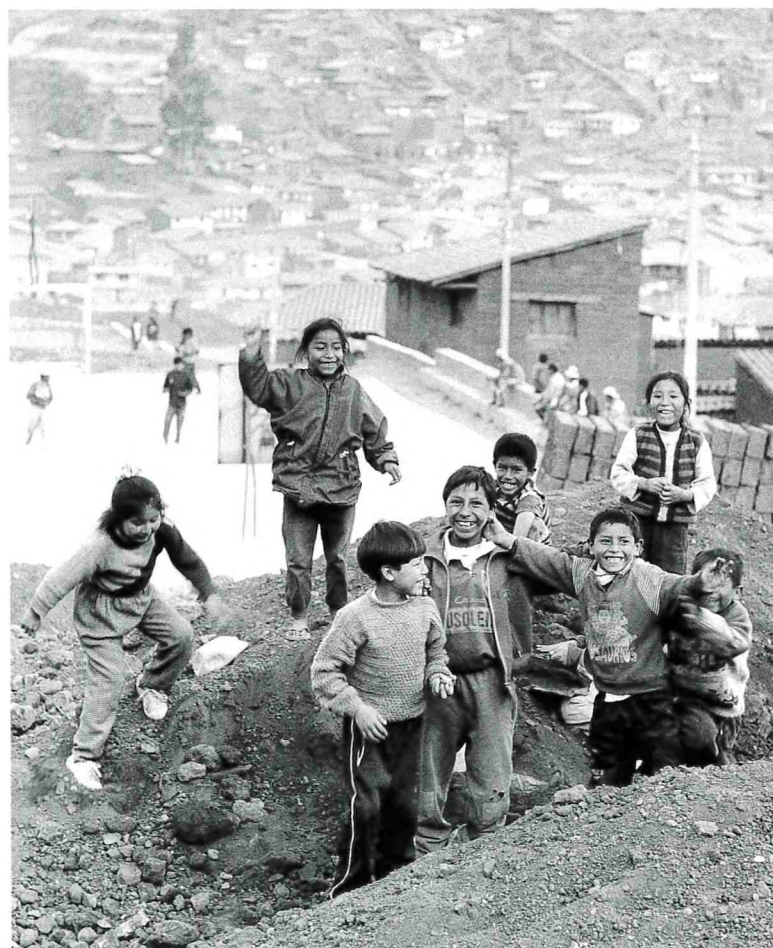
## Approaches used in this pack

The activities in this pack use an active learning approach which encourages children to work together and develop skills of communication, participation and co-operation as they explore their own values and those of others. A starting point is the conviction that you cannot expect children to value human rights unless they live and learn in a tolerant and caring environment that puts human rights into practice.

The table on page 4 shows the main areas covered in rights education. Knowledge, skills and values are all key elements which interact, so the process of learning is as important as the end result. Developing knowledge and understanding of human rights leads to developing the skills needed by individuals to be strong advocates for their own rights and those of others. But this cannot happen unless pupils also learn *through* human rights. The values of a school and classroom must be based on a commitment to justice.



**Children in the Manahuañunka neighbourhood, Cusco, Peru.**



## Learning about human rights – the key elements



This model was developed by Ian Lister and reproduced in *Human Rights: Global perspectives in the National Curriculum*, Development Education Association/Education in Human Rights Network, 1999.



## Learning through Latin America and the Caribbean

Once children have begun to look at rights in their own lives, they will discover parallels in wider global concerns. For example, excluding others from play for arbitrary reasons is one kind of discrimination; preventing people from minority groups from gaining reasonable employment is another. By moving from the personal to the global context, children will begin to understand that all people share common experiences and have the right to equal opportunities.

Children in many UK classrooms are unlikely to have had a wide exposure to Latin America and the Caribbean. They probably have a limited range of perceptions, perhaps including Inca ruins, Amazon rainforests, slavery, drugs and carnivals. By considering three locations within three countries – Brazil, Cuba and Peru – this pack seeks to present the region as a place of great diversity and change.

Looking at rights through the context of Latin America and the Caribbean presents many opportunities. The region has one of the widest gaps in the world between rich and poor. Poverty deprives the majority of some of the most basic of human rights. Yet children will see, through the experience of young people in Latin America and the Caribbean, that rights issues are at the forefront of many people's lives.

Throughout the region, individuals and communities have built up a strong tradition of community action. In Brazil, thousands of children who live or work on the streets have forced the Government to change the law and give them protection against violence and other injustices. In Cuba, young people have spearheaded the environmental movement. In Peru, children are playing a key role as health educators in their communities. By looking at the similarities and differences between their own lives and those of children in Latin America and the Caribbean, pupils will begin to appreciate that the concept of rights is a truly universal one. And as the values of citizenship are increasingly part of young people's preparation for adult life, children will be encouraged by the example of others around the world.

## Using the creative arts to explore rights issues

Over the past decade, teachers have expressed increasing concern that the opportunities for creative and cultural education have been squeezed by an increasingly crowded curriculum. Yet the creative processes of the arts provide an ideal way in which young people can express their own ideas, values and feelings. This pack therefore explores ways in which the arts can be integrated across the curriculum.

All the activities in this pack use the creative arts as a way to start exploring rights issues. Each one builds on



"Art is not a diversion or a side issue. It is the most educational of human activities and a place in which the nature of morality can be seen."

Dame Iris Murdoch

children's own experiences to encourage their creativity and imagination. Many of the activities were carried out in Brazil, Cuba, Peru and the UK with children aged 9–14. The extent to which common experiences and values emerged in all countries, including the UK, was striking. Despite their very different life experiences and physical environments, the children all shared a concern about their communities and a desire to live in an environment that could provide them with a safe and happy future. Throughout the development of the material, the arts proved an ideal way to explore complex and often controversial issues in a non-threatening and creative way.



## How to use this pack

- This pack is designed to be used flexibly with children aged 7–14 years. It may be dipped into for one-off lessons, or a range of different activities may be used to build up a whole term's work.
- To make it easier to use this pack, the structure is clearly outlined in the list of Contents (page vi), and each activity has learning objectives so that you will know what to expect.
- Most of the activities can be completed within forty minutes; others need extended sessions, spanning two lessons or more. Longer activities are highlighted.
- Most activities are accompanied by activity sheets. These will be found next to the activity, unless otherwise stated.
- The activities are designed to be used across the curriculum, although there is a strong emphasis on the knowledge, skills and values that form part of the citizenship curriculum. Each activity is accompanied by specific curriculum references. However, these are only guidelines, and you will find many ways to adapt the material to your own needs.
- This pack is intended to be useful to teachers who are not art specialists. Some of the methodologies used may be new to you. For this reason a series of boxes give general guidelines on a range of approaches, such as Forum Theatre. It is hoped that the activities will encourage you to try new approaches, based on tried and tested activities. We have no doubt that you will find many new ways to use the material, particularly the photos.
- All the activities have been extensively trialled in the classroom. For some of them, teachers' comments are included.

## The photos

There are 18 photos in the pack. The 16 labelled with letters A–P portray specific rights. The remaining photos are intended for use with specific activities.

One set of captions is given. However, if you teach children with lower literacy levels, you may wish to produce your own captions by copying the first sentences of each caption.

The remaining information will help older pupils gain a greater understanding of the countries and issues in the photos. You may also find this background information useful to feed in to class discussions as you work through the activities.

You may wish to use the photos and captions for other classroom work, and to help your pupils develop visual literacy skills.

Here are some ideas:

### Matching up

Select a number of photos and captions so that each child has either a caption or a photo. Give each group of four children two captions and two photos which do not match. As a group, or in pairs, they should look at the photos and decide what they think is happening, or what right might be being portrayed. At random, choose a child to read out a caption. The group which thinks it has the matching photo “claims” it. If there are several claims, the groups decide which photo matches best.

### Caption it

Show the class one photo. Give them some background information. Then give each group a “brief” and ask them to write a caption to go with the photo.

Briefs could be:

- You are a journalist reporting on children's rights.
- You want to raise money to support a children's rights organisation.
- You want more children to join your youth club.
- You want to tell children about their rights.



### Classroom display

The class could make a Children's Rights display of the photos, using the captions provided, or writing their own.

### Making links

Ask pupils to choose a person in one of the photos who they would like to write to on a given theme.



## Curriculum links

There are many opportunities across the curriculum to develop an understanding of rights issues. The activities in this pack relate primarily to the PSHE and citizenship curriculum,

though there is plenty of scope for a flexible, cross-curricular approach. The table below highlights some of the main curriculum areas that are tackled. The references to the curriculum are quotations, or near quotations, from the National Curriculum teaching requirements in England (1999).

### PSHE and Citizenship

#### 1 Developing confidence and making the most of abilities:

- a) Talking and writing about opinions, explaining views on issues  
*Activities 2.1; 2.3; 2.7; 2.8; 3.2; 3.6; 4.2; 5.2; 5.7*
- b) Recognising their worth as individuals  
*Activities 2.7; 3.1; 3.5; 4.1*

#### 2 Playing an active role as citizens:

- a) Researching, discussing, debating, topical issues, problems and events  
*Activities 2.2; 2.3; 2.4; 2.5; 2.6; 4.4; 5.7*
- c) Realising the consequences of anti-social and aggressive behaviours  
*Activities 3.1; 3.2; 4.2; 4.5*
- d) Learning about different kinds of responsibilities, rights, and duties and that these can sometimes conflict with one another  
*Activities 2.7; 4.3; 5.3*
- e) Reflecting on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences  
*Activities 2.9; 4.3; 4.5; 5.3; 5.4; 5.6*
- f) Resolving differences by looking at alternatives  
*Activities 2.1; 4.3; 4.4; 5.3*
- h) Recognising the role of voluntary, community, and pressure groups  
*Activities 2.7; 4.4; 5.2; 5.7*
- i) Appreciating the range of national, regional, religious, and ethnic identities in the United Kingdom  
*Activities 3.3; 4.1*

- j) Recognising that resources can be allocated in different ways and these economic choices affect individuals, communities, and the sustainability of the environment  
*Activities 4.3; 4.5*

#### 4 Developing good relationships and reflecting the differences between people:

- a) Recognising that their actions affect themselves and others  
*Activities 2.7; 3.1; 4.2; 5.2*
- b) Thinking about the lives of people living in other places and times, and people with different values and customs  
*Activities 2.9; 3.3; 3.5; 3.6; 4.1; 4.2; 4.3; 4.6; 5.1; 5.3; 5.4*
- d) Realising the nature and consequences of racism, bullying etc.  
*Activities 3.1; 4.5; 5.4*
- f) Respecting that differences and similarities between people arise from a number of factors  
*Activities 3.1; 3.2; 3.3; 3.5; 3.6; 4.1; 4.2; 4.5*

#### 5 Breadth of opportunities:

- a) Taking responsibility  
*Activities 2.7; 3.1; 5.1; 5.2; 5.7*
- b) Feeling positive about themselves  
*Activities 2.7; 2.8; 3.1; 3.3; 3.4; 3.5; 3.6; 3.7; 5.1; 5.2*
- c) Participating  
*Activities 2.7; 5.2; 5.5; 5.6; 5.7*
- g) Considering social and moral dilemmas  
*Activities 2.1; 2.2; 2.3; 4.4; 4.5; 5.5; 5.6; 5.7*

This pack links equally well to the Scottish 5–14 curriculum. It provides useful material for Religious and Moral Education – Personal Search – and for Environmental Studies – Social Subjects and Developing Informed Attitudes. In Northern Ireland this material fits into

Citizenship Education, Education for Democracy, Environment and Society, and the Creative and Expressive areas of study. The curriculum guidelines in Wales offer similar opportunities.

## English

Speaking and listening (En1)

1) Speaking:

**Activities** 2.3; 2.5; 2.9; 4.3; 5.3

2) Listening:

**Activities** 2.1; 2.3; 2.4; 2.8; 5.7

3) Group discussion and interaction:

**Activities** 2.1; 2.2; 2.3; 2.5; 2.6; 2.7; 2.8; 3.3; 3.5; 3.6; 4.2; 4.5; 5.2; 5.4; 5.7

4) Drama:

**Activities** 2.4; 2.5; 4.3; 5.3

Reading (En2)

3) Reading for information:

**Activities** 3.3; 3.5; 3.6; 4.2; 4.3

8) Reading texts from a variety of cultures:

**Activity** 5.6

Writing (En 3)

1) Composition: writing for a particular purpose:

**Activities** 2.9; 3.5 (*Extension*); 5.4 (*Extension*); 5.6

## Art and Design

1) Exploring and developing ideas:

**Activities** 2.6; 2.8; 3.4; 3.7; 4.4; 4.6; 5.1

2) Investigating and making art:

**Activities** 2.8; 3.4; 3.7; 4.4; 4.6; 5.1

3) Evaluating and developing work:

**Activities** 2.6; 3.4; 3.7; 4.4; 4.6; 5.1

5) Exploring a range of starting points for practical work:

**Activities** 2.6; 2.8; 3.4; 3.7; 4.4; 4.6; 5.1

## Design and Technology

1) Developing, planning and communicating ideas:

**Activity** 4.4

2) Working with tools, equipment, materials and components:

**Activity** 4.4

3) Evaluating processes and products:

**Activity** 4.4

## Music

1) Performing skills:

**Activity** 2.9

2) Composing skills:

**Activity** 2.9

4d) Learning how time and place can influence the way music is created, performed and heard

**Activity** 2.9

5e) Listening to a range of live and recorded music from different times and cultures

**Activity** 2.9

## PE

6) Dance activities:

**Activity** 5.4

## ICT

1) Finding things out:

**Activity** 5.5



## Background information for teachers: human rights

The concept of human rights is a powerful one. It is based on the belief that, whoever or wherever we are, we have rights simply because we are human beings. Despite differences in culture, identity, community, gender, or race, these rights cannot be denied.

This is not a new concept. In 1776 the American Declaration of Independence stated that:

"We hold these truths to be self-evident; that all men are created equal; that they are endowed by their creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."

### **The Universal Declaration of Human Rights (UDHR)**

The best known source of modern thinking about human rights and fundamental freedoms came almost two hundred years later. In 1948, the General Assembly of the United Nations proclaimed the Universal Declaration of Human Rights (UDHR), based on the belief that "recognition

of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world."

Although a Declaration is not legally binding, the UDHR was the first to proclaim the universality of human rights and to list them in categories – civil, cultural, economic, social and political rights and freedoms. Although such international agreements are not always implemented, they set benchmarks against which governments can be and are judged.

### **The United Nations Convention on the Rights of the Child (UNCRC)**

In 1923 Save the Children's founder, Eglantyne Jebb, drafted the first Declaration on the Rights of the Child, setting out the rights of children and their need for special protection. This Declaration was adopted by the League of Nations in 1924. A growing recognition that children deserved special consideration led to one of the most important advances for children's rights, and the UNCRC was adopted on 20 November 1989. Two years later it was ratified by the UK Government. The Convention is a comprehensive statement of the rights of the child (see page 108). Today 99 per cent of the world's children live in the 191 countries that have signed the legally-binding Convention.

The UNCRC can be broken down into three broad headings:





### ● The self

Articles which concern the child directly. These include civil and political rights, such as the right to a name, a nationality and freedom of thought, and the right to be listened to.

### ● Services

Articles which state what services should be made available to children to allow their survival and development. These include the right to clean water and food, the right to education, and the right to State support for a child's family.

### ● Protection

Articles which outline the protection from exploitation that children should receive. These include protection from violence, neglect and abuse, and the right not to be tortured.

Three articles in the UNCRC are particularly important because they underpin all the others. They are:

### ● Article 2

Non-discrimination – all the rights must be available to all children whatever their race, religion, language or ability.

### ● Article 3

A child's best interests should always be the main consideration.

### ● Article 12

Children's opinions should always be taken into account in matters that concern them.

Looking at rights individually makes it easier to understand them, but we must realise that they do not and cannot exist in isolation. They are all

equally necessary for the full and harmonious life of the child. For example, if children are to have the right to a "good enough standard of living", then their families will need land on which to grow food, or employment to earn money to pay for it. Successfully claiming one right makes it easier to realise others. Conversely, if one right is violated, so are others. And where poor people are denied their rights, sooner or later we all suffer.

It is in the nature of rights that they do not have to be earned, but are every person's entitlement. Rights are not dependent on responsibilities. But clearly a society in which all members play an active role is one in which individuals take responsibility in claiming their own rights and protecting those of others. Young people often want the right to take the responsibility for important decisions in their own lives, and develop a sense of social justice and moral responsibility from a young age.

Most children in the North can expect to live a long and healthy life, with security and opportunity. They will be educated, and the majority need never be cold or hungry. Most of the time we take these things for granted. Yet despite the advances that have been made, today millions of children (in both the North and the South) are denied their basic rights. Learning to value human rights at a personal level must be a step towards the achievement of rights for everyone on our planet.



## Children's rights: some facts

"When a society does not love its children, it is because it's failed to recognise its own humanity. But Brazilians are starting to realise that they and their children have rights."

Herbert Betinho de Souza, Brazilian human rights campaigner

- Worldwide over 145 million children of primary-school age – roughly equivalent to the entire school-age populations of Europe and North America combined – are not in school. Two-thirds of these children are girls.
- Malnutrition claims the lives of over six million children annually around the world.
- Every day 8,500 children and young people in the world are infected with HIV. An estimated 1.2 million children under the age of 15 are living with HIV/AIDS. Nearly 13 million children have been orphaned by the disease.
- In the South\* some 250 million children between the ages of 5 and 14 work. Of these, 50–60 million work in dangerous conditions.
- Globally, one-third of all births are not registered. This increases the risk that children will miss out on basic services such as healthcare and education.
- The gap between rich and poor is growing. In 1960 average incomes among the richest fifth of the world's population were 30 times greater than those of the poorest fifth. By 1990 the rich were receiving 60 times more.
- Nine out of ten people killed in today's wars are civilians, most of them women and children. In the decade since the UNCRC was signed, 2 million children have been killed and more than 6 million injured or disabled in war.
- In the UK at least one in seven school children is involved in bullying, either as a victim or as a bully, at any one time.
- In the UK 100,000 disabled children are not in mainstream education. At least two-fifths of these do not wish to be excluded from the mainstream.

\* The South is a term often used to define less developed countries.

## Latin America and the Caribbean: background information

Latin America and the Caribbean is a region of huge natural potential. With the arrival there of Christopher

Columbus in 1492, its mineral wealth, forests and soil began to be ravaged to produce exports for Europe.

Colonisation and slavery followed.

Today the countries of the region are no longer colonies, but legacies of the





past remain. The distribution of wealth is among the most unequal in the world: one-tenth of the population controls half the wealth.

After the Second World War, Latin America rapidly industrialised and was hailed by many as an "economic miracle". However, countries in the region were still dependent on the export of raw materials. In the 1980s declines in prices of these commodities on the world markets, and trade barriers which stopped many countries getting fair access to markets, had a disastrous effect. In Latin America, the poor paid a particularly heavy price for industrial development. There and in the Caribbean, poverty forced many to migrate to cities and to use the environment in unsustainable ways. Governments faced with huge debts have had to cut their spending. The poor, with nothing to cushion them against the effects of these problems, have seen their standards of living steadily fall. Today 110 million Latin Americans live in extreme poverty.

Yet despite the turbulent past, the people of Latin America and the Caribbean are building a fairer future. In recent years, most of the governments of Latin America have returned from military rule to more democratic forms of leadership. Communities of the poor, which have always been organised, have begun to make their voices heard at a national level. Rights – such as decent healthcare, education, and a stake in society – that have been denied over many generations are being claimed.

## Brazil

Brazil is the fifth largest country in the world – more than 35 times bigger than the UK. It has been settled by peoples from all over the world. When the Portuguese arrived in 1500 they began centuries of colonisation which all but wiped out the indigenous Amerindian population. Today about 250,000 Amerindians survive. Some 40 per cent of Brazilians are of African origin – the descendants of people taken to Brazil as slaves in the seventeenth and eighteenth centuries. Later, waves of immigrants arrived from Europe in the nineteenth and twentieth centuries, creating a country of huge ethnic diversity.

In terms of natural resources, Brazil is one of the richest countries in the world. Only Australia and the USA have more farmland. More than half of Brazil's land area is made up of the Amazon rainforest – a source of timber, minerals including gold, and land. It is also an area of great ecological diversity, and home to many indigenous peoples such as the Yanomami.

Yet Brazil's wealth is not equally shared. There is a huge difference between the lives of the rich and the poor. Over 60 million Brazilians live in poverty. Much of the fertile land lies unused, while millions of poor farmers do not have enough land to feed their families. This has resulted in rapid urbanisation. In 1945 seven Brazilians in every ten lived in the countryside; today seven in ten live and work in cities.



## Recife

Recife is Brazil's fourth largest city, with a population of over 1.2 million. It is the capital of Pernambuco, the state lying at the heart of the poorest region of Brazil, in the north-east.

Historically, Recife was one of the most important ports for the export of sugar, and the import of slaves from Africa and manufactured goods from Europe. Some of the first sugar mills in the region were established in Pernambuco in the mid-sixteenth century, and today sugar remains the principal crop of the state.

Recife is situated at the mouths of two rivers, and is often called the Venice of Brazil because of the waters that weave their way through the city. Some neighbourhoods – Boa Viagem, Piedade and Casa Forte – are pockets of privilege with modern apartment blocks, night-clubs and vast shopping centres. Tourists flock to the city's famous beaches, which are protected from the open sea by coral reefs.

Yet Recife is also a city of the poor. Drought and land shortages have caused vast numbers of people to move to towns in search of work and better living conditions. Huge shanty towns, called *favelas*, have grown up to accommodate the new arrivals. More than half of the city's population lives in *favelas*. Houses are built from tin, cardboard, plastic and wood – any scrap material that can be found is used. Often there are no services, such as running water, electricity, sewage systems, or rubbish collection. This creates many health problems.

However, there is a great deal of community action in the *favelas*. Groups have come together to organise one of the most powerful anti-poverty movements in the world, and the Government is being forced to listen to the voices of the poor.

## Peru

Peru is the third largest country in Latin America – approximately twice the size of France. It is a country of contrasts and is the only Latin American country where desert, high mountains and Amazonian rainforest can all be found. Peru was home to the Incas until it was conquered and colonised by Spain in the sixteenth century. The colonisers forced the indigenous Indians into slavery, and large numbers died – crushed by overwork and because they had little resistance to the new diseases brought by the Spanish.

Yet today, more indigenous peoples live in Peru than in any other country in Latin America and they make up nearly half the country's population. Most live in the Andean highlands where the average altitude is over 3,000 metres.

Peru has a highly divided society. In a land where large numbers of people face a life of poverty, the living standards of the rich rival the best in Europe.

Since the 1950s more and more Peruvians have been leaving mountain villages to move to cities in search of work and better living conditions. The urban population has risen from 46 per cent in 1960 to 70 per cent in 1993.



New migrants settle in shanty towns, called *pueblos jóvenes*, where they build houses with whatever materials they can find. Over many years, they have organised as communities and struggled to obtain basic services such as electricity and water.

The 1980s saw a huge fall in living standards in Peru, with growing numbers of people living in poverty and an upsurge in political violence.

In 1990 the new President, Alberto Fujimori, imposed harsh economic reforms. The costs have been high, especially for the poor. Today Peru has Latin America's fastest growing economy. However, its benefits are not shared, and the Government has come in for heavy criticism.

### Cusco

Cusco is the oldest continuously inhabited city in the Americas and was founded in AD 1100 as the spiritual and administrative centre of the Inca empire. Inca legend tells how the son of the Sun, Manco Capac, and the daughter of the Moon, Mama Occlo, appeared on earth emerging from the waters of Lake Titicaca. Together they journeyed to Cusco, "the navel of the world", where they founded their empire.

When the Spanish arrived in 1533, they were deeply impressed by what they found. Yet within a few years they had ransacked and destroyed most of the city, stealing gold and carrying off great stones for their own buildings. On top of the ruins they built

churches, squares and houses in the Spanish style, and today the centre of the city is a mixture of Inca and Spanish buildings.

Cusco is a bustling modern city, set in a deep valley in the Andean highlands at an altitude of 3,400 metres. It is proud of its past, and in the streets Quechua (the Inca language) and Spanish can both be heard. Cusco is a cultural crossroads and a destination for many tourists. Despite its growth and change, it is laid out in much the same way as it was in Inca times.

### Cuba

Cuba lies at the mouth of the Gulf of Mexico and is both the largest and most populated island in the Caribbean. Today there is barely a trace of Cuba's indigenous Indian peoples, and the island is the most racially mixed in the Caribbean. A large percentage of Cuba's 11 million people are *mestizo* – a mixture of European, African and indigenous ancestry.

Christopher Columbus arrived in Cuba in 1492, and for the next 400 years the Spanish ruled the island. Cuba's wealth was based on tobacco, and later sugar. Cuba became the world's largest sugar exporter, with its main market in the USA.

Thousands of Africans were imported to work as slaves in the sugar plantations – in the ten years from 1821, nearly 600,000 Africans were brought to Cuba.





After many struggles, Cuba regained its independence in 1902. But for the next fifty years the economy was controlled by America. Poverty and unemployment grew, and the dictator Fulgêncio Batista crushed all opposition.

In 1959, after years of guerrilla warfare, Fidel Castro led a victorious army into Havana and founded a socialist state. Relations deteriorated with the USA, which imposed an economic embargo on Cuba that continues to this day. Cuba began to establish closer economic links with the Soviet Union. The revolution brought land reform, and literacy and public health campaigns. Today all Cubans have access to a free education system, even through university. The adult literacy rate is 95 per cent – the same as many of the world's richest countries.

Cuba's close links with the Eastern bloc meant that it was badly hit by the collapse of the Soviet Union in 1989. In the first three years of the 1990s it lost 35 per cent of its GDP, which had serious economic and social effects. There were shortages of fuel, medical and educational supplies, and consumer goods, and industry (particularly the sugar industry) was crippled. However, in spite of these shortages, social achievements were largely preserved.

To face the economic crisis, which was made worse by the American embargo, Cuba started to adapt its economy to the new international conditions, in particular by promoting foreign

investment. As a result the economy has grown consistently since 1994. As Cuba adapts to the changes brought on by the crisis, there are economic differences between those who have access to the American dollar and those who do not. Tourism has been developed and is now the country's largest source of income.

### Havana

Havana is the capital of Cuba – a sprawling city founded between 1512 and 1514 by the Spanish conqueror, Diego Velazquez. It grew prosperous because of its position as the last port through which Spanish ships passed on their way back to Spain from the Americas. During the early years of the twentieth century, Havana became a decadent city, where huge amounts of money were made from drink, drugs and gambling. It was home to Mafia mobsters who handed over huge sums of money to President Batista. Many Cubans were disgusted by the corruption they saw and their anger fuelled the revolution.

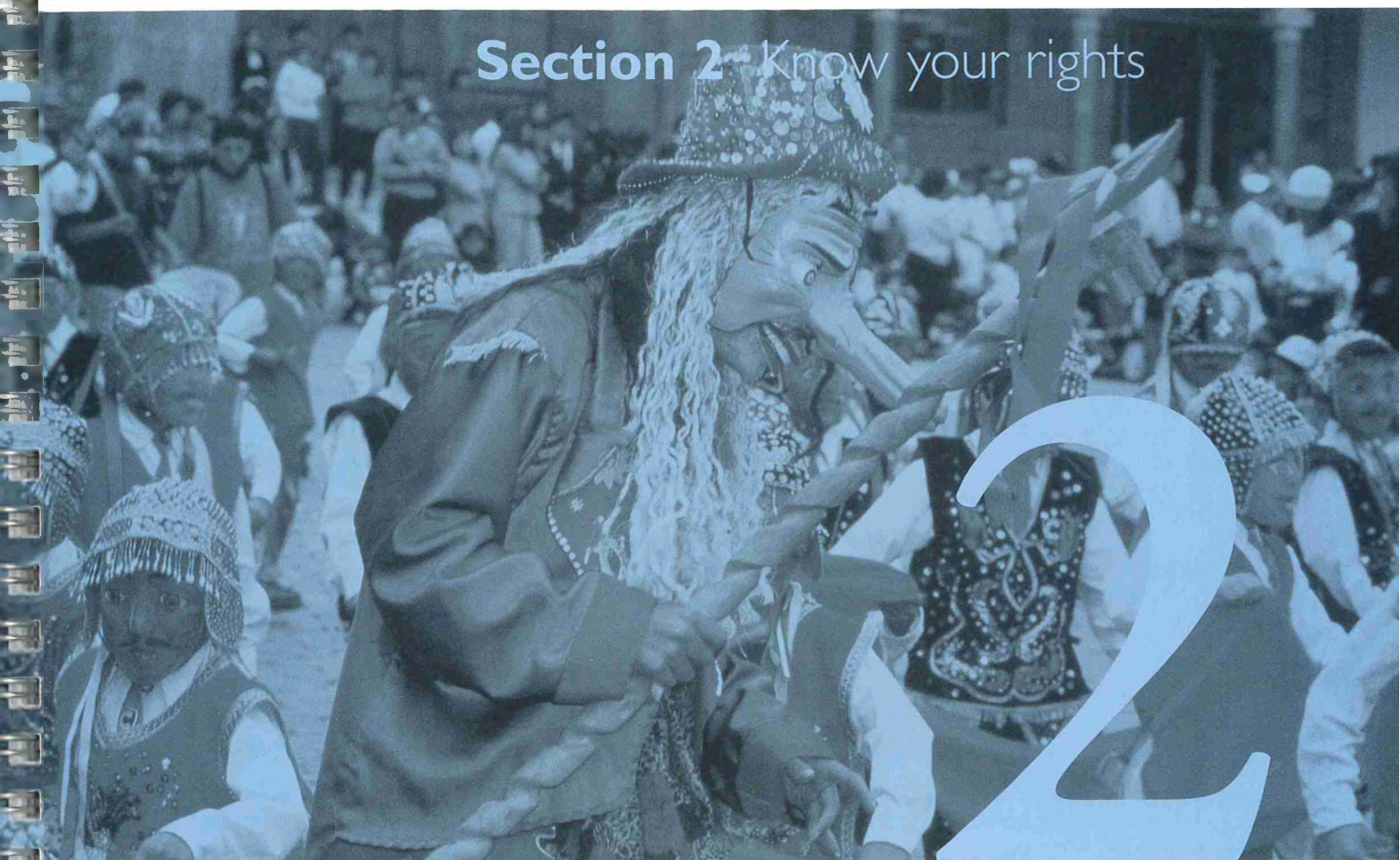
Old Havana, which is still laid out as it was in the sixteenth and seventeenth centuries, is one of the most densely populated parts of Cuba. After the revolution, people flocked here from the countryside and the mansions abandoned by the rich were taken over and divided among many families. There is now a great shortage of housing in the city and many families are moving out to other areas, into homes provided by the State.



Havana is changing with the times. Since the economic crisis in Cuba, more and more residents in the city are growing their own food. Small gardens are dotted about the city, often on unused land. These are totally organic, since the embargo means that pesticides are no longer imported. The centre of the city is also being restored and cleaned up, mainly for the benefit of tourists.



## Section 2 Know your rights



This section introduces children to some of the basic concepts surrounding rights issues. We suggest that you carry out one or two of the introductory activities before moving on to other parts of the pack in order to provide a solid foundation for later work.

All these activities relate closely to the citizenship curriculum and form the basis for preparing children to play an active role as citizens. A starting point for all the activities is looking at rights issues in pupils' own lives. Through the activities in this section children will:

- begin to develop a vocabulary around rights, needs and wants, and responsibility
- gain an understanding of the broad categories of rights
- gain an understanding that with rights come responsibilities.



## Activity 2.1

### What is a right?

#### CURRICULUM LINKS

English

En 1:2, En 1:3

PSHE and Citizenship

1a, 2f, 5g

"This made the children think, question and rationalise."

Carol McIlroy  
Carolside Primary School

"A good introduction to the subject of children's rights."

Lynn McNicholl  
Meadows Primary School

#### Learning objectives

- To help children to distinguish between wants and needs.
- To begin to develop a basic understanding of what a right is.

#### Resources

- Enough photocopied and cut up sets of the **Wants and needs** cards – Activity sheet 2.1 – for each group of pupils to have one set.

#### Activity

- 1 Explain to pupils that they are going to live on a new island where they will be beginning a new life. They have no idea what will be on that island, so they can take nothing for granted.
- 2 Divide the pupils into groups, giving each a set of the **Wants and needs** cards. These represent ten things that they can take with them.
- 3 Ask the groups to add two more things to the two blank cards.
- 4 After a while, tell the pupils that space in the boats is limited. They will have to cross three things off their list and give back those cards to you.
- 5 A little later, tell them that there is even less space. They will have to cut three more things from their list and return those cards. This will leave them with only what they need to survive.

#### Class discussion

Talk about what pupils crossed off their lists in the first and second rounds:

- Was it difficult to decide what to take and what to leave behind?
- Were there disagreements within the groups over what to cross off?
- What were the main things that caused disagreement?
- What are the differences between needs and wants?
- Do pupils have everything that they want?
- Do they have everything that they need?
- Do the wants and needs of some people differ from those of others?
- Can they think of some people who might not have all their needs and wants met – in this country or elsewhere?

Finish off by explaining to the pupils that they have been discussing needs and wants. Rights can help people to have their needs and wants met, because a right is a socially agreed principle. Rights change over time and across different societies. For example, before the twentieth century, few people believed that all children had the right to an education. Rights fall into different categories – those which are to do with the self, with services, and with protection (see page 11). The methods you use to get an understanding of how rights differ from wants and needs across to your pupils will vary according to their ages, range of vocabulary and conceptual understanding.

## Activity sheet 2.1

### Wants and needs cards

Food	Medicines
Clean water	A computer
Materials to build somewhere to live	A special person to care for you
Money	Toys
Friends	Good clothes



## Activity 2.2

### Matching rights

"The children really enjoyed looking at the photos for this activity. Some excellent discussion came out of this task."

Sarah Russell  
Meadows Primary School

This activity is best carried out after pupils have developed some understanding of what rights are.

Activity 2.1 is useful preparation.

#### Learning objectives

- To introduce children to the UNCRC.
- To encourage children to look at rights issues in their everyday lives.

#### Resources

##### Part One

- Copies of photos A–P.
- Enough copies of the UNCRC (see page 108) for each group of children to share one. You will need to cut up the sheets into individual rights and divide them into two sets: those which are asterisked and relate to the photos (Articles 6, 7, 9, 12, 13, 15, 16, 19, 21, 23, 24, 27, 28, 30, 31, 42), and those which are not asterisked. The asterisked ones are needed for Part One.
- Enough copies of Activity sheet 2.2 for each group.
- One set of photo captions (see page 104), cut up into separate captions.

#### CURRICULUM LINKS

English	En 1:3
PSHE and Citizenship	2a, 5g

#### Part Two

- Large sheets of paper with one rights category – self, services and protection – written on each, pinned up in a different corner of the room.
- One full set of the UNCRC.
- Blu-Tack.

#### Activity

##### Part One

- 1 Stick the photos on the wall around the classroom.
- 2 Give each group of pupils the set of asterisked Articles from the UNCRC. Ask them to look at the Articles and go round the classroom matching the Articles to the photos and completing the Activity sheet.  
**Note:** Younger pupils may find this activity easier if it follows on from a class discussion looking at each photo. The captions (see page 104) provide useful background information for this.
- 3 Collect in the sets of Articles before beginning Part Two of this activity.

##### Class discussion

Identify the rights that appear in the photos:

- Is there any disagreement?
- Which rights and photos were harder to match up and why?

At this stage, you could stick the captions alongside the corresponding photos and give pupils the opportunity to compare these with their own findings.



## Part Two

This part of the activity uses the full set of rights from the UNCRC.

- 1 Explain to the class that some rights are not so easily represented by an image.
- 2 Explain that the rights in the UNCRC have been grouped into three different categories: self, services, and protection. Discuss the differences between these groupings. You may find it helpful to refer to page 11.
- 3 Divide the full set of Articles between the groups so that each group has about six. As a group, pupils should decide which of the three categories of rights each Article falls into and why they would place it there. They should stick the Article on the appropriate large sheet of paper. Repeat this process until all the rights have been categorised.

## Class discussion

Talk about the categories that the rights fell into:

- Was it difficult to group some rights?
- Which ones were difficult to group, and why? (You might mention here the interdependence of rights – see page 11).
- Are there any rights which should be given more emphasis?
- Can pupils think of any rights which are not included in the UNCRC and should be?
- What examples can children give of rights being claimed or denied in their own community?

- What groups in the community might help people to claim these rights – voluntary, community bodies, or pressure groups?

## Extension:

In order to get pupils to begin thinking about Latin America and the Caribbean, ask them to think about the countries that are represented in the photos:

- Is it easy to tell what countries the children are from?
  - What sorts of clues are there?
  - Are there any surprises in their findings?
- You may find it helpful to use one of the approaches outlined on page 7.

“A full hour was spent on this activity.

The teachers worked hard with the children and felt another hour could be spent to draw everything from it.”

**Emma Johnson**  
*Lahey Lane Primary School*

Activity sheet 2.2

Matching rights

Photo	What right is shown in this photo?
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	

## Activity 2.3

### Agree or disagree?

"Wonderful discussion from cards."

Carol McIlroy  
Carolside Primary School

This simple introductory activity is a useful way of exploring pupils' existing attitudes.

#### Learning objective

- To encourage children to explore their own views on rights, through group discussion.

#### Resources

- Enough sets of the statements – Activity sheet 2.3 – photocopied and cut up, so that each group of pupils has one. You may wish to change some of the statements, depending on issues which you would like to raise in the classroom.
- Large sheets of paper with the words "Agree", "Disagree", "Don't know" written at the top for each group.
- Enough glue/Blu-Tack for each group.
- Enough copies of the UNCRC (see page 108) for each group of pupils to have one.

#### Activity

- 1 Ask pupils to get into groups and put the statements down in front of them.
- 2 Pupils should go through all the statements, discussing their opinions. If they disagree with a particular statement, they may change it to make it more acceptable. For instance, they may feel that teachers should be able to tell everyone what to do, but that pupils also have the right to express

their opinions! They may also add their own new statements.

- 3 When they have reached a group decision, they should stick each of the cards on the sheet of paper that represents their opinion.

#### Class discussion

Talk about pupils' opinions.

- Ask each group to share their findings. Then consider what responsibilities pupils have to protect the rights that they feel are most important.
- Ask pupils to look at the UNCRC and compare this to the statements which they have looked at. Which Articles are represented in the statements that they have been discussing?

**Note:** an alternative version of this activity may be used as a simple warm-up activity.

- 1 In a cleared room have one wall as an "Agree" wall and the opposite wall as a "Disagree" wall.
- 2 Read out each statement, and ask pupils to place themselves somewhere along the imaginary line between the two walls, depending on how much they agree or disagree.
- 3 Encourage pupils to talk to each other about why they chose that position.

#### CURRICULUM LINKS

English                      En 1:1, En 1:2, En 1:3  
PSHE and Citizenship      1a, 2a, 5g



## Activity sheet 2.3

### Agree or disagree?

Everyone should be able to go to school.	Everyone should be treated equally.
Everyone should be able to talk in class whenever they wish.	Everyone should be safe from drugs.
Pupils should be able to know about decisions that affect them.	Pupils should be able to miss homework if they have a job.
Pupils should have the right to make mistakes.	Pupils should be allowed to chew gum.
Teachers should be able to tell everyone what to do.	Teachers should listen to children at all times.
Everyone should be able to say or write what they really think.	Teachers should not raise their voices.
Everyone should be able to have friends.	Teachers should have the right to make mistakes.
Everyone should be able to feel safe.	Teachers should start and finish lessons on time.
Pupils should not have to go to lessons on time.	Pupils should be able to have things explained to them.
Pupils should sometimes be able to take part of a lesson.	Pupils should be allowed to bring pets into class.

## Activity 2.4

### Sculpting rights

#### CURRICULUM LINKS

English	En 1:3; En 1:4
PSHE and Citizenship	2a

"Drama is brilliant for exploring. It can set up any scene at any time, anywhere and you can step into someone else's shoes, be someone else and think someone else."

**Yonnie Fraser**  
drama specialist  
Edinburgh Puppet  
Company

This activity is best carried out after pupils have developed some understanding of what rights are.

Activity 2.1 is useful preparation.

#### Learning objective

- To develop pupils' own ideas of rights through gesture and action. You can try various approaches to developing rights themes (see below, page 28).

#### Activity

##### Part One

- 1 In pairs, ask pupils to write down a list of rights that they feel everyone should have. (Alternatively you could use the photos and captions as a stimulus.)
- 2 Ask pupils to share their ideas with the rest of the class. Is it easy to agree on all rights? Which ones are most open to debate, and why? Are there any surprises in the rights that pupils have suggested? Can anyone give an example of a right being denied?
- 3 As a class, agree on ten common rights.
- 4 Divide the class into groups of four. Ask each group to choose a different right from the class list and create a sculpture freeze (see below, page 28) to describe what happens when that right is denied.

You may wish to use the technique of "sculptors and clay" as a warm-up for

those with less experience (see below, page 28). For example, the right not to be hurt could be represented by an image of bullying.

#### Class discussion

Come together to discuss the sculpture freezes.

- Ask each group to show their freezes to the rest of the class.
- The class should guess what right is being portrayed.
- Were some rights easier to guess than others?
- How did pupils feel when they were carrying out their sculpture freezes?
- What sorts of factors prevent people from achieving their rights?
- With each sculpture freeze, ask the class what positive picture they would like to see instead.

##### Part Two

- 1 Using some of the suggestions from the class discussion, the same groups should now build up a positive sculpture freeze of the right being claimed. For example, the person being bullied in the previous freeze may now appear as a confident person, head held high.
- 2 Get the group to practise both freezes, negative and positive, and then present them to the class.

### Class discussion

Discuss how the problem was resolved and what solutions were found by asking these questions:

- What steps were taken to change negative attitudes so that they had positive outcomes?
- Who can help people in the freezes to claim their rights?
- What can those who are denied rights do for themselves?

Pupils should now use these two freezes in creating a short piece of drama.

Starting with the original freeze of the right being denied, they should literally bring this to life and act out what goes on in order to arrive at the second freeze of the right being achieved.

### Drama

The activities in this pack use a number of drama techniques:

#### Sculpture freezes

Sculpture freezes involve a group constructing a still tableau, depicting a scene, with frozen expressions and positions. The strength of this approach is its simplicity. It also requires children to work together and focus on a theme. Freezes allow time for the significance of a portrayal to be reflected upon.

When carrying out freezes, it is important that instructions are clear at the outset, and that time is carefully controlled. Bear in mind that a longer length of time to construct a freeze does not necessarily produce a better end result. In fact, it can take away the spontaneity that an instinctive and quick response produces. Two minutes is usually ample time.

The sculpture freezes should always focus on one person, with the other three in supporting roles. For example, a bullying scene may be portrayed as one person being tormented by three others.

#### Sculptors and clay

Ask children to get into pairs and "sculpt" their partner into a right which they have chosen. To do this, person A transforms person B into an image of a chosen right by moving and "moulding" their arms, legs and posture into a position or pose which should describe the right. For example, the right to play may involve sculpting someone into a cricket batsman on the point of hitting the ball. Pairs should then swap round so the sculptor becomes the clay. Remember that this should be done in silence and the final sculptures should remain motionless.

#### Forum theatre

Forum Theatre was first developed over twenty years ago in Brazil by Augusto Boal who worked with a variety of groups in his Theatre of the Oppressed.

One of Forum's many strengths is that, as well as encouraging thought and debate and the consideration of different perspectives, it lets the students have a go themselves and step into someone else's shoes. It is a valuable way of allowing dilemmas or problems to be dealt with through analysing actions and roles, using negotiation.

To begin, a scene needs to be set. This should be one in which person A has a clear objective which is, for

whatever reason, firmly blocked by person B. In the first enactment, A is left defeated. For example, a young person (A) is all ready to go out and play football and hopes to get picked for the team. As she is on the point of leaving, her mother (B) asks where she is going. Person A has forgotten that her mother has a very important meeting, and that she is expected to look after her little brother. However, A knows that without tonight's session there is no hope of getting picked for the team.

Get the children to enact the situation, while the others observe. Ask the audience if person A could have done anything differently. Then rerun the scene, this time inviting the audience to stop the action at any point if they can see an alternative path of action. They can take a role. Ensure that person B gets a break too, as this can be a difficult role to maintain.

Keep up a dialogue with the audience. Was that progress? How was it different? Encourage as many interventions as possible.

You will play a central part in forum theatre by observing, guiding, questioning and continuously organising the group and the unfolding of the scene.



## Activity 2.5

### Acting rights

#### CURRICULUM LINKS

English                      En 1:1; En 1:3; En 1:4  
PSHE and Citizenship                      2a

"The scenarios gave the children the opportunity to think about issues that have never concerned them before."

Lynn McNicholl  
*Meadows Primary School*

"I was surprised how well the children interpreted the scenarios. It might be a good idea to have some sort of Circle Time after the activity as it could bring up difficult issues."

Adele O'Hanlon  
*Beckford Primary School*

#### Learning objective

- To use different forms of drama to explore rights issues.

#### Resources

- Enough copies of Activity sheet 2.5 for each group of pupils to have one scenario. You may need to adapt some scenarios, depending on the sensitivities of the group.

#### Activity

- 1 Divide the class into groups and give each one a scenario. (Alternatively, you could give them a rights theme to develop themselves, or use the photos and captions as a starting point. Possible themes are: freedom of speech, education, protection from harm, privacy, health, play, religion, the right to be listened to, meeting with friends.)
- 2 Ask pupils to devise a short drama to illustrate the rights theme they have been given.

#### Class discussion

Each group should perform their drama to the rest of the class.

- What feelings did the pupils have as they played people who were deprived of these rights?
- What could be done to change the situation?
- What right was being withdrawn?

#### Variation

With older children, one situation could be developed further as a piece of Forum Theatre (see box on page 28).

#### Extension

If you wish to develop this activity further, storyboards are a useful tool. Ask children to draw four "frames" down the left-hand side of a sheet of paper. They should choose one right, and in each frame draw an image from a scenario depicting that right. On the right-hand side of the sheet, ask them to write a commentary on the images, as if they were producing a film.

#### Acting Rights in Cuba

Children looked at their own environment and came up with a range of concerns: litter and pollution on the shore, hazardous waste dumping in the sea, traffic in the city, and disrespect of the countryside. Together they devised a

drama in which their environmental actions banished the Monsters of Contamination and messages on the rights of children were sent in bottles around the world. The whole play was narrated by the "Tree of Dreams", which was played by one of the pupils.

# Activity sheet 2.5

## Rights scenarios

<p>You come in one evening and find your mum reading your diary.</p>	<p>Your parents have just decided to separate and you hear them discussing where you should live. What about your say?</p>
<p>Your mum won't let you take your bike out. You tell her it's not fair and she says it's because the roads are dangerous.</p>	<p>You use a wheelchair. Your family is moving house. You can't go to the school that you have chosen because it won't let you use a stair-climbing wheelchair.</p>
<p>You have been told that you will get into trouble if you keep hanging around with a particular group of friends. You feel it's not fair because your parents don't even know them.</p>	<p>You want to watch a video, but your dad feels that it is not suitable for someone of your age.</p>
<p>You are walking down the corridor at break time. You see two girls teasing another because she is wearing different clothes and does not speak English fluently.</p>	<p>You want to stay up late, but your mum won't let you because you've got school tomorrow.</p>



## Activity 2.6

### Our rights in photos

#### CURRICULUM LINKS

English	En 1;3
PSHE and Citizenship	2a
Art and Design	1; 3; 5

#### Learning objectives

- To encourage children to look at rights issues within their own community.
- To help pupils to develop a critical awareness of photographic images.

#### Resources

- A disposable camera with 24 exposures, for each pair of pupils.
- Enough copies of Activity sheet 2.6 for each pair of pupils to share one.
- Enough copies of the UNCRC (see page 108) for each pair of pupils to share one.

#### Activity

- 1 As a whole class, ask pupils to look at the UNCRC and discuss how these rights might be represented visually. You could use the photos and captions as an example.
- 2 In pairs, ask pupils to complete Activity sheet 2.6, choosing 24 photos to illustrate rights. Explain that some rights can be illustrated very simply. For example, pupils might take a picture of their local doctor's surgery to represent the right to healthcare.
- 3 Pupils could plan to take pictures of real-life situations, or they might create a scenario using props and their friends and family as actors. The right to freedom, for example, could be illustrated by taking a close-up picture of someone behind iron railings, which makes them look as if they are imprisoned.

Encourage pupils to take the time to think about original and imaginative ways of illustrating rights through photos, and to come up with several alternatives. This will lead to good results!

- 4 Ask pupils to take the photos that they have noted on their Activity sheets during the next week, and to bring back the cameras so that the films can be developed.

#### Class discussion

When the films have been developed, ask each pair of pupils to choose four of their photos that they feel best illustrate rights. They should think about what factors they are considering when making their choices. Put the selected photos on display.

- How easy was it to represent rights through photos?
- Were some rights easier to represent than others?
- Why were they?
- How could these photos be used to encourage others to take rights seriously?

**Note:** To save expense, pupils could carry out this activity in groups, although this would be more difficult logistically.

If it is impossible to use disposable cameras for this activity, pupils could draw four "frames" and illustrate a right in each.



# Activity sheet 2.6

## Rights in photos

You will have one camera with 24 photos for each pair or group. Look at the list of rights and decide on ways that you could represent these through photos. Use the table below to note down your best ideas. Include details such as the location of the shot, people to be included, and any props needed. **Then go out and take the photos!**

Your names \_\_\_\_\_

The right you have chosen	The photo you will take to represent it
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	

## Activity 2.7

### Rights and responsibilities

#### CURRICULUM LINKS

English

En 1:3

PSHE and Citizenship 1a, b; 2d, h; 4a; 5a, b, c

#### Learning objective

- To look at a range of rights and explore what responsibilities young people and others have to protect these.

#### Resources

- Enough copies of Activity sheet 2.7 for each pupil to have one.
- A photocopied list of rights for each group of four pupils. You can devise your own, or use the following:

- The right to say what you think
- The right to clean air and water
- The right to be cared for
- The right to play
- The right to a decent standard of living
- The right to privacy
- The right to friends
- The right to be treated equally
- The right to be safe from drug dealers
- The right to good healthcare
- The right to a religion

#### Activity

- 1 As a class, look at the list of rights and think about how people might be excluded from some of these rights. Perhaps pupils will be able to think of some groups that are particularly vulnerable to exclusion – the homeless, for example.
- 2 Give out the activity sheets. Ask pupils to choose a right and to think about what can be done to protect it. Encourage them to go beyond their own individual responsibility and to consider others who are responsible for protecting rights: community and pressure groups, local government, central government and the international community.

#### Class discussion

Come together as a class and share the children's ideas. Feed into the discussion the examples that have been given by children from Latin America and the Caribbean. Each person can then decide, either alone or through discussion with a partner, on one or two actions that they would like to take forward.

Activity 5.7 is a useful follow-up to this activity.

## Our responsibilities

"If we are late home in the evenings, I walk home with Rosangela so that she feels safe."

Djalma *from Brazil*

"I helped a girl who was frightened because she got mud in her eye."

Christopher *from England*

"In my community there are no rules as such, but we have to protect the environment, put rubbish in the bins, mow the communal lawns, and help clean the street."

Patricia *from Cuba*

## The right to health

Shirley *from Peru*

**"My government could help by putting more health posts and hospitals in communities which do not have them, by vaccinating babies and children and checking what state of health they are in."**

**"My family gives advice about staying healthy, for example taking exercise, washing food before eating it, and walking carefully near roads."**

**"I guide my friends and neighbours so that they do not get ill and protect themselves. I guide everyone I can so that they do not eat too many sweet things and take exercise."**



## Activity sheet 2.7

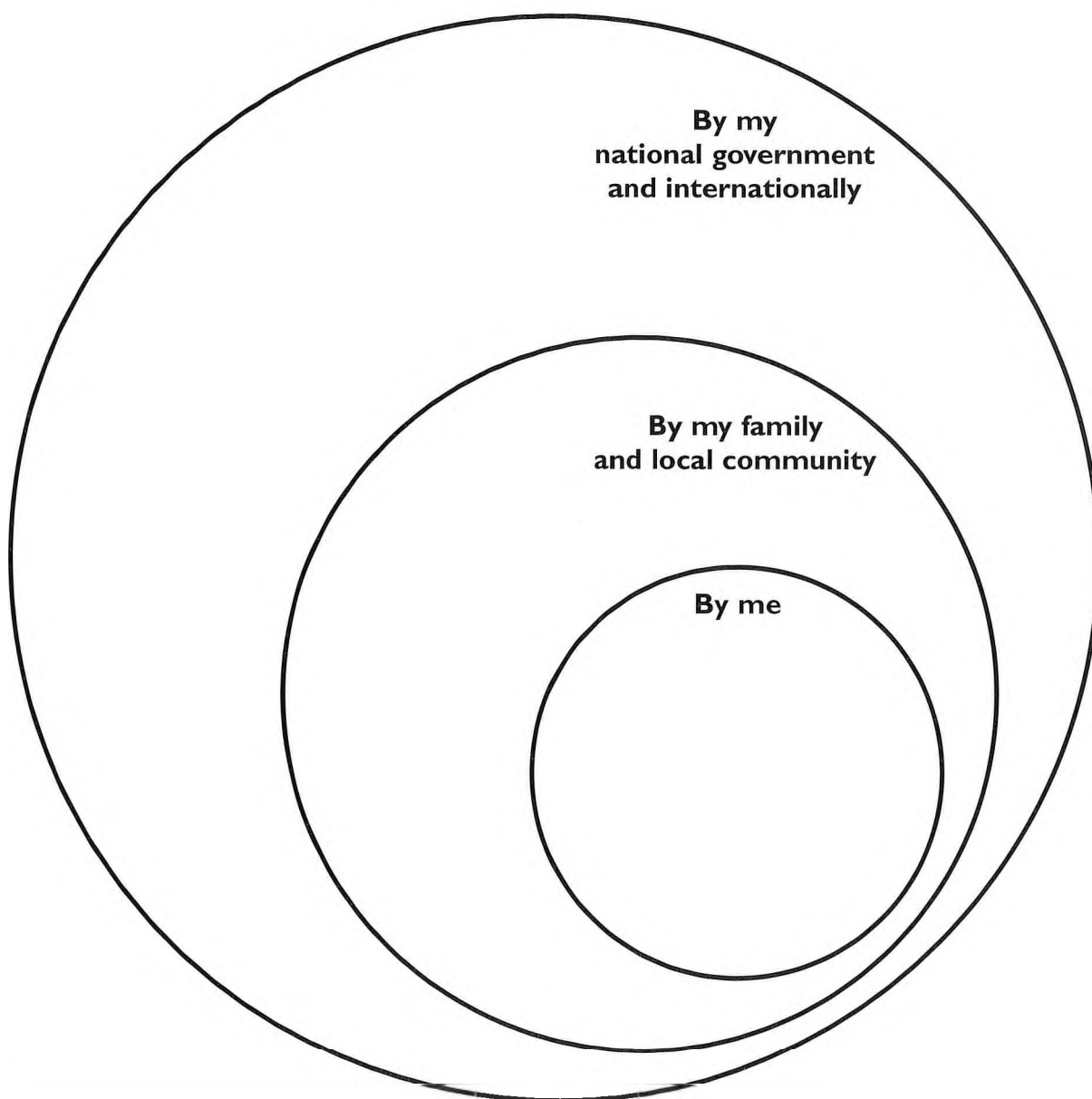
### Rights and responsibilities

Choose a right, and then fill in the circles, putting in ways that the right can be protected by you and others.

The right

---

How this right can be protected



## Activity 2.8

### Rights in the classroom

#### CURRICULUM LINKS

**Art and Design**

**1, 2, 5**

**English**

**En 1:2; En 1:3**

**PSHE and Citizenship**

**1a; 5b**

#### Learning objective

- To develop a visual representation of rights and responsibilities.

#### Resources

- A sheet of A2 sugar paper for each group of five pupils. On each sheet, draw and cut out a large circle. Divide this into five irregular shapes, keeping each shape roughly the same size. Mark the same side of each shape with an "x" and number it on the other side so that you can bring the shapes back together again once the work has been completed and reform the circle.
- A variety of materials for collage, painting or drawing, depending on preferences.
- Coloured pencils – two colours for each group.

#### Activity

- As a class, discuss what each person should have in order to be able to feel happy and secure in the classroom. In pairs, ask pupils to agree on a list of four items and then to join with another pair and agree on a shared list.
- Come together as a class and, using one colour, draw up a common list of classroom rights. Now, using another colour, draw up a list of responsibilities that need to be taken to protect each

of these rights. For example, everyone has the right to express an opinion and everybody has the responsibility to listen to others.

- Divide the class into groups of five. Give half the groups a pre-prepared circle (with each child getting one irregular shape) on which they will illustrate rights. Give the other groups a pre-prepared circle on which they will illustrate the responsibilities which they have identified.
- Depending on which group they are in, ask each child to choose one statement from either the list of rights or the list of responsibilities. Ask them to discuss ways in which they could represent this as a visual image.
- They should then illustrate their statement on the shape, writing somewhere what the right or responsibility is, and making sure that they draw on the side of the paper marked with an "x".
- Reassemble the "rights" and "responsibilities" circles. Add titles and different coloured borders for each and you will have a visual display of classroom rights and responsibilities.

#### Further work

In addition to this visual display, you may wish to draw up a classroom charter of rights and responsibilities.

"Most children were focused on the task, even though this was the last lesson on a Friday afternoon!"

**Sarah Russell**

*Meadows Primary School*

## Activity 2.9

### Rapping rights

#### CURRICULUM LINKS

<b>Music</b>	<b>I, 2, 4d, 5e</b>
<b>English</b>	<b>En 1:1; En 3:1</b>
<b>PSHE and Citizenship</b>	<b>2e; 4b</b>

#### Learning objectives

- To look at songs that explore rights issues.
- To encourage pupils to write and perform songs on issues that are important to them.

#### Resources

- A tape recorder or CD player.
- Recordings of some songs with a rights theme, and their lyrics. Possible examples are:

*Nkosi Sikelele Africa (God bless Africa)*  
from *South Africa*

*Why?* by Tracey Chapman

*Get Up! Stand Up!* by Bob Marley

*Imagine* by John Lennon

*Free Nelson Mandela* by Special AKA

*Seven Seconds* by Youssou N'Dour/Neneh Cherry

*Freedom Cannot Rest* by Sweet Honey in the Rock

*Seize the Nation* by Fun-da-mental

*No Reservations* by Apache Indian

*Todos los Angeles Lloran (All the angels weep)* by Mana

Encourage pupils to bring in their own examples.

#### Activity

- 1 Play the examples of songs that you have, and those which pupils bring in. As they listen, ask pupils to think about the following questions:

- What is the song about?
- What rights are talked about in the song?
- Is it clear what the person who wrote the song feels?
- What feelings do the words and music give rise to?
- How do they think that the events that were occurring at the time the song was written affected the creation of the song?

- 2 In groups of four, ask pupils to think about rights issues that are important to them. They should then each use some of these ideas as the starting point for a rap song. If they find it difficult to do this, suggest short sentences that rhyme every other line. They should develop a strong beat which the class can clap.

## The Monster Song

*The following rap was composed in Spanish by a group of Cuban children working on the theme of rights and the environment. It formed part of a drama performance in which children freed the world of the monsters which destroy their surroundings.*

*Chorus*

*Somos los monstruos de la suciedad  
Y toda la ciudad vamos a ensuciar*

*Con mis sustancias tóxicas  
Acabo con el mar  
Para los animales poder  
Exterminar.  
También echo petroleo  
Y sustancias de más  
Para que los niños  
No puedan nadar*

*Chorus*

*Yo traigo la basura  
y la riego con dolor  
Porque toda la belleza  
Hay que echar a perder.  
Si de latas y papeles  
Alguien quiere aprender  
Yo soy el gran maestro  
Que destruye por placer.*

*Chorus*

*Yo soy el monstruo de  
La contaminación  
Y lo que más me gusta  
Es mortificar  
Por eso el aire puro nadie  
Puede respirar  
Porque yo con mi humo  
Los voy a molestar.*

*Chorus*

*Destruyendo los bosques  
Siempre estoy  
Y cazando animales  
Siempre estoy.  
Ahora cuando acabe  
Con esta labor  
La vida en el planeta  
Será un horror.*

*Chorus*

*We are the monsters of dirt  
and we are going to make the whole city filthy.*

*I have worn out the sea with  
My toxic substances  
So that I  
Can kill all the  
Animals.  
I have thrown in petrol and  
Worse substances  
So that children  
Can't swim.*

*Chorus*

*I bring rubbish  
And I add pain and suffering  
Because I want to destroy all  
Beauty.  
If somebody wants to  
Know about tin cans and litter  
I'm the great expert  
Who destroys for pleasure.*

*Chorus*

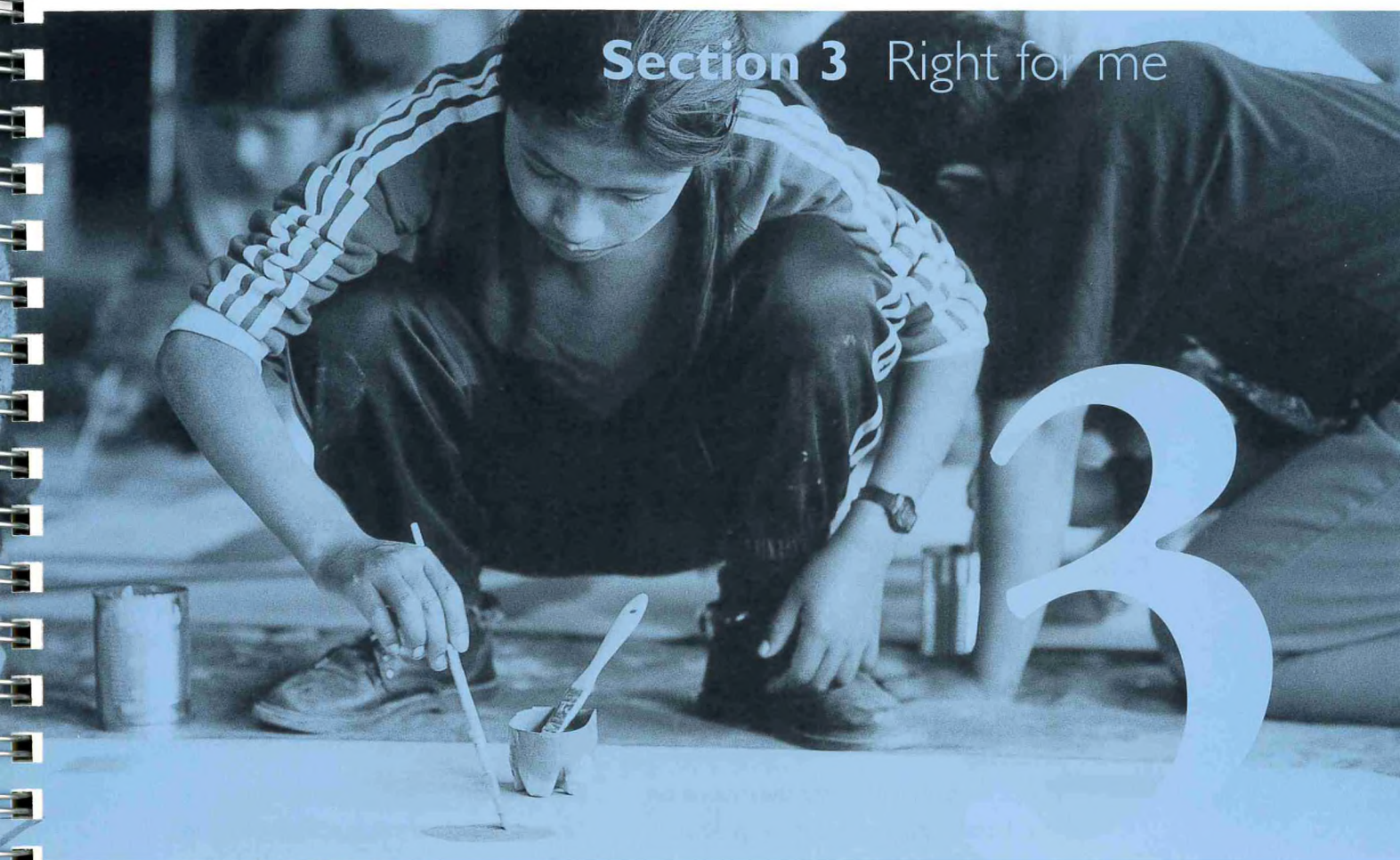
*I'm the monster of  
Contamination and  
What I like best is  
Causing damage.  
Nobody  
Can breathe pure air  
Because I annoy them  
With my smoke.*

*Chorus*

*I am always destroying  
Woods and  
Hunting animals.  
And when I stop  
This work  
Life on the planet  
Will be  
A horror.*



## Section 3 Right for me



This section begins by encouraging pupils to look at their own identity as individuals. Two introductory activities are designed to help them feel positive about themselves.

This is essential if pupils are to be able to develop good relationships with others.

The section goes on to look at similarities and differences between individuals, through the building up of "Me and my rights" booklets which focus on each individual child and his or her rights. Children are encouraged to compare their lives with those of young people in Latin America and the Caribbean. In this way, they will begin to respect the differences between people and be able to challenge the stereotypes of others that they may already have. The knowledge and understanding of rights initiated in Section One is built upon through reference to the UNCRC.

## Activity 3.1

### Expressing the positive

#### CURRICULUM LINKS

**PSHE and Citizenship** 1b; 2c; 4a, d, f; 5a, b

#### Learning objective

- To encourage the development of self-esteem within a group.

#### Resources

- Enough sheets of A4 paper and pens for each pupil to have one of each.
- If carrying out the Extension, photocopies of the Activity sheet 3.1 and the UNCRC (see page 108) sufficient for each pair of pupils to share one.

#### Activity

- 1 Ask each pupil to write their name on a sheet of paper and draw an outline of their hand below it. They should then pass this to the next person in the class.
- 2 Each pupil receiving a sheet should write something positive about the person named on it in one of the fingers. For example, "*Ashley cares about others*".
- 3 When each finger has been filled in (or the fingers have been filled in twice, if time allows), the sheet should be passed back to the person whose name is at the top.

#### Class discussion

Talk about what has been written in the fingers. After pupils have had time to look at their sheets and consider what people have written about them, come together and discuss how it feels to have good things said about you.

- How does it feel to say good things about someone else?
- Why is it sometimes difficult to be positive about people?
- What can the class, as a group, do about this?

#### Extension

Give each pair of pupils a photocopy of Activity sheet 3.1. All quotes relate to issues of stereotyping or prejudice. Ask pupils to think about what rights the young people who are quoted are being denied. As a prompt, they may wish to refer to the UNCRC. What actions might they take to protect these young people's rights?

## Activity sheet 3.1

### Name calling

“They make fun of you because your English is not good. You can't say what you want to.”

“When we walk down the street, we get picked on, just because you think we are different from you. But you're wrong, we are the same, it's just our beliefs and our colour that are different.”

“People judge you before they learn who you are.”

“People are being nasty to me. People are calling me a girl and a poof and a gay boy for no reason. Everyone picks on me because I play with my best friend and she's a girl.”

“Shops, right, you always see a sign in the window saying ‘only two under 16s at a time’ – it's shocking!”

“Sometimes Muslims, each one wears a scarf but other people they don't like it. They make fun of them.”

These quotes are all from statements made by young people who worked with Save the Children, and are included in a report, *We Have Rights Okay* (see Resources).



## Activity 3.2

### Looking at our identity

#### CURRICULUM LINKS

**PSHE and Citizenship**

**1a; 2c; 4f**

#### Learning objectives

- To help pupils think about their identity.
- To understand that we all belong to different groups.

#### Resources

- A large clear space.

#### Activity

- 1 Ask pupils to form a large circle, and explain that they are going to be grouping themselves according to certain characteristics which they share.
- 2 When one of the categories below is called out, pupils should move around the room repeating over and over again the characteristic which applies to them. When they meet someone saying the same thing, they should team up, and continue to move around the room, repeating the characteristic until all the groups are formed.
- 3 Repeat the activity with other categories and encourage pupils to think up some of their own. Come back together as a group.
- 4 For variety you can introduce the use of different voices – whispering how many people there are in your family; singing your favourite food; shouting your shoe colour; making the noise of your favourite animal, etc!

Possible characteristics are:

- favourite TV programme
- favourite school subject
- birthday month
- shoe colour or style
- jobs done at home
- favourite food
- favourite season in the year
- number of people in the family
- favourite sport
- favourite animal.

#### Class discussion

Talk about what has been learnt from this activity.

- Did the groups always have the same people in them?
- Did pupils find themselves in groups with people they did not expect to have anything in common with?
- How did it feel to be part of a group?
- How might it feel to be left out of a group?
- Can you always tell characteristics by looking at people?



## Activity 3.3

### Exploring identity

#### CURRICULUM LINKS

**PSHE and Citizenship**  
**English**

**2i; 4b, f; 5b**  
**En 1: 3; En 2: 3**

#### Learning objectives

- To explore the idea of identity.
- To explore the lives of young people in Latin America and the Caribbean.

#### Resources

- A sheet of plain A4 paper and a pencil for every pupil.
- Enough photocopies of Activity sheet 3.3a for pupils to have one each, and one to share with a partner.
- Enough photocopies of Activity sheet 3.3b for each pupil to have one.

#### Activity

- 1 As individuals, ask pupils to think about all the things that make up their own unique identity, and to list these on a sheet of paper. They should begin with their name, and go on to consider their family and friends, interests, likes and dislikes, and personality.
- 2 Ask them to share their list with a friend.
- 3 As a class, talk about the different categories that make up pupils' identities.
- 4 As individuals, ask pupils to fill in Activity sheet 3.3a, using information about their identity which they drew up earlier.
- 5 Hand out profiles of the children from Brazil, Cuba and Peru. Edna's profile from Brazil is suitable for children with a higher literacy level.
- 6 In pairs, ask children to complete their second, shared copy of Activity sheet 3.3a, picking out information from the profile that they have been given.

#### Class discussion

Talk about people's identities.

- What are some of the differences and some of the similarities between your pupils and their counterparts in Latin America and the Caribbean?
- What sorts of things do all the children have in common?
- Were the pupils surprised by what they found?
- What would they like to ask Ariane, Jorge or Edna?

#### Extension

Children could write a "letter" to Ariane, Jorge or Edna, telling them about their life and asking about theirs.

**Note:** keep the completed Activity sheets 3.3a, for use as covers for the rights booklets in Activity 3.5.

"Children came up with an enormous range of concepts of concepts which they felt made up their identity, ranging from basic ideas such as a name, to more complex concepts such as personality, experiences, and opinions."

**Nicola Fisher**  
Carolside Primary School

## Activity 3.3 continued

### Exploring identity

These letters were sent by children to each other as part of the Partners project.

Dear Friend,

My name is Donna Minty. I'm ten years old. I'm 4 stone and I have hazel eyes, ginger hair and freckles. I go to Granton Primary School and it's great to learn.

What's the weather like over there? I'll tell you what my hobbies are – ice skating, football, running. What are yours? I have two brothers and one sister. Their names are Steven, Stuart and Kerryanne.

What is your name and your age? What is it like at your school? Is the weather hot or cold?

From Donna

Dear friend Donna,

My name is Leonardo Salomão de Silva. I am 12 years old. I am an only child. The place where I live is very hot, but it is beginning to get a little colder because winter is coming.

I like to play ball. I like everything that I do. I like to dance and I hope to be a professional dancer in the future.

From Leonardo



Write down three other things that are part of your identity. These could be

- something about your family or friends
- your interests
- your likes and dislikes
- your personality.

**1**

.....

.....

.....

**2**

.....

.....

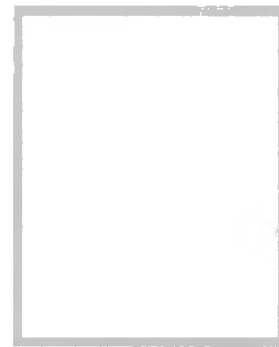
.....

**3**

.....

.....

.....



First names

.....

Surname

.....

Address

.....

.....

.....

Date of birth

.....

Place of birth

.....

Nationality

.....

## Activity sheet 3.3b

### Let's meet...

#### **This is Ariane from Cojimar, Cuba**

My name's Ariane Domínguez. I was born on 6th June 1990 in the little village of Cojimar, which is six miles east of Havana. It is a famous place because Ernest Hemingway wrote a book called *The Old Man and the Sea* which is about one of the fishermen here. He is over 100 years old now!

My favourite place in Cojimar is down on the quay where people go fishing. I like to go and watch the boats. I like fishing even though I'm not very good at it. I go for long walks by the sea and I get in for a swim.

I live in a block of flats on one of the main streets in the village called Avenida Quinta. I live with my mum and dad, and my brother who is four years old. My mum works in the chemist shop which is very near to my school.

My friend Adrian lives nearby and we often play baseball. I'd like to set up a baseball group. I also like dancing to Cuban music, especially Merengue. I usually dance with my cousins. We are a close family and so we all see each other often.

#### **This is Jorge from Cusco, Peru**

My name's Jorge Alarcón. My address is Urbanización Mateo Pamacahua H-6 in Cusco. My city is an ancient one which lies in a deep valley in the Andes mountains. It used to be the capital of the Inca empire. Today many tourists pass through, especially during the festival season from June to August.

We've only lived in this house for two years. Before that we used to live in the very centre of Cusco, but it was very noisy. This is a quiet area and from my bedroom window I can see a huge white statue of Jesus Christ which looks over the city.

I live with my mum and dad and my little sister Flor, who is six years old. I was born on 21st June 1987 in Quillabamba, which is down the valley below Cusco.

My best friend is Daniel. He's in the same class at school, but he lives a long way away. Sometimes he comes over to stay with me. We have more time to play in the holidays. I like baseball. I know more about it because I have a cousin who lives in America. I also like the yo-yo and I play baseball games on the computer.



## This is Edna from Recife, Brazil

My name's Edna Gomes Ferreira. I was born on 20th October 1986 in Recife, which is the fourth largest city in Brazil. The city has a big port and is also well known for its canals and the tiny one-way streets which run through it.

I live in an area of Recife called Chão de Estrelas. I've lived here for seven years. I live with my mum, my stepfather and my younger brother Alexi, who is two years old, in a wooden house, with a yard where we raise animals, like doves. My older sister, who is 15, left home because she got married. I miss her a lot. She used to help me at home while my mother worked. My father left home when I was one and I have not seen him since.

Most of the families who live here have moved from other areas, hoping to find work and a better way of life. But it's hard to get a job and there is a lot of violence. When I am on the street I see fights. We don't have many services such as clean water, and rubbish collection.

My stepfather works as a car mechanic and my mother gets paid to wash clothes. Sometimes she leaves home at five in the morning to collect the clothes. I help by washing the heavy sheets, and it is very tiring. I think, "will I really be able to do this?", but I keep trying. I know how my mother has fought hard for me and so now I must help her as well. At home I also cook lunch, wash the dishes, sweep, and take care of my little brother.

In my neighbourhood there are three day care centres for young children. They are well organised with food and baths. I go to the Daruê Malungo centre which is six blocks from where I live. I go here every day from 7.30am for about three hours. I've been going for about four years now. Here it is peaceful, and I can see the love that the teachers have for us. They want the best for us. We all help each other to learn. I have learned about rights and fighting discrimination. I've also learned embroidery and to dance and that all children are equal.

I want to be a dancer when I am older. At Daruê Malungo we have some reading and writing lessons, but we spend most of our time learning to dance and play instruments. Every Saturday we put on a show which is free for the community. We rehearse in the morning and perform at three o'clock in the afternoon. My favourite dance is the *Maculele*.

I go to school from 1.30pm to 6 in the evening. I like break time best because I spend time with my friends and eat a snack. I don't like maths, but I like geography, history, and art. There are 35 students in my class, but usually only 25 come. Others may have to work to earn money for the family.

After school I go to a meeting of a church group where we meet with friends and think about children's rights. I don't get to bed until 10pm!

## Activity 3.4

### Puppetry

"Puppetry combines so many art forms which teach lateral and creative thinking – drawing, painting, sculpture, design, drama – all of which can help a child to find a form of self-expression and communicate with others."

**Kim Bergsagel**

*puppeteer*

*Edinburgh Puppet Company*

**Note:** *this activity is best carried out after some work on identity has been undertaken. Activity 3.2 or 3.3 is useful preparation.*

#### CURRICULUM LINKS

**Art and Design**

**1; 2; 3; 5**

**PSHE and Citizenship**

**5b**

#### Learning objectives

- To build on pupils' sense of their own individual identity.
- To use this as a starting point to create visual representations of themselves.

#### Resources

- A range of art materials, depending on the approach you wish to take (see box below).

#### Pre-activity

Before carrying out this activity, ask pupils to think how they would like to create a visual display about themselves. The work they have done for Activity 3.3 is useful preparation. They should think about what they might like to bring in from home (photos, pieces of cloth or ribbon, newspaper or magazine clippings, food wrappers, stickers, tickets, CD/cassette covers, etc).

#### Activity

Ask pupils to create a visual representation of themselves, using these ideas and the materials they have brought in.

There are three ways in which this might be done:

- Creating silhouettes
  - Making individual card rod puppets
  - Making a giant whole-class puppet
- (See boxes below for full descriptions.)

## a Creating silhouettes

### Resources

- Enough rolls of lining paper; or equivalent, to cut pieces of about 2m long, one for each pupil.
- A pencil, scissors and glue for each pair of pupils.
- Words, pictures, photos, clippings from magazines, etc, collected by each pupil.

### Activity

- 1 Ask pupils to find a partner.
- 2 One child should lie on the floor while the other draws around her/him in pencil. The pairs should then swap.
- 3 Ask pupils to cut out their outlines.
- 4 Pupils should then decorate their life-size silhouettes to represent themselves, using materials they have collected.

## b Making individual card rod puppets

### Resources

- Card templates made by enlarging and photocopying the outlines on page 52.
- Card, crayons and paints, etc for each pupil.
- An implement to make holes in card.
- Ring reinforcers, split pins, plant sticks (at least 15cm longer than the puppet height), strong sticky tape, such as parcel tape.
- Words, pictures, photos, clippings from magazines, etc, collected by each pupil.

### Activity

- 1 Ask each pupil to copy the shapes from the templates on to their card, and to cut out the pieces. They may wish to make their own variations.
- 2 Pupils should personalise and decorate each limb, the head and the torso of the puppets, using materials they have collected.
- 3 Make small holes in the shoulders, pelvis and arm and leg joints of the puppets. Strengthen the holes with ring reinforcers and fix the limbs to the torso with split pins.
- 4 To be able to manipulate the puppet, tape a plant stick to the back of the head. Do this by creating a strong "flap" made out of parcel tape at one end of the cane. Attach the flap firmly to the back of the puppet's head. A smaller plant stick can be attached in the same way to one or both of the wrists, so that the puppet can wave!

## Activity 3.4 continued

### Puppetry

#### c Making a giant, whole-class puppet

**Note:** This is a useful way of demonstrating that the identity of the whole class is made up of the diversity of individuals within it.

#### Resources

- Foamboard (quantity depends on size of final puppet).
- Wire, PVA glue, varnish (optional), three rods (plastic plumbing tubes, broom handles, or strong canes), parcel tape.

#### Activity

- 1 Cut out the shapes of the limbs, basing them on the template provided.
- 2 Give each group of children a limb and ask them to cover it in the images they have brought, using PVA glue. It is important to cover the large surface areas first with larger images or objects. Then put on any special photos or smaller objects. Seal each limb with a coating of PVA glue, or better still with varnish.
- 3 When the puppet is dry, attach the limbs, head and torso together. Make small holes in each piece and push wire through, coiling it on either side to keep it in place.

- 4 Attach the rod which will hold up the puppet from its head. Wind parcel tape around one end of the rod to create a strong, thick "flap".

- 5 **Note:** For heavier puppets you will need to use wire to attach the rods. Push the wire first through the flap and then through the head and back through the flap again, twisting the two ends together firmly. For lighter puppets, you can use tape, as described above.

A stronger giant puppet could be made with plywood, cut with a jigsaw. Holes need to be drilled in each limb and limbs attached with nuts and bolts. Glue will ensure that nuts do not slip off the bolts. For plywood puppets, the rod that supports the head needs to be firmly attached.

Photo A shows children in Recife, Brazil, with a giant puppet sent to them by Scottish children, and the giant puppet they have made to send back to Scotland.

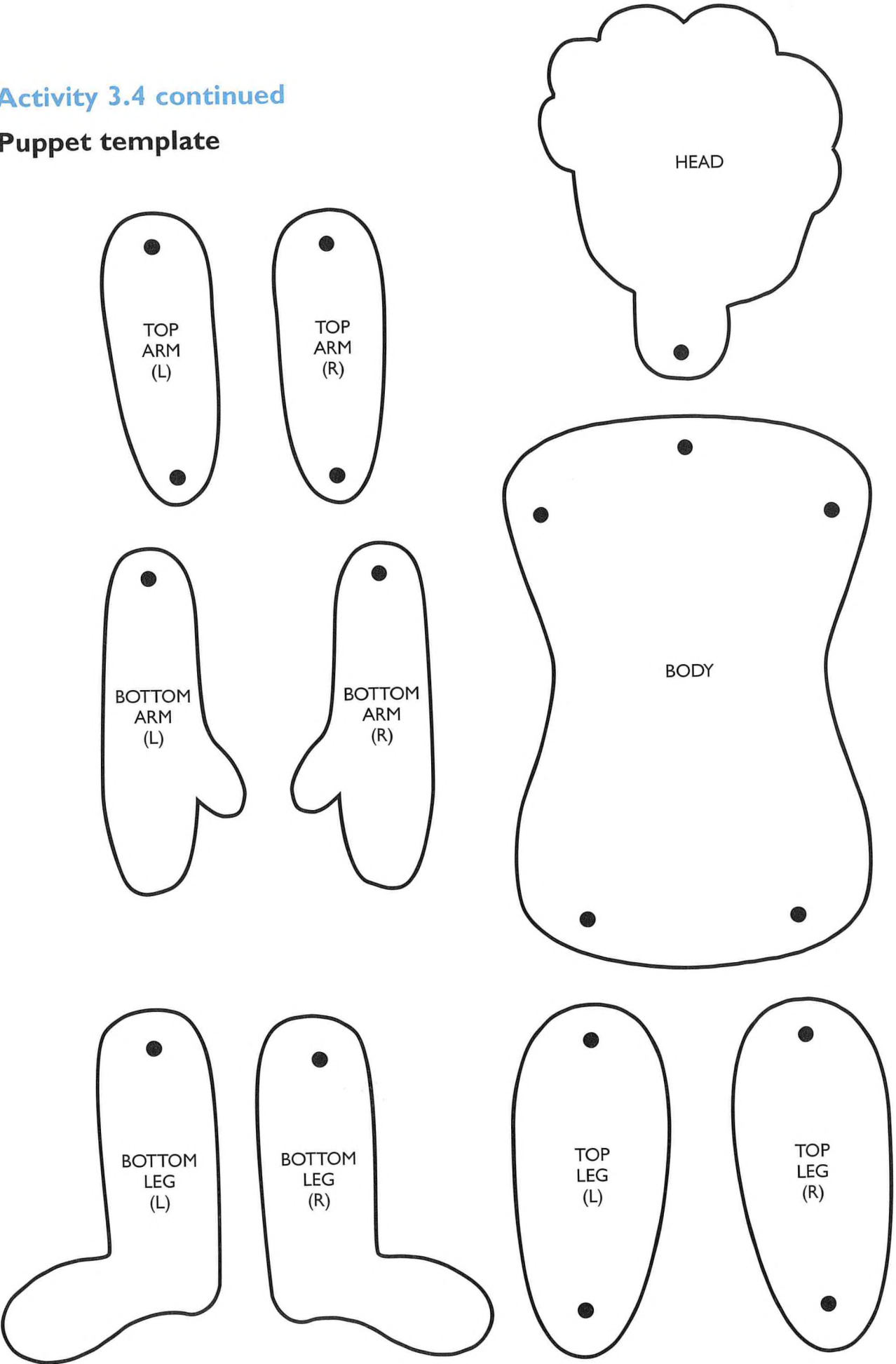




Pupils at Bonnyrigg School, Scotland with the giant puppet sent to them from children from Escuela Primaria del Guerrillero Heróico, Cuba.

Activity 3.4 continued

Puppet template





## Activity 3.5

### Me and my rights

#### CURRICULUM LINKS

English

En 1:3; En 2:3; En 3:1

PSHE and Citizenship

1b; 4b, f; 5b

"Very useful for helping the children see the connection between the UNCRC and their own lives."

Nicola Fisher

Carolside Primary School

This activity builds on Activity 3.3.

#### Learning objectives

- To focus on specific rights in detail.
- To encourage individuals to look at rights issues in their own lives by filling in booklets on an ongoing basis, possibly over a period of weeks. \*

#### Resources

- Enough copies of Activity sheet 3.3a for each pupil to have one or, better, the completed Activity sheet. This forms the cover for the booklet.
- Enough copies of each page of the booklet – Activity sheets 3.5a – photocopied and made up, for each child to have one.
- Enough copies of Activity sheets 3.5b for each pair of pupils to share one.

#### Activity

- 1 Explain to pupils that they are each going to be given an individual "Rights booklet" which will help them to see how rights fit into their everyday lives.
- 2 Ask them to fill in their booklets and share what they have written with a partner at regular intervals.

#### Class discussion

Talk about the Rights booklets.

- At an appropriate time, ask your pupils to compare their booklets with those of children in Brazil, Cuba and Peru, using the Activity sheet 3.5b "Me and my rights".
- What differences and similarities are there?

#### Further work

This activity may be developed in a variety of ways, by:

- Identifying other articles from the UNCRC, and formulating questions and answers on these.
- Considering who has responsibility for seeing that these rights can be claimed by all (see Activity 2.7).
- Writing letters to the children in Brazil, Cuba and Peru with more detail about pupils' lives and their views on specific rights. It is important to let children know that these letters are not actually going to be sent!



## Article 6

### Life

You have the right to life.

List some of the things you like about being alive! What are your ambitions for the future?

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## Article 13

### Opinion

You have the right to say what you think, unless it breaks the rights of others.

Has anyone ever stopped you from saying what you think? Why do you think this was?

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## Activity sheet 3.5a

### Me and my rights

## Article 15

### Clubs

You have the right to meet friends  
and belong to a group or club.

Which groups do you belong to? If you could  
start a new club, what sort would it be?

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Have you  
any friends  
do you th  
someone

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## Article 19

### Kindness

You have the right not to be hurt.

Write down one kind thing that you did recently. Write down one kind thing that someone did to you recently.

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## Article 24

### Health

You have the right to good health.

When did you last go to your doctor?  
What can you do to stay healthy?

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## Activity sheet 3.5a

### Me and my rights

#### Article 28 Education

You have a right to education.

Which school do you go to?

Which are your favourite subjects?

Why is education important?

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## Activity sheet 3.5b

### Me and my rights

#### Article 6 Life

You have the right to life.

"The best thing about life is having a family."

**Armando, from Cuba**

"I like to fly kites. We all play football too. Girls and boys are more equal these days."

**Paty from Peru**

"I want to be a painter. At night I stay up drawing."

**Djalma from Brazil**

"I want to be a biologist, because then I will be able to help animals and protect the environment."

**Patricia, from Cuba**

#### Article 13 Opinion

You have the right to say what you think, unless it breaks the rights of others.

"When we came to live in England from Peru we didn't speak English. I was in the queue for lunch and another boy pushed in. I tried to speak to him but he got cross because he thought I was saying bad things about him. I felt sad and lonely."

**Marvin, from Peru, living in England**

"My mum says I speak my mind too much. I don't think I do."

**Lauren, from Scotland**

"My brother stops me expressing my ideas. He doesn't want people to be angry with him because of what I think."

**Paty, from Peru**

#### Article 15 Clubs

You have the right to meet friends and belong to a group or club.

"I am a young Pioneer. We go camping and do different activities like drama and art. We work in the community by clearing up rubbish and helping people."

**Patricia, from Cuba**

"I go to music school on Saturdays. I would like to start a junior brass band."

**Joe, from England**

"I belong to a dance class and an after-school club."

**Naomi, from England**

"I belong to a group of friends at Church."

**Paty, from Peru**

#### Article 16 Privacy

You have the right to a private life.

"I keep a diary in a little book. I write down all my thoughts in it. I keep it hidden away because I do not want anyone to read it. If someone read it I would feel hurt and be embarrassed."

**Yisel, from Cuba**

"I know that Anne Frank kept a diary in the war. I have kept a diary, but someone looked in it so I don't now."

**Genny, from England**



## Article 19 Kindness

You have the right not to be hurt.

"I stopped my baby brother from crying this morning."

**Joe, from England**

"Djalma walks me home when we are late in the evenings, even though he lives a long way away."

**Rosângela, from Brazil**

"Because my mom works a lot, my sister always helped me at home. For example, while I washed the dishes, she would take care of our baby brother. Without her help I would not have been able to go to school or to the Daruê Malungo Centre."

**Edna, from Brazil**

## Article 24 Health

You have the right to good health.

"We have a community clinic. I know how important it is. I cut my head when I was playing ball. Some of my hair was cut off and I needed stitches."

**Ariane, from Cuba**

"I went to the doctor last week. To stay healthy, I eat a balanced diet and go outside to play."

**Joe, from England**

"To stay healthy, I keep myself clean, wash food before eating it, wash dishes well, and don't eat too many sweet things like chocolate. I brush my teeth, exercise, keep warm, and cross the road carefully."

**Shirley, from Peru**

## Article 28 Education

You have a right to education.

"I go to the Pukllasunchis School in Cusco. My favourite subjects are natural science, English and art."

**Luzgarda, from Peru**

"The greatest problem in the world today is war. Education can help change that – improve people's attitudes towards each other."

**William, from Peru**

"Geography, history and art are the subjects which interest me most. Without education, where would we be? Working in someone else's kitchen, being cheated, teased and humiliated by others. With education, you can do something with your life and become a professional."

**Edna, from Brazil**

## Article 30 Culture

You have the right to enjoy your own culture, religion and language.

"Me and Saquab both like football. Saquab fasts and celebrates Eid, and I don't."

**Joe, from England**

"We go to church on Sundays. Our next door neighbours do not. I speak Spanish and so do four friends at school who also come from South America."

**Mario from Peru, living in England**

"One of my friends is a Jehovah's Witness. I am Catholic. We are both friends because, although we have different religions, we continue to believe in God and Jehovah, which is the same."

**Shirley, from Peru**

## Activity 3.6

### My day of rights

#### CURRICULUM LINKS

English	En 1:3; En 2:3
PSHE and Citizenship	1a; 4b, f; 5b

#### Learning objectives

- To consider a day in the life of a young Cuban and a young Peruvian.
- To look at rights in children's everyday lives.

#### Resources

- Enough copies of Activity sheet 3.6a for half the class to have one each.
- Enough copies of Activity sheet 3.6b for half the class to have one each.
- Enough copies of Activity sheets 3.6c for each pupil to have one.
- Enough copies of the UNCRC (see page 108) for each pair of pupils to share one.
- Enough sheets of paper for each pair of pupils to have one and one extra sheet for each pupil.

**Note:** you may also wish to use Edna's profile on page 47 (Activity 3.3)

#### Activity

- 1 Give half the class Activity sheet 3.6a, and the other half Activity sheet 3.6b. Ask pupils to read their sheets and then to fill in Activity sheet 3.6c with details of their own day.
- 2 Ask pupils to find a partner who has read the same Activity sheet, and share their information. What similarities and differences are there between the three lives?

- 3 In pairs, ask the children to underline all the occasions in the day when Alejandro or Shirley are claiming a right. They should write down what these rights are on a separate sheet of paper.
- 4 Ask them to do the same for their own sheet. Some of their rights may be the same as Alejandro's or Shirley's, others different.

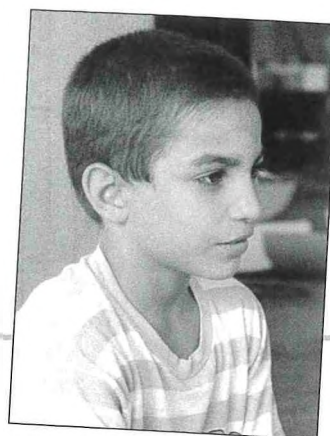
#### Class discussion

Talk about the children's lives and the rights that pupils identified. Did any similarities or differences in the lives particularly surprise them?

- How many different rights could they identify?
- Who is responsible for ensuring that these rights are provided?
- Can they think of any individuals or groups who might not have these rights met?
- How might their days be different if they were deprived of these rights?

## Activity sheet 3.6a

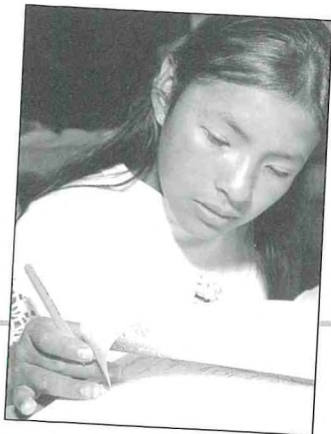
### Alejandro's day in Cuba



Time	Alejandro, aged nine
7am	I get up and get dressed. My mum gets my breakfast ready. It is bread and milk. I set off to walk to school. It takes five minutes. Sometimes I meet my friends Yoandris, Yamil and Raidel on the way. At school I play until the bell rings. Every day we sing the national anthem and then we have a short cultural activity.
8am	Just before lessons start we spend ten minutes in class going through the news. We report back what we have seen on TV or read about. Then classes begin. My favourite subject is maths.
10.30am	We have a break and snack. I play catch and basketball with my best friend, Jorgito. Then we go back to lessons.
12.30pm	We break for lunch. We all have school dinners – my favourite is beans and rice, followed by rice pudding. The food is always healthy.
2pm	School begins again, but in the afternoon it is different because it is the Pioneers. All children in Cuba belong to the Pioneers. It's a group where we have opportunities to do all sorts of things. We play sports, or do art, or other cultural activities. We also do some work to help our community. Some children go outside school to a <i>Casa de Cultura</i> (House of Culture) to do activities.
4.20pm	School finishes. I go home, have a snack, and do some homework. My mum is home from work, so she looks after me.
5.30pm	I go outside to play with my friends. Then I come in again and watch a bit of TV while I eat my supper with my mum and grandfather, who lives with us. My favourite programme is <i>Care Bears</i> – I like it because it talks about the importance of helping each other. Later I go out to play again.
9pm	My mother calls me in and I get ready for bed and fall asleep.

# Activity sheet 3.6b

## Shirley's day in Peru



Time	Shirley, aged 13
6.30am	I get up and have breakfast and leave the house at about 7.15. I live near the Plaza (Square) of San Sebastian and from there I take a bus towards my school, Pukllasunchis. From the city centre I have to walk the rest of the way. I get to school at about 7.40am. My sister Diana goes to the same school as me.
8am	Before class we have tutorials, when the tutors collect in any notes from our parents giving us permission to do certain activities or go to meetings. At this time we are also reminded of the jobs we have to do in our work brigades. This is a kind of rota, where we are given responsibilities at school for that week. Classes begin at 8am. Maths is one of my favourite subjects. I don't like natural sciences so much.
10.40am	We start break. First we have our snacks – tea or juice with bread and jam or ham, cheese, sausage as well as fruit. Then lessons carry on until 2.30pm, and during this time we have a reading session.
2.30pm	At 2.30pm school finishes. I catch the bus home. When I get back to the house I change, have lunch, and then help with the washing up while my sister tidies the room.
4.30pm	I start my homework. Then I play with my sister or watch TV. My favourite programmes are Rugrats and Pokemon. I also like skipping and volleyball.
7pm	I help prepare the evening meal and then usually watch TV. There's a soap called Betty the Ugly and another programme about poverty.
10pm	I wash and go to bed.



Activity sheet 3.6c

My day

Name

Time

What I do in my day

## Activity 3.7

### Special places

#### CURRICULUM LINKS

Art and Design	1; 2; 3; 5
PSHE and Citizenship	5b

"Children were able to create a magical space in which to place their dreams, desires and hopes, from the springboard of their own reality."

**Nara Menezes**  
*Save the Children*  
 Programme Assistant,  
 Recife, Brazil

#### Learning objectives

- To encourage pupils to use their creative imagination by thinking about a place that is special to them.
- To make a 3-D model of a special place.

#### Resources

- Drawing materials, enough for each pupil.
- A small cardboard box, turned on its side with two sides cut out, for each pupil. Preferably this should be painted white.
- A range of materials suitable for making models – pieces of cloth and coloured paper, card or corrugated sheets, toilet rolls, feathers, craft sticks, buttons, etc.

#### Activity

##### Part One

- 1 Ask pupils to make themselves comfortable, close their eyes and relax. Now tell them that you want them to imagine that they are in a place that is special to them – a place where they feel happy and at ease. It might be somewhere they know very well – a shop, a place where they meet friends or where they have been on holiday. It might be an imaginary place which they can visit in their imagination whenever they want to. Perhaps it is somewhere private that only they know, or it might be somewhere that is shared with lots of other people.

##### 2 Ask them

- What can they see?
- What can they hear?
- What do they feel?
- What do they do in their special place?
- Is there anyone else there?

##### 3 Now ask them to take a look around their special place because soon they will be leaving.

##### 4 Ask the children to open their eyes and gently feed back some of the things that they thought about.

##### 5 Quietly ask them to take a piece of paper and draw their special place.

#### Part Two

- 1 Explain to the pupils that they are now going to recreate their drawings as 3-D models. Their drawings will be the starting point, and they can use whatever they wish from the materials that have been provided.
- 2 When their models are complete, ask them to get together with a partner and introduce each other to their special places. Together they should discuss what their special place gives to them and how it makes them feel.

"Children's boxes reflected their original drawings of nature scenes, tree houses, beach or sea scenes, houses (inside and outside), and more abstract concepts such as dream clouds and boxes of secrets."

Yonnie Fraser  
Edinburgh Puppet  
Company

### Class discussion

Talk about the importance of each of us having a place that is special to us alone.

- How would it feel if someone tried to spoil that place?
- How can we make sure that we value other people's special places or feelings?

This can lead to a discussion on the importance of respect for an individual child's identity, and it is a useful point for introducing rights.

You may also wish to feed in some of the ideas from the children from Brazil, Cuba, Peru and the UK, looking at some of the common threads in children's descriptions (see over).

**Rosineide from Recife, Brazil,**  
**making a model of her special place.**



## Children's special places

"I have drawn a picnic by the sea with waterfalls. It is very far away. I remember this because it was the first time I had been to such a place."

**Edna**

*Daruê Malungo Centre, Recife, Brazil*

"My special place is a kind of Disneyland and it has a House of Horror, as well as a Sweet house made out of real sweets."

**Orunmilla**

*Daruê Malungo Centre, Recife, Brazil*

"My special place has a bed, sofa, table, and a stereo made of old doorbells in it. My dad is there. My home is my favourite place because it is safe there."

**Rosineide**

*Daruê Malungo Centre, Recife, Brazil*

"For my special place I drew a tree-house because I have a secret one in the countryside which my mum doesn't know about."

**Victor**

*Pukllasunchis School, Cusco, Peru*

"For me, my special place is the ocean. I am riding on the back of a killer whale, she is my friend. All my favourite animals are in the ocean. They leap, they are full of joy and they are free."

**Adrian**

*Escuela de Guerrillero Heróico, Havana, Cuba*

"My special place is my grandmother's house in Old Havana. I love going there. All the family can be together."

**Annalia**

*Escuela de Guerrillero Heróico, Havana, Cuba*

"A desert island with friendly animals would be my ideal place, because animals always listen to you, unlike humans."

**Ian**

*Avoch Primary School, Scotland*

"My special place is an underwater cave where I would live with my dog. It would have a secret swimming pool."

**Alan**

*Avoch Primary School, Scotland*

"My special place is on top of the wardrobe where I go and eat crisps. I have lots of cards up there which I write my feelings on. I also have photos of the family there."

**Paty**

*Pukllasunchis School, Cusco, Peru*

"My favourite place is an imaginary secret tree-house that nobody knows. It has a cinema, telescope, solar panels for light, and traps so that no one can get in. There is also a lift that will take me anywhere in the world."

**Robert**

*Avoch Primary School, Scotland*

"My special place is in my Auntie Marilyn's attic. It has two windows and a cupboard which I have my tea in. There are also lots of china dolls."

**Pippa**

*Granton Primary School, Edinburgh, Scotland*

"My favourite place is between my toy shelves and the fridge, because nobody knows that place."

**Sandra**

*Pukllasunchis School, Cusco, Peru*





This section builds on pupils' understanding of their own individual identity and moves on to consider the wider community. Children are encouraged to appreciate the rich diversities that exist within their own community and the wider world. By looking at similarities and differences they

begin to understand that many factors combine in communities, including cultural, ethnic, racial and religious diversity, gender and disability.

The activities in this section – as with much work on rights – can also raise difficult issues. Communities are often places of conflict, and some of the activities explore what happens when the interests of one group conflict with another. Role play is an important methodology in this area.

Activity 4.1

My communities

CURRICULUM LINKS

PSHE and Citizenship      1 b; 2i; 4b, f

Learning objectives

- To encourage pupils to look at groups and identity.
- To gain an appreciation of communities and their diversity.

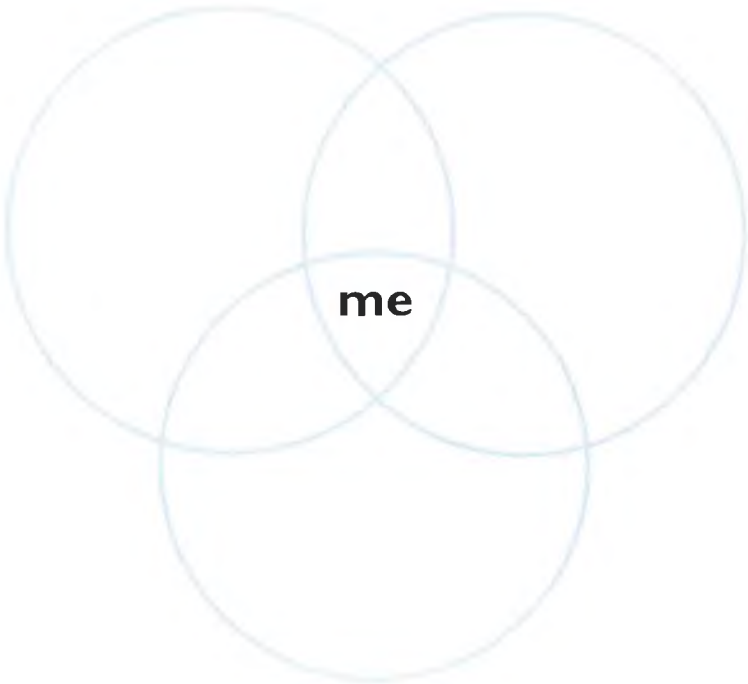
Resources

- You will need to create space in the classroom, or you could run this activity in a hall or playground.
- A piece of chalk.

Activity

- 1 Using chalk, draw three large interlocking circles on the ground.

- 2 Choose three visible characteristics: for example, wearing trainers; wearing yellow; brown hair; green eyes. Tell the pupils which circle represents a particular characteristic and ask them to locate themselves in the circles, depending on whether or not this characteristic applies to them. Point out that some of them may wish to be in more than one circle.
- 3 Once pupils have moved into the relevant spaces, try the activity again with another three characteristics.
- 4 Now link this grouping more to rights issues. Choose three characteristics that relate to rights and are appropriate to the class. These might include:
- those who keep a diary
  - those who do a newspaper round or some other work
  - those who speak more than one language
  - those who play sport
  - those who practise a religion or celebrate a particular festival
  - those who have a relative in another country
  - those who recycle some of their household waste.



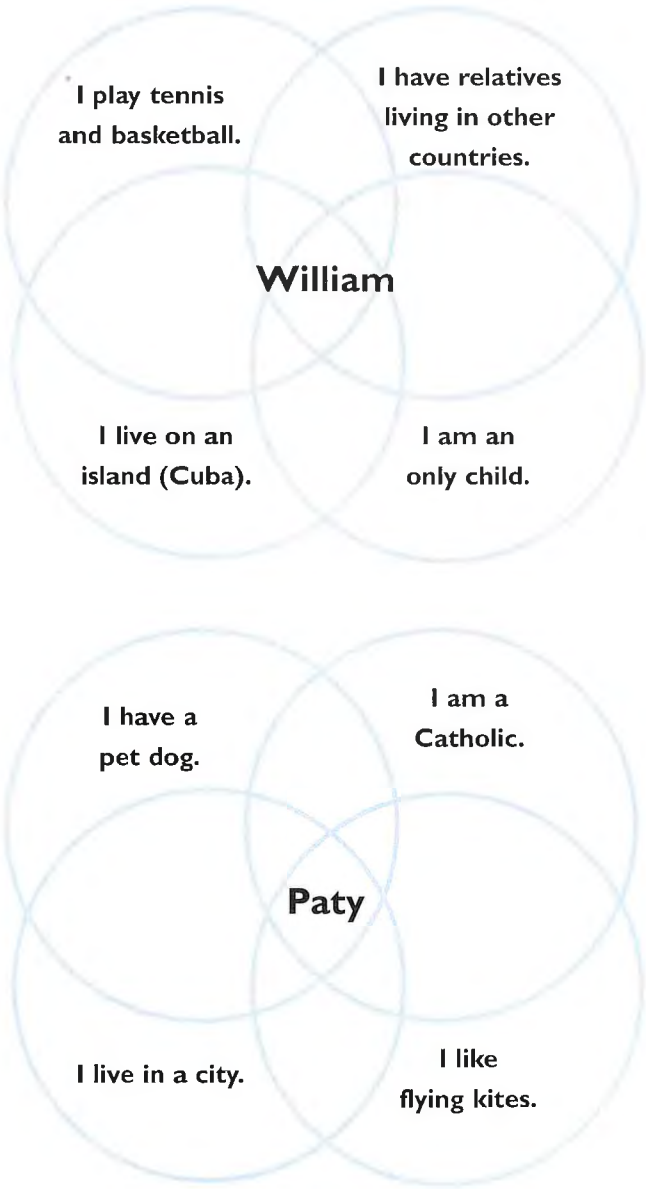
**Class discussion**

- Explain that a community is a group of people who have something in common. A sense of belonging to a community can be based on different things: a shared religion, similar kind of work (such as mining or fishing), or shared experience (such as coming to the UK from the same country), for example. The children at Daruê Malungo Centre in Recife have a strong sense of community identity, based on their shared African-Brazilian dance and music heritage.
- Explain that an individual belongs to several different communities, and that in this activity, pupils have been placing themselves in different groups which all form a part of their own identity.
- Using these groups as a starting point, you may go on to look at how many different communities are represented in the class and how these enrich the group as a whole.

Ask pupils to draw a Venn diagram that shows the different communities to which they belong, positioning themselves in the middle. They may like to compare their own groups to those of William from Cuba or Paty from Peru.

**Further work**

Ask pupils to look at all the communities that have been identified and consider what rights they are claiming by belonging to these groups. How would it feel if they were not allowed to belong to a community that was important to them? For example, they might be denied the right to enjoy their own religion if their beliefs were never reflected in school assemblies.





## Activity 4.2

### What is a community?

"Children were very keen to give ideas – mature comments. Very high quality discussion. Very surprised by similarities."

Gina Southey  
Kings Norton Primary  
School

#### Learning objectives

- To explore what pupils already understand by the word "community".
- To look at similarities and differences between pupils' own communities and those of young people in Latin America and the Caribbean.

#### Resources

- Enough photocopies of Activity sheet 4.2 so that you have one for each pupil.
- Enough copies of the UNCRC (see page 108) for each pair of pupils to share one.
- Enough coloured pencils for each group of four pupils to have two different colours.

#### Activity

- 1 Divide the class into groups of four or five and ask them to choose a scribe.
- 2 Ask the scribe to write the word "Community" in the middle of a large sheet of paper. Get the whole group to come up with as many ideas on the subject as they can in a short space of time.
- 3 The scribe should write down every idea, with no discussion. Remind pupils that there are no right or wrong ideas.
- 4 After a few minutes come together as a class and share the ideas that the children have come up with.
- 5 Ask each pair of pupils to join with another and look at Activity sheet 4.2.
- 6 Ask them to work through the sheet, underlining with one coloured pencil

#### CURRICULUM LINKS

English

En 1:3, En 2:3

PSHE and Citizenship

1a; 2c; 4a, b, f

any aspects of any of the quotes which have similarities to their own communities. With another coloured pencil they should underline any striking differences.

#### Class discussion

Talk about the pupils' own communities, and those of the children in Latin America and the Caribbean. What similarities and differences have pupils spotted?

- Were pupils surprised by their observations?
- What are some of the common desires for people in their communities, wherever they live (safety for children, a clean environment, etc)?
- What factors, such as racism, might threaten the well-being of communities?

#### Extension

You could now go on to look at the UNCRC. By referring back to their lists and the Activity sheet, pupils could identify what rights are being claimed by their own communities and those in Latin America and the Caribbean.

#### Further work

Pupils could think of all the different words that might follow the word "community" – police, health centre, midwife, nurse, ambulance, associations, etc. The telephone directory will give full details.

Pupils could illustrate these concepts and make a visual display of community resources.



## Activity sheet 4.2

### Our communities

"In a community people help each other; like we play games together here. This is a peaceful area and people are helpful. There is some crime but neighbours are very active. It would be good to surface the roads which are just made of mud, because when it rains it gets very difficult to move around."

**Luzgarda, from Cusco, Peru**

"We need to get a decent living space as one community. It's not fit to live here. We'd like to have a creche for the children but there is no space here. We'd like space for our kids to play in, but at the moment it's asking the impossible."

**Ediaeusa, from Recife, Brazil**

"To me community means unity, peace, love and everything that is good. But some people don't know what it means to belong to a community and they cause trouble and create arguments. On the streets here I often see violence and crime. The Daruê Malungo Centre is my community where the atmosphere is calm and loving."

**Edna, from Recife, Brazil**

"In my neighbourhood everybody loves and takes care of each other. There is a people's organisation called the Committee for the Defence of the Revolution. It takes care of discipline and tranquillity. The CDR carries out cultural activities, sports, cleaning and street improvement measures, and recycling. And every year it organises events for children and birthday celebrations."

**Anabel Domínguez, from Havana, Cuba**

"This year, the old and young in my community joined together to convert an old factory into a spacious and beautiful school. We have also made a garden which means that we can grow the food we eat for our school dinners."

**Dayron Bujeiro, from Havana, Cuba**

"I think a community is an area where friends can meet and talk."

**Jorge, from Cusco, Peru**

"The smoke from cars, cigarettes, and the rubbish that people burn in their gardens has affected the quality of our air. On a bad day I

find it difficult to breathe. At the same time the noise in our suburbs is intolerable. There are car engines, horns, the machines in the factory, loud music in people's houses. This is also a form of pollution."

**Nanet, from Havana, Cuba**

"There are different things that are important in my community. There is a community clinic where we can go for medical care and can get help at night if children are sick. There is a shop where people can buy things for US dollars. There is also a family doctor and a church."

**Patricia, from Havana, Cuba**

"My neighbourhood is changing because more people are moving in to the area. The park is an important part of the community. There are horses there, and wooden boats, and children can have fun there."

**Yenisel, from Havana, Cuba**

"My community is in the countryside which is full of nature and beauty, but I am aware that we still need to look after it and to respect nature."

**Doris, from Calca, Peru**

## Activity 4.3

### What our community needs

#### CURRICULUM LINKS

English                      En 1:1; En 1:4; En 2:3  
PSHE and Citizenship      2d, e, f, j; 4b

"Pupils were thoughtful and were able to suggest some excellent ways of improving other communities."

Val Faller  
Caldecote Primary School

#### Learning objectives

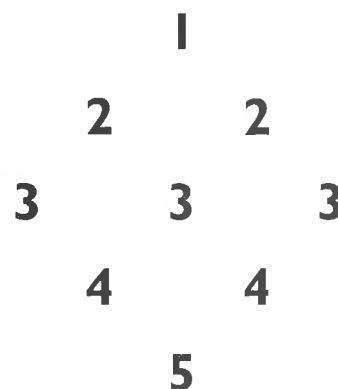
- To explore issues and encourage children to develop empathy through role play.
- To encourage pupils to develop an awareness of potential conflicts over the ways that resources are allocated within a community.

#### Resources

- A photocopy of the set of role cards, so that each group can have a different role.
- Enough photocopies of the list of services for each pair of pupils to share one.

#### Activity

- 1 Divide the class into four groups, giving each one a role card (see page 75).
- 2 Ask groups to look at their card, and each pupil in a group should behave as if they were the person described on it. It is usually easier for pupils to get into role if they give themselves a name.
- 3 Pupils should use their imagination to think about, and then discuss, what the concerns of that person might be.
- 4 To help pupils develop their roles, try "hot-seating". Each group, in role, faces the rest of the class. Pupils in the class have the chance to address those in the group in role. For examples, pensioners might be asked, "Do you have any grandchildren?"; "What are your hobbies?"; "What's your name?", etc.
- 5 In role, ask pupils to arrange the nine service cards in a diamond pattern, putting the most important at the top, and the least important at the bottom. If they can think of an alternative service that seems more important, they can change one card.
- 6 Now tell pupils that the town council has a small amount of money to make some improvements to the community which will allow two services to be developed.
- 7 Ask the groups to come together and, in role, argue for the service that they, as a group, have identified as the top priority. The town councillors (the rest of the class) should listen to each argument and reach a final decision on the allocation of resources, based on hearing what each group has to say.



### Class discussion

Talk about the role play.

- Was it difficult for the groups to reach a compromise with others?
- What were some of the factors that prevented this?
- How did the town councillors feel about having to make the final decision on allocating resources?
- How do the needs, or rights, of some groups within a community conflict with those of others?
- How can these issues be resolved?
- In pupils' own communities, does every group have its needs met?

In Peru, children drew up a list of what they wanted for their community and why they thought it was important. They then set up a role play around a planning meeting at the local town hall. The “**Community Planning Committee**” consisted of a chair person, the mayor, an environmentalist, a builder and a town planner.

**Children from Pukllasunchis school, Cusco, Peru**  
role-playing a community planning meeting.

The classroom was prepared for the meeting and a notice put on the door

**“Meeting in the Town Hall today at 4pm.  
This is your community – so come along  
with your ideas and join in the debate.”**

The “public” arrived and all children took their roles very seriously, to the extent that the mayor set about getting a prime position for his own luxury house. After much debate, a class priority list was drawn up for the community.



**Role play**

Role play involves members of a group taking on particular characters in a scene. It is an ideal way to explore the feelings that a person might have in a given situation, or to explore the group's understanding about a scene or situation. Role play is open-ended and this can lead to a lack of structure and organisation, so clear guidelines are necessary. Time needs to be given for actors to settle into their roles. It is important to decide the extent to which you wish the role play to be experiential, as opposed to performance-based.

Debriefings are also a vital part of role play. Time should be allocated to allow ample feedback so that the plot and motivations can be discussed – remember that the process and exploration are definitely as important as the end result.

## Shaping our communities: list of services

- a lunch club for pensioners
- a park
- public transport
- a health centre
- a family centre
- a church
- an out of town shopping complex
- a youth club
- a school



## Activity sheet 4.3

### What our community needs

#### Role play cards

##### **Pensioner**

You are a pensioner. You feel that older people are often not listened to and your needs are often ignored in favour of other groups.

You have spent many years working hard and, now that your health is not so good, you want somewhere that you can relax and enjoy a bit of peace and quiet.

You don't have a car and so it's important to have shops within easy reach. It disturbs you that young people today seem to have so little to do. You feel that it's a disgrace that they spend so much time just hanging around doing nothing.

##### **Parent**

You are raising your children as a lone parent and sometimes feel quite alone.

Luckily you have lots of friends. You feel that your neighbourhood would benefit from a family centre which would allow parents to meet each other and would have a safe place for your children to play. You feel that the needs of parents are often not considered by other groups in the community.

##### **Teenager**

You are a young teenager and you don't have much money. There's nothing much to do in your area and nowhere for you to meet up with friends. That's why you tend to spend quite a lot of your time in the park. It's not right that people complain about youngsters hanging around, but offer nothing for them to do. You think that other people get a much better deal and everyone judges you unfairly.

##### **Councillor**

You are a local town councillor. You have been elected by the whole community and want to be fair when sharing out money. You know that there is not enough to satisfy everyone. You try to listen to the views of different groups in the community and then decide on the best way of sharing what little there is.



## Activity 4.4

## Modelling a community

## CURRICULUM LINKS

Art and Design	1; 2; 3; 5
PSHE and Citizenship	2a, f, h; 5g
Design and Technology	1, 2, 3

"Drawing and painting and working with colours gives children a chance to externalise things they can't always verbalise."

Joanna Boyce  
muralist  
Edinburgh Puppet  
Company

**Note:** *this activity needs to be spread across two lessons. Alternatively, if teachers do not wish to make models, they can carry out just Part One.*

## Learning objectives

- To explore pupils' perceptions of their own communities and compare these with a community in Cuba and one in Peru.
- To pool classroom ideas and create a model or mural of the local neighbourhood.

## Resources

- A variety of materials for model-making (Part Two) – crayons, paints and paintbrushes, pens, cartons, boxes and other recycled materials, glue and sticky tape, modelling knives and scissors.
- Alternatively, a variety of materials for painting a mural (Part Two) – Polyfilla, MDF/plywood (optional), metre stick, chalk, masking tape, white primer paint, water-based paints\*, a variety of brushes\*\*, two buckets and clean cotton rags, water-based varnish, chalk.
- Enough photocopies of Activity sheet 4.4a for half the class to share one between two.
- Enough photocopies of Activity sheet 4.4b for half the class to share one between two.

## Activity

## Part One

- 1 Ask pupils to think about where they live and to draw a map of their community, starting with their house and putting in the places around it that are important to them. They should put in major landmarks, routes in and out, resources (such as shops, parks or cinemas) and drawbacks (such as waste tips, or a dangerous pond).
- 2 After a few minutes, ask pupils to get into pairs. Give half the pairs Activity sheet 4.4a, and half sheet 4.4b. Ask them to compare their own community maps to those on the Activity sheets.

## Class discussion

Talk about the community maps.

- How are pupils' communities similar to the ones they looked at?
- How are they different?
- What do pupils feel are the most important features of a community?
- Was there anything in the image maps that particularly surprised them?
- What is the best thing about living in their own community?
- What would be the best thing about living in the community that they have looked at?
- What common resources are there?

\* *This is not an option for external walls! (Acrylic paint is preferable, but it does not come off clothes.) Emulsion paint may be used, or masonry paint if the mural is to be on an external wall. If ready-mix classroom paint is the only option, mix it with PVA.*

\*\* *Use good quality brushes for a good result. Flat-fitch and round-fitch decorators' brushes are recommended, as well as hog-hair classroom brushes.*

## Part Two

- 1 Using the information from the pupils' maps, discuss what aspects the class would like to put on to the group model or mural. Draw up a profile of community needs. What can be done about them?
- 2 Ask pupils to make a large model of their community using boxes, cartons and other recycled material, or help them to paint a mural (see information box overleaf).
- 3 Base the model or mural on the information in the maps, but include any improvements that could be made. This could be done by producing a set of suggestion cards with pictures on. The suggestions could be linked to rights issues – health, crime and safety, housing, leisure, traffic and transport. If you choose to paint a mural, you will need to plan the work carefully, and have class sketches to work from.

## Class discussion

Talk about the needs of the community.

- What kinds of responsibilities do pupils have for seeing that the needs of the community are met? For example, who is responsible for keeping the shared environment clean, or making improvements to it?
- This model or mural can be used to raise awareness of what is needed in the community.

## Further work

As additional preparation for the activity, pupils could interview a range of people in the community with different needs: shopkeepers, old people, disabled people, people from different cultural groups or religions, for example. Pupils could consider rules within a community and how these change in different contexts. They could draw up a **“rule book”** for the community they have created.

You could invite a town-planner to talk to the class about the various community needs that they have to consider in their work.

**Paradise City rule book** drawn up by children at the Daruê Malungo Centre, Recife, Brazil

- We will work and play together.
- We will help one another.
- We will have a meeting place.
- Each family will share.
- We will share food and not waste it.
- We will be loyal to one another.
- We will not fight or use weapons.
- No violence.
- No lying or stealing.
- We will take care of children.
- We will keep our area clean.



## Mural painting

**Note:** *It is important to choose the site carefully. You need to find somewhere that is not cramped, that has good light, and where the mural will be seen from a distance. You can paint straight on to the wall, or on to MDF or plywood (either one large piece or several panels) which can later be attached to the wall. (This gives the option of painting on either horizontal or vertical surfaces.)*

Painting a mural of an imaginary community, Calca, Peru.



### Organisation is important:

- Work with small groups of pupils so that the area does not become overcrowded.
- Before painting begins, protect all surrounding walls and floor with flattened cardboard boxes, newsprint or dust sheets.
- Lay out the paint in easy-to-hold sized pots, on a spacious covered table well away from the mural.
- It is best to leave the black paint aside and use it only for outlining at the end.
- Put out at least two large buckets of water (one for washing brushes, one for rinsing), and change regularly.
- Have plenty of soft cotton rags or paper towels.
- Encourage children to choose the right brush for the job – bigger brushes for filling in blocks of colour and finer ones for detailing.

**Photo Q** in the photo set shows a mural which was completed by children in Calca, Peru.



### Instructions

- 1 If painting straight on to the wall, prepare the wall for painting:
  - Brush off loose dirt.
  - Make sure that the wall is dry and free of dirt and grease. If necessary, wash it down with sugar soap.
  - Fill in any cracks with Polyfilla and sand down the surface with a fine grade sandpaper.
  - Mark out the frame for the mural with a metre stick or flat edge. Define the outline with a good quality masking tape.
  - Prime the mural area with a white acrylic primer or one or two coats of white emulsion.
- 2 With the aid of the sketches, you can start the mural:
  - Use chalk to map out large areas first – for example the sky, sea, rivers, hills, etc.
  - Paint these areas first, so that you will not need to paint background around smaller images later.
  - When the background colours are dry, the pupils can work in small groups to mark out the detail in chalk. This will help with painting later.
- 3 Paint in the bigger shapes – football pitches, buildings, roads, trees, etc.
- 4 When these are dry, paint the smaller details – windows, people, cars, animals, etc. If you want images to “jump out”, they can be defined with thin black lines. This is best done by teachers or older, more confident pupils. Extra chalking of outlines and details can be added at any stage.
 

Do create time throughout the process for the group to step back and see the image developing. Is there anything missing? Is the balance of colours and spaces working well?
- 5 Once all painting has been done, leave the mural to dry completely.
- 6 Any visible chalk marks can be removed by lightly flicking at them with a clean, dry cotton rag. Carefully remove all masking tape.
- 7 You might want to give the mural a title and maybe all sign it.
- 8 Finally, varnish the mural with two or three coats of water-based acrylic satin varnish, using a large, soft brush. This is best done by a teacher.

# Activity sheet 4.4a

**My community** by Patricia from Cuba

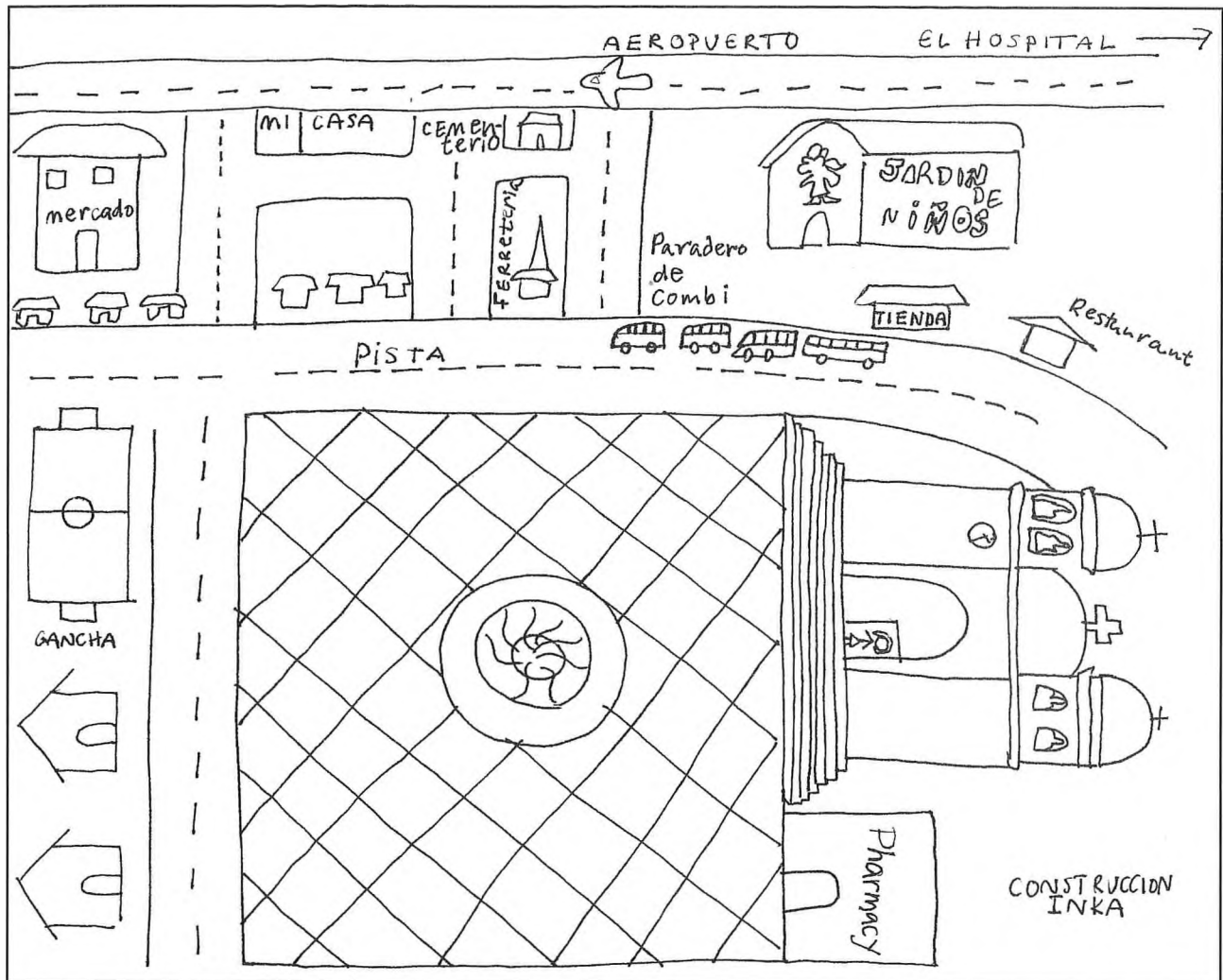
## Key

policlínico	health clinic
mercado	market
parque	park
escuela secundaria	secondary school
taxi	taxi
panadería	baker's shop
parada	bus stop
guagua	bus
librería	bookshop
cine	cinema
escuela primaria	primary school
farmacia	chemist
bar	bar
edificio	building
centro comercial	business centre
Terraza de Cojimar	a restaurant called the Terrace of Cojimar
el mar	the sea
tienda	shop



## Activity sheet 4.4b

### Our community by children from Peru



#### Key

gancha	pitch	pista	road	jardin de niños	playground
mercado	market	ferreteria	ironmonger	paradero de combi	bus stop
mi casa	my house	tienda	shop	construcción Inka	Inca site
cementerio	cemetery				



## Activity 4.5

### Divided communities

#### CURRICULUM LINKS

English

En 1:3

PSHE and Citizenship

2c, e, j; 4d, f; 5g

"Creating the mural had great significance; hope for better days to come, awareness of the here and now, their reality and the desire to transform it. The mural has a great impact on everyone who goes into the room where it is displayed, which is the room where all Daruê Malungo's collective activities take place. Stronger still is the impact of hearing the children explaining the meaning of each part of the panel."

**Nara Menezes**  
Save the Children  
Programme Assistant,  
Recife, Brazil

#### Learning objective

- To use a photo as a starting point for exploring the divisions that exist within communities and ways in which these can be overcome.

#### Resources

- Photo R. You may like to photocopy this so that each group of children has a copy.

#### Activity

- 1 Introduce this activity by explaining to the class that communities can be divided in many ways. Walls are the most obvious – you could refer to the Berlin wall and the peace walls of Northern Ireland. There are also invisible "walls" that divide communities – racism, poverty and wealth, sexism, etc. Use the photo as a stimulus for discussion.
- 2 Divide the class into four groups. Ask two groups to talk about all the things that people might feel they would gain by having a "wall" (security, sense of unity, etc). Ask the other two to think of what you would lose by having a "wall" (friendship, neighbours, etc).

#### Class discussion

Compare the thoughts of the groups.

- Now look at what "walls" there are in pupils' own communities, or at school. These are obstacles to people being able to come together as a whole group. Examples might include having places that are not wheelchair accessible, or not having a safe environment to play in.
- How do these "walls" deprive people of their rights?
- What rights might the people who live in the *favela* in the picture be deprived of?
- What can be done to tear down the different walls?



## Activity 4.6

### Community symbols

#### CURRICULUM LINKS

Art and Design

1; 2; 3; 5

PSHE and Citizenship

4b

#### Learning objectives

- To look at symbols by which a community can be identified.
- To paint a mural, based on pupils' experiences of their own community.

#### Resources

- Photo Q.
- Resources for mural painting listed in Activity 4.4 (page 76).

#### Activity

##### Part One

- 1 Tell pupils that they have ten minutes to get into pairs and find an object or do a drawing – inside or outside the classroom – that represents or symbolises their community or an aspect of it. Objects could include a shop advert, a local paper, or a leaf, for example. Alternatively they could be places within the community that could serve as a symbol – a church or other local landmark, a park bench, or a tree on the green, for example.
- 2 Ask each pair to put their object on a table, or show their drawing to the group, and explain why they chose this symbol. Based on what the pupils have presented, you might go on to look at what rights are represented by the objects or drawings.

#### Class discussion

Look at Photo Q. Explain to your pupils that children in Peru painted this mural and that it portrays many symbols within their community. These include: the tools used in agriculture (*herramientas para trabajar*), the llama, and *chicha*, the local alcoholic drink in a bar.

In Brazil, children chose a tap to symbolise their community. In *favelas*, many houses do not have running water. The communal water taps provide a meeting point for the community. They are a place where news is exchanged, where people can gossip, and where friends can stop and rest for a while as they wait.

Using Photo Q, talk about the information it conveys.

- What does this mural tell us about the way of life in this area?
- Describe the landscape.
- What season do pupils think it is, and how can they tell?
- What would they like best about living in this area?

#### Part Two

Over a number of lessons, you could produce a mural of the pupils' own community, using Photo Q as an inspiration, and based on the symbols that the class has identified.

(See Information boxes on mural painting, pages 78–9.)

#### Key to the phrases used in photo Q.

*buscando una vida mejor*  
searching for a better life

*vivimos felices*  
we live happily

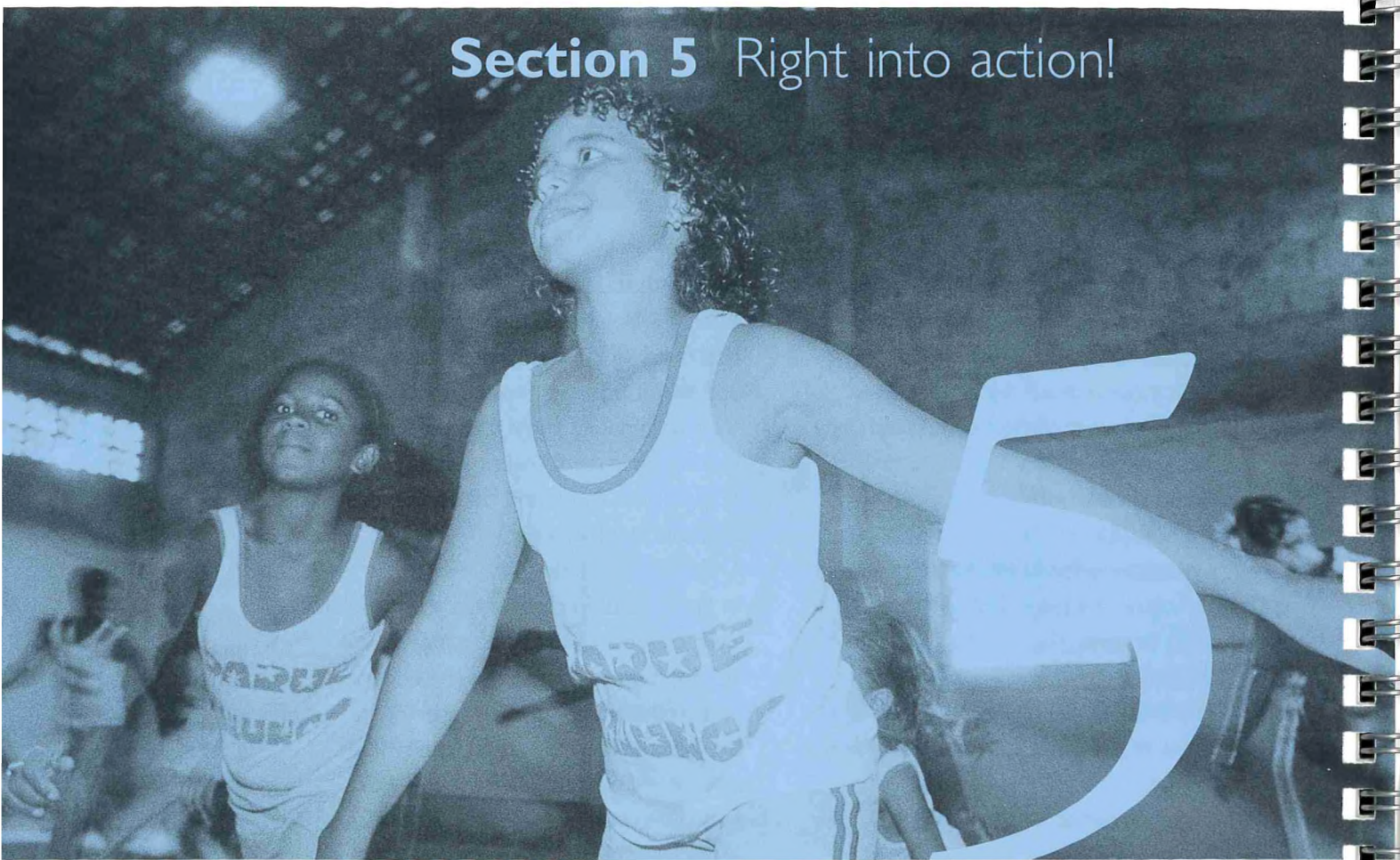
*que lindo es mi Peru!*  
how beautiful my Peru is!

*gracias a dios mi pueblo es grande e maravilloso*  
thanks to God my village is big and beautiful

*están trabajando*  
they are working

**Note:** some words are also in Quechua, the local indigenous language which most children in Cusco can speak.

## Section 5 Right into action!



The earlier sections in this pack have aimed to give pupils an understanding and awareness of rights issues in their own lives, and those of others in different parts of the world. However, this awareness and understanding is of limited use if it does not lead to some form of participation and action.

Indeed, this is an essential part of preparing young people to assume social and moral responsibility, and to recognise that their actions affect those around them, both in their own community and the wider world.

The activities in this section look at what can be done to protect and defend rights. Each one is designed to encourage personal reflection and the setting of personal goals so that young people are empowered to do something about an issue they feel strongly about.



## Activity 5.1

### Defending rights

#### CURRICULUM LINKS

**PSHE and Citizenship**

**4b; 5a, b**

**Art and Design**

**1; 2; 3; 5**

#### Learning objectives

- To look at defenders of human rights through history.
- To consider actions that pupils themselves have taken to defend rights.
- To make a classroom display based on the lives and activities of defenders of human rights.

#### Resources

- Large sheets of paper, pens, charcoal, Blu-Tack or drawing pins.
- Overhead projector (OHP) and transparencies.
- Reference books (see Resources, page 112).

#### Activity

- 1 In groups of four, ask pupils to think of people who they feel have fought for human rights. You may like to add some of the following:

Socrates, Thomas More, Mary Wollstonecraft, Elizabeth Fry, Abraham Lincoln, Eleanor Roosevelt, Olidiah Equiano, Martin Luther King, Mahatma Gandhi, Rigoberta Menchu, Toussaint L'Ouverture, Zumbi dos Palmares, Chico Mendes, Nelson Mandela, Sojourner Truth, Herbert Betinho de Souza, Benedita da Silva, etc.

- 2 Ask the groups to read out their names, and develop a class list of people who have fought for human rights.
- 3 Ask your pupils to go away and find out what the people listed have done to defend human rights, and which

rights they have fought for. Research could be done on the internet, as homework, or using reference books.

- 4 Create a classroom display of life-size figures, featuring defenders of rights. One effective way of doing this is by photocopying characters. Either photocopy them directly on to transparencies, or transfer them by pen. Stick large sheets of paper on the wall and use the OHP to project the figures on to the paper. Draw around them with pens or charcoal and cut out the characters. (An easier, though less effective, alternative would be to create a display with less than life-size figures.)
- Ask each pupil to make one historical character and one display of themselves. (They could make their own display either by using the method described above, with a photo of themselves, or by making silhouettes – see page 49).
- In pairs, pupils should discuss how their chosen historical character has defended rights and why they admire them. They should then discuss how they themselves have defended rights in their own life. Shirley's example from Peru (page 103) may provide inspiration here. Finally, they should write down this information and present it alongside their two characters.
- Mount all the characters on the wall to create a life-size classroom display.

## Activity 5.2

### Putting rights into practice

#### CURRICULUM LINKS

English	En 1:3
PSHE and Citizenship	1a; 2h; 4a; 5a, b, c

#### Learning objectives

- To become more familiar with particular articles in the UNCRC.
- To encourage pupils to think about how they can take responsibility to support these rights in their own lives.

#### Resources

- Enough photocopies of the Rights cards (5.2a) for each small group of pupils to have two.
- Enough copies of Activity sheet 5.2b for each pupil to have one.

#### Activity Part One

- 1 Ask pupils to get into small groups. Give each group two Rights cards.
- 2 For each card, ask the groups to think about two actions they can take to claim that right, or to help others to do so. You could refer to the Ideas for actions for examples. When they have done this, ask them to pass the card to another group.

#### Class discussion

After each group has had some time to consider a range of rights, discuss the actions that pupils have thought of.

- Write these down as a list of classroom actions.

#### Part Two

Give each pupil a copy of Activity sheet 5.2b, and ask them to complete it. If they wish, they may share what they have

written with a partner. Encourage pupils to take time discussing the red light because this is the most difficult one, and one that could involve risk and feelings of discomfort.

Ask pupils to keep these sheets as personal reminders of what they have decided to take responsibility for.

#### Class discussion

You could review the sheets at the end of the term to see if any lights have changed colour. Have any red ones become green?

#### Ideas for actions:

**Article 12** – write to an MP (or some other person) about issues that affect you; join the school council; find out about what the local council does, and how you can participate in it.

**Article 13** – choose an important issue and find out sources of information and advice that young people can access.

**Article 14** – make a calendar of the dates of the main festivals of different religions and find out how these days are celebrated.

**Article 15** – make friends with someone at school whom you don't know.

**Article 19** – find out if there is a problem of bullying in your school and do something about it.

**Article 23** – investigate how accessible your school environment is to those with special needs, for example wheelchair users.

**Article 24** – develop a healthy lifestyle, for example by having a healthy diet and avoiding risky behaviour.

**Article 27** – find out about the work of organisations that help people to obtain a good enough standard of living, for example, those working with the homeless or street children.

**Article 28** – help other children in school with their reading.

**Article 30** – learn about and respect the minority groups in your community.



Activity sheet 5.2a

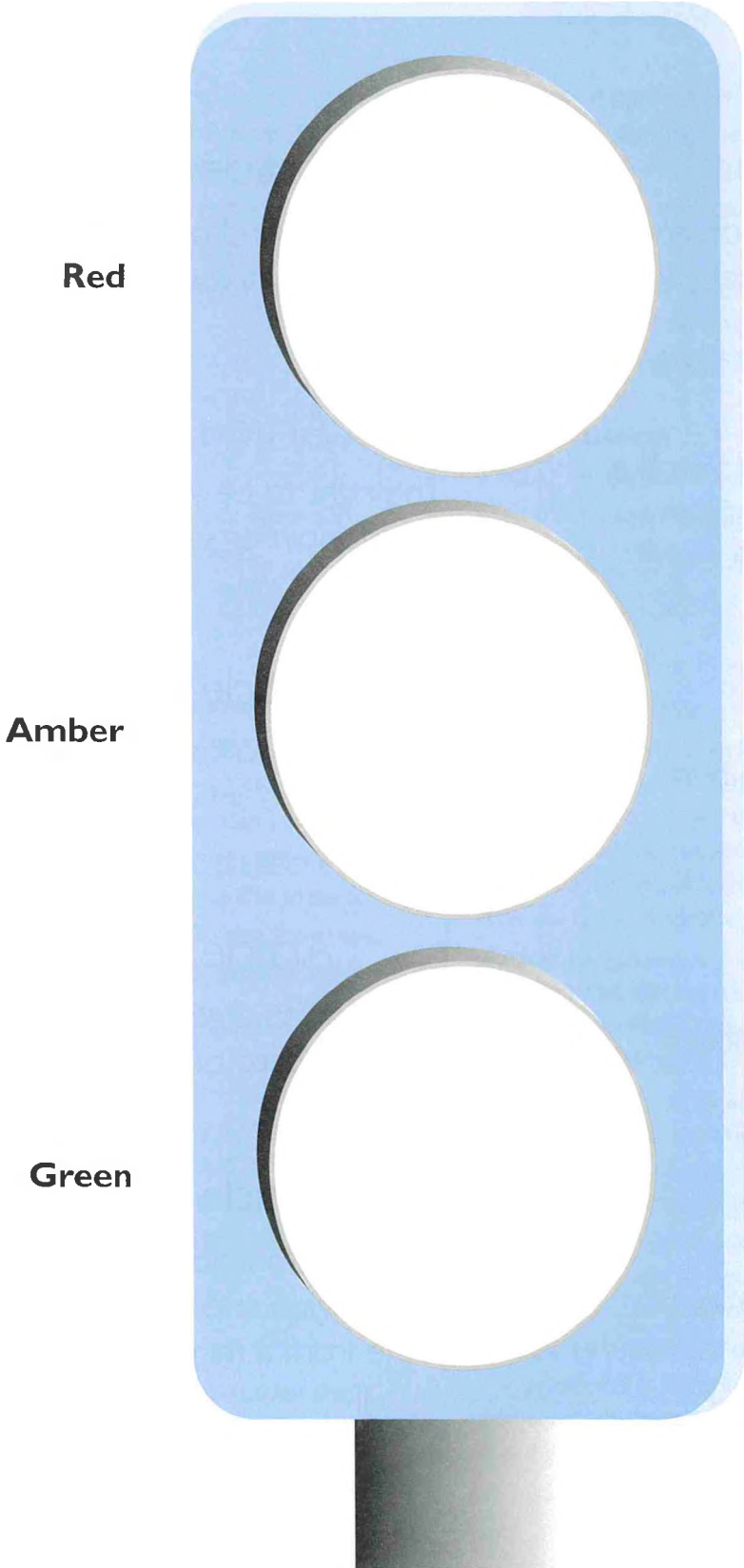
Rights cards

<p>Article 12</p> <p>The right to an opinion and say in things that affect you.</p>	<p>Article 13</p> <p>The right to find out things and say what you think.</p>
<p>Article 14</p> <p>The right to think what you like, and be whatever religion you want to be.</p>	<p>Article 15</p> <p>The right to be with friends, and to join or set up clubs.</p>
<p>Article 19</p> <p>The right not to be hurt.</p>	<p>Article 23</p> <p>The right to special care if you have special needs.</p>
<p>Article 24</p> <p>The right to good health.</p>	<p>Article 27</p> <p>The right to a good enough standard of living.</p>
<p>Article 28</p> <p>The right to education.</p>	<p>Article 30</p> <p>The right to enjoy your own culture, religion and language if you come from a minority group.</p>



# Activity sheet 5.2b

## Traffic lights



Look at the classroom list of what can be done to support rights.

Choose one thing that you can easily do and write it in the *green* light.

Then choose a second thing that is more difficult and will require help and more time, and write it in the *amber* light.

Finally, choose something which will be difficult to achieve and may require quite a lot of help and support, and write it in the *red* light.

## Activity 5.3

### Claiming rights role play

#### CURRICULUM LINKS

English	En 1:1; En 1:4
PSHE and Citizenship	2d, e, f; 4b

#### Learning objectives

- To use role play to explore how one person's action can conflict with another's rights.
- To encourage children to look at how solutions to such conflicts can be found.

#### Resources

Two photocopies each of Activity sheets 5.3a and 5.3b.

#### Activity

- 1 Divide the class into four groups. Two groups will perform role play 1 and two will perform role play 2.
- 2 Hand out the appropriate scenarios – Activity sheets 5.3a and 5.3b – to each group and ask them to devise a performance based on the three characters in their scenario (see page 74). They may add other characters to the scenarios if they wish.
- 3 After about ten minutes ask the groups to perform their plays.

#### Class discussion

Talk about the plays.

- What rights are portrayed in each play?
- What are the similarities between the two scenarios?
- Ask the children to think of a range of solutions to these scenarios. (You may wish to use the techniques of Forum Theatre on page 28 to take this further.)
- What can be done when there is conflict about rights issues?
- What different ways are there of defending rights?

#### Fabio claiming his rights

Fabio is an 18-year-old Brazilian living in Recife. His life has been tough. His mother left home when he was very young and he grew up taking responsibility for running the household. In his neighbourhood he was picked on by his neighbours and his peers.

Fortunately, Fabio got to hear about a centre in Recife called the Institute of Life where people can go to do creative activities such as drawing and painting, music and dance. At the same time, this cultural centre helps people who are being bullied or discriminated against, or who are vulnerable to violence and poverty.

Fabio was particularly interested in dance, which he used to explore his identity and express his feelings. He also got very involved in the Art from Rubbish project. He made costumes from recycled materials which were then modelled in one of the Centre's fashion shows.

Fabio has now been recognised as a talented designer. He has gone back to school and is doing very well there. He has already been offered professional training in Fashion Design when he leaves school. Fabio will be taught by Eduardo Ferreira, who is one of Brazil's top clothing designers, well-known for his imagination and originality.

## Activity sheet 5.3a

### Role play 1: Cuba

#### **Role A: Young person in Cuba**

You live in a part of Havana, Cuba, where many of the city's factories are located. Walking along the beach you often see patches of oil on the sand. Your parents will no longer allow you to swim there. More and more children in your school are beginning to suffer from asthma. You would like to be able to enjoy your environment more. You have just heard that more waste is going to be dumped in the sea. You don't like this, but you are not sure about getting involved.

#### **Role B: Young activist in Cuba**

You are a member of a young person's cultural group called Kaiowas. You use music and dance to tell people about your environmental concerns. You have started a campaign to clean up the beaches. Lots of young people are already involved. But now that you have heard that more waste is being dumped in the sea it's even more important that people do something about this.

#### **Role C: Worker in Cuba**

You work in a factory. It's quite a good job and you want to stay. The factory cannot afford expensive waste disposal systems and so it dumps waste into the sea. You feel that it's more important that the factory stays open because it provides work for many people. You know that the environment is important, but you can't afford to think into the future.





## Activity sheet 5.3b

### Role play 2: the UK

#### **Role A: Young person in Scotland**

You are a young person living in Scotland. There's not much to do in your area and you haven't got much money. Mostly, you hang around with friends near the bus stop where there are some benches. It's not that great, but at least you get to meet up. Recently the police have made a curfew to try and stop crime. You have to be off the streets by 10pm. You feel this is very unfair since you are not causing any trouble to people by meeting up.

#### **Role B: Young activist in Scotland**

You are a member of a group called Article 12. This is named after the article in the UNCRC that relates to young people's right to a voice. You believe that young people's rights are ignored and you want to change this. You have recently received news of a curfew that is being imposed on young people in Scotland. You feel that this deprives them of their right to meet up with friends. You'd like to get young people involved.

#### **Role C: Older person in Scotland**

You live close to the bus stop. This used to be quite a quiet part of town, but now there are lots of young people hanging about and not doing very much. It was never like this when you were young. You no longer feel very safe in your own home. You'd like the police to crack down on crime and you're sure these people are up to no good.



## Activity 5.4

### Rights through dance

#### CURRICULUM LINKS

English	En 3:1; En 3:3
PE	6
PSHE and Citizenship	2e; 4b, d

#### Learning objective

- To encourage pupils to appreciate how music and dance can be linked to rights issues.

#### Activity

##### Part One

Read out the story of *capoeira* (page 93).

#### Class discussion

Talk about the story. What were the emotions and attitudes that the *capoeiristas* were showing through their dance (bravery, strength, unity, anger, etc)?

- What were the emotions and attitudes that were not shown but lay beneath the brave exterior (fear, sadness, loss, etc)?
- Why do pupils think these ranges of emotions existed?
- Were the *capoeiristas*' rights being met?
- Which rights were they denied?
- Ask pupils to think of a time when they, or someone they know, may have experienced similar feelings.

#### Part Two

- In groups, ask pupils to choose three or four of the emotions discussed, and to begin to experiment with ways of expressing them through movement. For example, someone who is afraid may become a small and crumpled shape, seeking a place to hide; someone may show they are angry by stamping their feet or shaking their fist.

- The groups should then work at stringing some of these movements together to create a short dance sequence. They may choose different actions to portray one emotion, or they may describe two or three emotions one after the other, finding suitable movements to link them together. Encourage pupils to play with a range of movements – quick, slow, light and strong – and to use the space creatively.
- Come together to see what each group has done and discuss what was going on.

#### Extensions

- After looking at the range of emotions above, ask pupils to think of a time when they felt one or more of these feelings.
- Ask them to write a poem incorporating these emotions.
- Ask pupils to put themselves in the shoes of an escaped slave or Zumbi dos Palmares and write a story about founding a “*quilombo*”.

**Note** Dance is often best accompanied by music. Bring in contrasting pieces of music which may be appropriate – happy, sad, pensive, wild, etc – and let children choose one to work with.

## The story of *capoeira*

During the history of the slave trade, more than two million people were brought as slaves from Africa to Brazil. Recife was one of the main ports in which they were sold before being put to work on sugar and tobacco plantations.

From around 1770, the slaves developed a martial art called *capoeira* as a powerful self-defence technique. *Capoeiristas* – as the people who practise it are called – whirl around from hands to feet, springing into back flips and cartwheels, getting faster and faster in time to music, with their high kicks barely missing each other. But because slave-owners forbade any form of martial art, the slaves had to disguise *capoeira* as a traditional African dance, using musical instruments and singing to pretend they were practising a simple, harmless game!

In the seventeenth century many slaves who had rebelled against their owners and set themselves free, began to join together to form *quilombos*, which were hidden territories where the former slaves governed themselves. In Recife a group of 40 slaves, led by Zumbi dos Palmares, escaped towards the mountains. After many months and with the help of local Indians, they eventually arrived at a safe place. They called this

Palmares because there were so many palm trees in the area. Over the next century, Palmares became Brazil's largest *quilombo*, with over 20,000 people living there.

In Palmares the art of *capoeira* was perfected. It became a symbol of freedom. With its fast and tricky movements, it became a way of fighting soldiers who attacked Palmares. The enemy would be lured into the jungle and attacked at a surprise time and place.

After numerous slave rebellions, slavery was abolished in Brazil on 13 May 1888. Many former slaves headed for the cities where they faced unemployment and poverty. Many organised into criminal gangs. *Capoeira* was seen as a threat by the Government and was outlawed. A special police force was created to stop its practices.

Although *capoeira* was outlawed until 1920, it was heavily disguised as a folk dance and gradually became more acceptable to society.

The first *capoeira* school was opened by Mestre Bimba in 1937, and today *capoeira* is practised in Brazil and other places around the world in schools and clubs.



### Dance

Dance has its own language and relies on the body as a means of expression and communication.

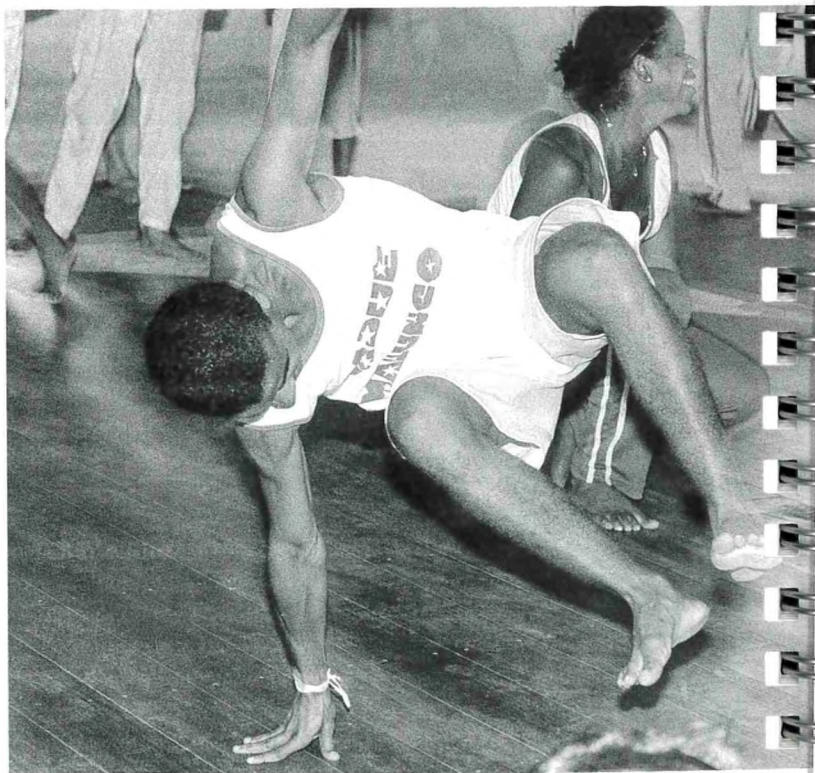
Warm-ups are an important part of dance – they may be aerobic, which improve body awareness and encourage flexibility. Begin with repetitive, simple movements such as knee bends, stretches, walking on the spot and twisting, which the whole group can carry out in unison. This builds confidence and helps children relax. Try encouraging children to use space, and to carry out a range of different movements including “in place” movements, travelling movements, standing, kneeling and sitting movements, and relaxation by “letting go” and breathing.

Dance is about responding to a stimulus. Encourage children to focus on their feelings and think about what they want to say in their dance. Improvisation is a very important means of exploration, so allow time to experiment. Some children may feel embarrassed about “dancing”, and it helps to point out that any movement (scratching your head, putting your hands on your hips, tapping your foot, etc) can become dance. You could help by selecting appropriate movements. In order to help younger children become aware of the range of movements, you could draw up a wall of “movement” words such as: crawl, rush, sweep, leap, stretch, etc.

### Maculele dance

*Maculele* is a kind of dance and martial art that originated among Bantu slaves in the sugar-cane region in Pernambuco, Brazil. Slaves used *maculele* to fight against black slave catchers, with the large knives that they had to cut sugar-cane. Although some groups still dance with knives, most now use sticks. *Maculele* is practised in pairs, with dancers turning and kicking their legs high in the air, to the beat of the sticks hitting against each other.

Dancing *capoeira* at Daruê Malungo  
Centre, Recife, Brazil.





## Daruê Malungo and Dance

*Daruê Malungo* is a Yoruba expression from west Africa meaning “partners in arms”. This centre for education and culture is based in the north of Recife in an area called Chão de Estrelas. Living conditions here are difficult. People in this predominantly black area face racial discrimination, and there are high levels of unemployment and illiteracy. Violence is a common problem. *Daruê Malungo* offers a community and sense of pride to 150 children who go there.

Most of them would be leaving school early to earn a living, were it not for the special education which they receive through the centre. Children are encouraged to develop their artistic potential and to take pride in their African-Brazilian heritage. They learn art forms such as the *côco*, *frevô* and *maculele* dances, *capoeira*, and drumming. All children take part in regular performances in the community which raise money for the centre.

“To me, *Daruê Malungo* means energy, friendship and union.”

**Vanessa** who attends the centre

“At *Daruê Malungo*, we have classes in dance, percussion, reading and writing. It is a calm and peaceful place, where the teachers love us and want the best for us. They help us learn right from wrong and they also respect us. We also help each other here – if someone isn't a very good reader, someone else will help them. If someone can sew, they will teach someone who can't.”

**Edna** who attends the centre

Activity 5.5

Commemorative days

CURRICULUM LINKS

ICT	I
PSHE and Citizenship	5c, g

Learning objectives

- To look at commemorative days that are associated with rights.
- Using commemorative days as a starting point, to encourage children to carry out their own research into rights issues.

Resources

- Enough copies of Activity sheet 5.5 for each pair of pupils to share one.

Activity

Read through the Commemorative days. For each one, or a selection, note down what right/s it is celebrating. Pupils could carry out research on these days using the internet.

Class discussion

Talk about commemorative days.

- Why is it important to hold commemorative days around events and issues?
- Birthdays are commemorative days. Why do pupils feel that they are important?
- What dates are particularly important to pupils or their community?

Extensions

You could plan an event or activity around this theme. Alternatively, you could create a classroom display or a calendar of commemorative days.

## Activity sheet 5.5

### Commemorative days

<b>1 January</b>	Liberation day in Cuba, which commemorates the revolution in 1959
<b>13 January</b>	Martin Luther King Day
<b>8 March</b>	International Women's Day
<b>13 March</b>	Commonwealth Day
<b>14 April</b>	World Health Day
<b>19 April</b>	Day of Indigenous Peoples in Brazil
<b>21 April</b>	Tiradentes Day in Brazil <i>Tiradentes' (which means "dentist") real name was Joaquim José da Silva Xavier. He led the first major rebellion against Portuguese rule in 1789</i>
<b>1 May</b>	International Labour Day
<b>13 May</b>	Anniversary of the Liberation of Slaves in Brazil in 1888
<b>28 May</b>	Forget-me-not Day <i>(Anniversary of the launch of Amnesty International, 1961)</i>
<b>5 June</b>	International Environment Day
<b>15 June</b>	World Children's Day
<b>24 June</b>	Inti Raymi festival in Peru <i>This commemorates one of the most important Inca festivities to celebrate the winter solstice</i>
<b>25–27 July</b>	Commemoration of the 26 July 1953 attack on the Moncada barracks in Santiago, which is recognised as the start of the Cuban revolution
<b>28–29 July</b>	Independence Day in Peru
<b>6 August</b>	Hiroshima Day
<b>7 September</b>	Independence Day in Brazil
<b>8 September</b>	International Literacy Day
<b>5 October</b>	World Teachers' Day
<b>10 October</b>	Commemoration of the start of the Cuban War of Independence against Spain in 1868
<b>24 October</b>	United Nations Day
<b>4 November</b>	Tupac Amaru Day in Peru <i>This commemorates the rebellion against the Spanish in the Andes of Peru in 1780, led by Tupac Amaru</i>
<b>8 November</b>	Black Consciousness day in Brazil <i>This commemorates the death of Zumbi dos Palmares who founded a settlement of escaped slaves in 1604 (see page 93)</i>
<b>11 November</b>	Remembrance Day
<b>20 November</b>	International Children's Rights Day
<b>10 December</b>	Human Rights Day

## Activity 5.6

### Rights stories

#### CURRICULUM LINKS

English  
PSHE and Citizenship

En 2:8  
2e; 5c, g

#### Learning objectives

- To use a story written by a young Cuban to raise awareness of the effects that children can have in claiming rights.
- To encourage children to write their own story on a right that they feel strongly about, possibly using the photos as a stimulus.

#### Resources

- Photos and captions, if required.
- Enough copies of the story about the little crab – Activity sheet 5.6 – for each pair of pupils to have one.

#### Activity

##### Part One

Read the story to the class. Explain that it was originally written in Spanish by a young Cuban boy.

##### Class discussion

Talk about how rights issues have been drawn out by the story.

- What are pupils' reactions to the story?
- What rights are the animals and children claiming?
- How important is their action?
- Can pupils think of any instances in their own communities where they have made, or can make, a difference?

#### Part Two

Now ask the pupils to do some writing of their own. Choose one of the following starting points:

- 1 Ask pupils to choose one photo that makes an impression on them. Then, focusing on the right that they feel is represented by the photo, ask them to write a story which puts them in the shoes of someone in the photo. What are their feelings? What would they like to say about their life? How have they claimed the right?
- 2 Again using photos, ask pupils to write a letter to someone in authority (an MP, Prime Minister, head of an international organisation such as the United Nations, etc), persuading them to take action to defend the right that is portrayed in the photo.
- 3 Ask pupils to write their own fantasy story which deals with how action can be taken to claim a particular right.



## Activity sheet 5.6

### The little crab of the pine grove

by Luis Arguelles, aged 11, from Cuba

Some years ago there was a lovely beach. You reached it by walking through a splendid pine grove which was like a long shady tunnel that opened out to offer a view of the transparent sea. A radiant sun made people's stay there more pleasant.

Every Sunday the beach would be crowded with people of all ages. The children enjoyed it most. They swam and built castles on the white sand. They collected snails and chased parrots or daring little crabs, which would hide immediately in their holes, only to pop out again and carry on playing.

One day a deafening sound shook the whole coastline. All the animals of the pine grove looked to see what had happened. Even the little birds nesting in the branches of the pines wondered what was going on. "It is a deafening thunderclap," said a huge crab. "An earthquake," replied a parrot. "The world is about to end," reported a magpie.

They decided to find out for themselves what the noise was. The crabs discussed who would investigate. First they chose the eldest because of his experience. But then they decided to send the youngest

who was the strongest and quickest of them all. The little crab of the pine grove set off. What he saw terrified him. He rushed back to his friends.

"A lot of people have arrived and they are cutting down the trees. They have brought an enormous iron monster with them and it's eating all the sand. They will be here in no time."

"We have to move to another place quickly," said the oldest magpie, "but what will happen to our nests and our eggs?"

"Moving to a new place is dangerous," asserted the oldest crab around, "we would need to walk a long way and even cross roads. It's too dangerous."

Ideas on how to prevent the impending catastrophe rushed back and forth. A little bird offered his opinion: "We will peck the intruders."

"We will bite their hands," agreed the crabs.

Now the little crab of the pine grove was not only strong and quick, but also very clever. He'd watched very closely and replied, "Men use gloves, spectacles and

helmets to protect themselves. It's impossible to attack them. I think it would be best to ask the children to help us."

The magpie was asked to go and tell the children of the nearby village what was going on. The children gathered together and soon saw that the pine grove was being destroyed by "civilisation", as men called it. Grown-ups claimed that the harbour had to be extended to allow in larger boats.

"But if the pines disappear," asked Lusito, "what will keep our air clean?"

José Manuel added, "The pines protect the coast from erosion by the sea."

And Jorgito argued, "More boats will spill petrol and throw their rubbish into the sea. They'll pollute the water and the fish will die."

Venusita said, "We won't have a beach any longer. The seashore animals, the little birds, the crabs and the woodland animals will die. What should we do?"

Lusito spoke once more. "Let's go and talk to the workers. We'll explain to them all what we've learnt and about how important it is to look after the environment and protect it. Once they understand they'll stop the damage. And right now, let's collect seeds, and for each tree that is knocked down we will plant many more to create a larger woodland."

The workers listened to the children and decided to help them plant a new pine grove. They learned from the children how to look after the beach, the fish and all the inhabitants of the coastline. The villagers lived happily ever after and the animals were always grateful to the little crab for thinking of asking the children to help.

## Activity 5.7

### Into action!

**Note:** This activity is a useful follow-up to activity 2.7.

#### Learning objective

- To encourage pupils to draw up their own plans for action on rights issues.

#### Resources

- Enough copies of Activity sheet 5.7 for each pair of pupils to share one.

#### Activity

- 1 Ask pupils to think about rights issues that are important to them. Write down all ideas with no discussion at this stage. Remember; in a brainstorm there are no right or wrong answers. After all ideas have been collected, you may wish to let pupils know what rights were identified by young people in Latin America and the Caribbean (see box on page 103).
- 2 Ask the class to get into pairs and give each pair a copy of Activity sheet 5.7.
- 3 Ask them to choose a rights issue and use their Activity sheet to plan an action. For each section on the Activity sheet, they should write down two things that they could do. Encourage them to think as broadly as possible – even if something appears unrealistic, it might inspire other, more practical ideas.
- 4 After a while, ask children to think about how these plans might be achieved.
  - What resources would be needed?
  - What steps need to be taken to reach the final goal?

#### CURRICULUM LINKS

English	En 1:2; En 1:3
PSHE and Citizenship	1a; 2a, h; 5c, g

#### Class discussion

Share ideas as a class. Read out the example of what Shirley from Peru did. You could use this work as a starting point for planning some action of your own in the school. This could take the form of a Children's Rights Week, a school assembly, an exhibition, or other activities.

## Activity sheet 5.7

### Planning for action

On this sheet you will find a number of different things that you can do. Use this to spark off your own ideas!

#### Finding out more

- Find out what community groups are doing to help people to claim their rights. You could learn from some examples in Latin America and the Caribbean.
- Use the internet to find out about people who have defended children's rights.
- Find books on rights in your school library. See if you can make a display of these.

#### Telling others

- Arrange a children's rights trail. Write up different rights and hide them around the school for people to find.
- Organise an exhibition on rights in your school. You could also use what you have learned about Brazil, Cuba and Peru.
- Paint a mural on a rights issue.

#### Meeting and talking with people

- Invite a speaker from a human rights organisation to talk to your class.
- Organise an international evening (perhaps on Brazil, Cuba or Peru) to raise funds for a human rights organisation.
- Organise a religious service where people can come together from different faiths to share their beliefs.

#### Taking responsibility

- Write letters on a rights issue to influential people.
- Draw up a class charter of rights and respect it.
- Volunteer for an organisation which helps people to claim their rights.



### Children talking about rights

"Children have the right to have a place to go where they can play and feel safe. Teachers are people who protect children. The police should take more care of children."

**Bruno** *from Brazil*

"I learned about rights and fighting discrimination at a Community Centre club. I learned that all children are equal. Even if some are rich or white, they should all be treated the same."

**Edna** *from Brazil*

"I know about children's rights because I learned about them at home. It is law in Brazil. Children have the right to be healthy; the right to play football; the right to respect, to a good education, to good policing, to good food, and to a good job."

**Djalma** *from Brazil*

"To talk about children's rights is very easy because we learned about that at my school in Paucartambo. I was president of the Pupil's parliament. Important rights are to have a name, a home and good health."

**Shirley** *from Peru*

"Children have the right to play in a safe environment, live in an unpolluted environment, swim in an unpolluted sea, rest on a clean beach, relax and play in parks which have trees and animals and plants, to learn about the environment, and to join together with other children to protect our environment."

**Children**

*from the Escuela Primaria Guerrillero Heróico, Cuba*

"We all have a right to life and we have a responsibility to make life better for people and for living creatures."

**Children**

*from the Escuela Primaria Guerrillero Heróico, Cuba*

### Claiming the right to be listened to

"I was President for the Rights of the Child in a school parliament in the province of Paucartambo. Three representatives were elected by school students for each of the 13 provinces of Cusco: a President, a Secretary and a Vice-President. I was happy about this because as President for the Rights of the Child I can help to claim and achieve our rights – even those which some parents deny their children."

"After I was elected I went to the parliament in Cusco. I learned about rights, in my family, at school, in the community and the country. It was not difficult. During the session of parliament, each child said what they thought about rights. We discussed rights to life, health, home, family, freedom from racism, and education which was the most important for all of us, including the secondary students. After this we all expressed our ideas on how these rights could be achieved and we had to give examples so that the adults who were there would understand us."

**Shirley** *from Peru*

## Photo captions

These captions are designed to be used flexibly. Teachers of children with lower literacy levels may wish to cut out or copy the bold and italicised text and use it alone. The remaining information will help older students get a more in-depth view of the countries and issues in the photos. Teachers will also find this background information useful to feed in to class discussions as they work through the activities.



### Photo A

#### Article 6

#### **You have the right to life.**

*Children at the Daruê Malungo Centre in Recife, Brazil with their giant puppets.*

The Centre is located in a neighbourhood that has high rates of crime and violence. Daruê Malungo offers children a safe and peaceful place to learn and play. Children are encouraged to develop their artistic potential and take pride in their African-Brazilian heritage. As well as reading and writing, they learn many different dances, and how to play a variety of instruments. Every Saturday a free show is given for the local community.

### Photo B

#### Article 7

#### **You have the right to have a name and a nationality.**

*A young girl in Scotland looking at her passport, which is an important symbol of her identity.*

The simple act of registering a child's birth and giving a child a name and nationality is taken for granted in most places today. In the UK, births must be registered before a baby is six weeks old. Without these basic rights, children are open to exploitation and discrimination.

### Photo C

#### Article 9

#### **You have the right to live with your parents.**

*Javier and his family at home in Havana, Cuba.*

In some parts of Havana shady streets are lined with mansions and town-houses. After the revolution in 1959, these were divided up between many families and became *cuidadelas* – "little cities".

### Photo D

#### Article 12

#### **You have the right to an opinion and for it to be listened to and taken seriously.**

*Patricia is interviewed about her views on children's rights.*

Patricia, aged 9, attends the *Escuela Primaria Guerrillero Heroico* (Primary School of the Heroic Guerrilla) in Cojimar, near Havana, Cuba. Patricia's school day lasts from 8am to 4pm. In the afternoon, children do activities as Pioneers. These include sports, cultural and arts activities. She is one of a delegation of children from all over the world who attended a United Nations gathering in New Zealand to mark the new Millennium.



**Photo E**

Article 13

**You have the right to find out things and say what you think, through speaking, writing, making art, unless it breaks the rights of others.**

*Children at the Municipal School of Nova Pina in Recife, Brazil represent their views by painting a mural called the "Tree of Life".*

**Photo F**

Article 15

**You have the right to be with friends and join or set up clubs with other people, unless this breaks the rights of others.**

*Children at the East Oxford First School After School Club.*

East Oxford After School club provides up to 30 children from the school with a safe place to play from Monday to Friday from 3.30 to 5.45pm. Children participate in activities such as outdoor sport, arts and crafts and co-operative games. The club is mainly for children whose parents are at work and those whose home area is not safe for play.

**Photo G**

Article 16

**You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.**

*A young girl in England writing her diary.*

A diary can be a private way of recording feelings and events. One famous diary was kept by Anne Frank, who was given the notebook for her thirteenth birthday. As Jews, the family was forced to go into hiding during the Second World War. Anne kept her diary for over two years, but the family was betrayed and she died in 1945. Today her diary is one of the most widely read books in the world.

**Photo H**

Article 19

**You have the right to be protected from being hurt or badly treated.**

*A young girl in England taking down the telephone number from a ChildLine poster.*

ChildLine, which was set up in 1986, is a free national helpline for children in trouble or danger. Over a million children call every year. Young children are usually given advice over the telephone by trained counsellors. If they need further help or protection, then those steps are taken.

**Photo I**

Article 21

**You have the right to the best care for you if you are adopted or fostered or living in care.**

*A Barnardo's adoption and foster care centre in Edinburgh.*

At the moment there are up to 10,000 children in the UK who are awaiting adoption. On average children wait nearly two years in care before they are placed with permanent families. Adoption provides children with a family who can support them into adulthood and be there at important moments to encourage children and share their successes.



**Photo J****Article 23**

**If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.**

*Young people go orienteering.*

These young people attend a college of further education for those with physical disabilities and/or learning difficulties. Most students follow a three-year course and they are encouraged to develop outside interests, join local clubs and travel. The college has very good leisure facilities and these young people are orienteering.

**Photo K****Article 24**

**You have the right to the best health possible.**

*A dentist carrying out his work with school children in Peru.*

Good health is a vital building block for children's futures. Yet governments often cannot afford to provide free healthcare. Four out of every five families in Latin America do not have access to health services which they can afford. Communities have found practical ways around this problem. Community radio stations provide health advice and networks of primary schools provide training for children in healthcare.

**Photo L****Article 27**

**You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.**

*Paty (wearing a pink T-shirt) sits down with her father, brother and sisters to eat a family meal.*

They are eating chicken soup (*escabeche de pollo*) followed by fresh vegetables, washed down with a fizzy drink. Paty lives in the district of San Sebastian, which is a suburb of Cusco, Peru. They have been living here for five years, building up their house gradually when they have the money.

**Photo M****Article 28**

**You have a right to education.**

*A history class at the Escuela Primaria Guerrillero Heróico (Primary School of the Heroic Guerrilla) in Cojimar, near Havana, Cuba.*

The children are wearing the uniform of the Pioneers, which is the same throughout the country. All children in Cuba are Pioneers and carry out sports, cultural and arts activities. They also work in the community. In Cuba education is free until students leave university.

**Photo N****Article 30**

**If you come from a minority group, you have the right to enjoy your own culture.**

*Children dance in traditional Quechua costume during a festival in Cusco, Peru.*

The designs of the costumes have a great deal in common with the peasant costumes of Extremadura in Spain. Francisco Pizarro, the conqueror of Peru, came from Extremadura and imposed this style of dress on the Quechua-speaking Incas so that the Spanish would be able to identify and control people from different villages more easily.





### Photo O

#### Article 31

**You have a right to play and relax by doing things like sports, music and drama.**

*Children playing volleyball at the sacred Inca site of Sacsahuaman, near Cusco, Peru.*

This fortification on a hill above Cusco was built between AD 1438 and AD 1500. These huge limestone blocks were quarried about 20km away and brought here by human power. The largest stone weighs approximately 20 tons. Sacsahuaman employed about 30,000 workers over a period of 70 years. Many blocks of stone from Inca ruins were taken away and used in new buildings in Cusco and other Andean towns.

### Photo P

#### Article 42

**All adults and children should know about the United Nations Convention on the Rights of the Child.**

*A group of Cubans study the United Nations Convention on the Rights of the Child in Spanish.*

These people are all at the *Escuela Primaria Guerrillero Heróico* (Primary School of the Heroic Guerrilla) in Cojimar, near Havana, Cuba.

### Photo Q

*A mural of a rural community in Peru painted by young children.*

The mural is titled *Buscando una vida mejor* – "searching for a better life". Children were keen to illustrate the positive aspects of their community – agricultural work, beautiful landscapes, etc. The words are written in Spanish and Quechua, the Inca language which most children in Cusco can speak.

### Photo R

*The rich–poor divide in Recife, Brazil.*

Today over 70 per cent of Brazilians live in cities. All the major cities have huge shanty towns, known as *favelas*, where poor people put up houses on unused land. Brazil's wealth is not evenly shared. Over 60 million Brazilians live in poverty. The richest 10 per cent of people get half the national income while the poorest 10 per cent get less than a hundredth.



## The United Nations Convention on the Rights of the Child

**Note:** This is a simplified version of the Convention on the Rights of the Child which was adopted by the United Nations General Assembly on 20 November 1989. The Convention has 54 articles in all. A few of them have been left out because they mainly deal with the technicalities of implementing the Convention. The official text of the Convention can be obtained from Save the Children's Education Unit (see p. 115).

*\*These articles relate to Activity 2.2.*

### Article 1

Everyone under 18 has all these rights.

### Article 2

You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

### Article 3

All adults should always do what is best for you.

### \*Article 6

You have the right to life.

### \*Article 7

You have the right to have a name and a nationality.

### Article 8

You have the right to an identity.

### \*Article 9

You have the right to live with your parents, unless it is bad for you.

### Article 10

If you and your parents are living in separate countries, you have the right to get back together and live in the same place.



**Article 11**

You should not be kidnapped.

**\*Article 12**

You have the right to an opinion and for it to be listened to and taken seriously.

**\*Article 13**

You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

**Article 14**

You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.

**\*Article 15**

You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

**\*Article 16**

You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

**Article 17**

You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world. You should also be protected from information that could harm you.

**Article 18**

You have the right to be brought up by your parents, if possible.

**\*Article 19**

You have the right to be protected from being hurt or badly treated.

**Article 20**

You have the right to special protection and help if you can't live with your parents.



### **\*Article 21**

You have the right to have the best care for you if you are adopted or fostered or living in care.

### **Article 22**

You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.

### **\*Article 23**

If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

### **\*Article 24**

You have a right to the best health possible and to medical care and to information that will help you to stay well.

### **\*Article 27**

You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.

### **\*Article 28**

You have the right to education.

### **Article 29**

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

### **\*Article 30**

If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practise your own religion, and use your own language.





**\*Article 31**

You have the right to play and relax by doing things like sports, music and drama.

**Article 32**

You have the right to protection from work that is bad for your health or education.

**Article 33**

You have the right to be protected from dangerous drugs.

**Article 34**

You have the right to be protected from sexual abuse,

**Article 35**

No-one is allowed to kidnap you or sell you.

**Article 37**

You have the right not to be punished in a cruel or hurtful way.

**Article 38**

You have a right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle.

**Article 39**

You have the right to help if you have been hurt, neglected, or badly treated.

**Article 40**

You have the right to help in defending yourself if you are accused of breaking the law.

**\*Article 42**

All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.



## Resources

### Teacher's packs and handbooks on rights

*Just Right*, Amnesty International, 1999  
A teaching pack and CD-ROM which contains a practical set of lesson ideas to explore the UNCRC.

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*Young Citizens*, Save the Children, 2002  
A resource pack with activities and photocards which looks at children as active citizens around the world.

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*Our World, Our Rights*, Margot Brown (ed), Education in Human Rights Network/Amnesty International, 1995  
An extensive handbook for primary teachers based on the Universal Declaration of Human Rights.

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*Rights and Responsibilities*, Save the Children, 1998  
A handbook designed to help teachers introduce rights issues to the classroom.

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*Talking Rights; taking responsibility*, Manchester DEP/UNICEF, 1999  
An activity book for secondary English and Citizenship teachers based on the Universal Declaration of Human Rights.

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### Further reading for teachers

*An Afro-Brazilian Woman's Story of Politics and Love*, Benedita da Silva, Latin America Bureau, 1998  
The story of Brazil's first black woman to be elected to the Senate and her upbringing in the *favelas* of Rio.

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*Fight for the Forest: Chico Mendes in his Own Words*, Chico Mendes, Latin America Bureau, 1992  
Shortly before his assassination, the charismatic founder of the Brazilian rubber tappers' union talks about his life's work campaigning against rainforest clearances.

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*Hidden Lives: Voices of Children in Latin America and the Caribbean*, Duncan Green, Save the Children/Radda Barnen/Latin America Bureau/Cassell, 1998  
A selection of interviews with children across Latin America and the Caribbean arranged thematically on issues such as the family, working life, etc.

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*Human Rights: Global perspectives in the National Curriculum*, Development Education Association/Education in Human Rights Network, 1999

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*Values and Visions: A handbook for spiritual development and global awareness*, Georgeanne Lamont and Sally Burns, Manchester DEP, 1998

*We Have Rights Okay: Children's views of the United Nations Convention on the Rights of the Child*, Christine Pandrich (ed), Save the Children, 1999

## Teacher's resources on Brazil, Cuba and Peru

*Buenos Dias from Peru*, Christian Aid, 1995  
A video pack, plus teacher's booklet, with Peruvian children talking about their daily lives.

*Festa*, Trócaire, 1996  
A photopack produced as a result of a study visit to Brazil by a group of Irish teachers. This focuses on three major issues: land, poverty and wealth, and indigenous people. With separate sections for Juniors (4–8 years) and Seniors (8–12 years).

*Lima Lives*, Save the Children, 1993  
A photopack with 24 photos which looks at the lives and localities of children in three families in Lima.

## Background reading on the countries

*Brazil in Focus*, Jan Rocha, Latin America Bureau, 1997

An up-to-date guide on key issues of Brazil's culture, politics, society and history.

*Brazil Resources Pack*, Latin America Bureau, 1999

Collection of booklets and photocopiable material, plus background information.

*Cuba in Focus*, Emily Hatchwell and Simon Calder, Latin America Bureau, 1995

An up-to-date guide on key issues of Cuba's culture, politics, society and history.

*Peru in Focus*, Jane Holligan de Díaz-Límaco, Latin America Bureau, 1998

An up-to-date guide on key issues of Peru's culture, politics, society and history.

## Books for pupils

*Country Insights: Brazil*, Marion Morrison, Wayland, 1999

One of a series that focuses on one city and one village to compare life in each.





**Country Insights: Cuba**, Marion Morrison, Wayland, 1996

One of a series that focuses on one city and one village to compare life in each.

**The Rights of the Child Handbook**,

Peacechild International, October 2000

A book written and illustrated by young people that explores each right in the UNCRC.

**Save the Children**, Heinemann, 2000

A guide to how Save the Children works and who it helps.

**Stand Up for Your Rights**, Peacechild International, 1998

A book written and illustrated by young people from around the world to celebrate the fiftieth anniversary of the UN Declaration of Human Rights.

**What Do We Mean By Human Rights?**, Franklin Watts, 1997

A series of six background readers on different human rights.

**World Focus: Brazil**, David Marshall, Heinemann Library, 1994

One of a series of books looking at a number of countries covered in Key Stage Two locality studies.

## Books on defenders of human rights for pupils

**"Famous Lives"** series, Hodder/Wayland, 1999. Up-to-date biographies with quotations and simple text:

**Fidel Castro**

**Nelson Mandela**

**"Tell Me About"** series, Evans Books, various dates. An easily accessible biography series with photos:

**Martin Luther King**

**Emmeline Pankhurst**

**Mary Seacole**

**Sojourner Truth**



## Useful addresses

- **Amnesty International UK**  
99 Rosebery Avenue, London,  
EC1R 4RE. Tel: 020 7814 6200  
Website: [www.amnesty.org.uk](http://www.amnesty.org.uk)
- **Article 12**  
2nd Floor, Haymarket House,  
8 Clifton Terrace, Edinburgh,  
EH12 5DR. Tel: 0131 527 8200  
Website: [www.article12.org](http://www.article12.org)
- **Article 12**  
8 Wakley Street, London, EC1V 7QE.  
Tel: 020 7843 6026  
Website: [www.article12.org](http://www.article12.org)
- **Child Rights Information Network (CRIN)**  
Co-ordinating Unit, Save the  
Children, 17 Grove Lane, London,  
SE5 8RD. Tel: 020 7703 5400  
Website: [www.crin.ch](http://www.crin.ch)
- **Citizenship Foundation**  
15 St Swithin's Lane, London,  
EC4N 8AL. Tel: 020 7929 3344  
Website: [www.citsou.org.uk](http://www.citsou.org.uk)
- **Development Education Association**  
3rd Floor,  
29–31 Cowper Street, London,  
EC2A 4AP.  
Tel: 020 7490 8108
- **Edinburgh Puppet Company**  
81 Great Junction Street,  
Edinburgh, EH16 5HZ.  
Tel: 0131 554 8923  
Edinburgh Puppet Company  
creates mixed-media shows which  
are performed in theatres and  
schools around Britain, as well as  
running educational puppet and  
expressive arts workshops.
- **Education in Human Rights Network**  
c/o Centre for Global Education,  
College of Rippon and York St John,  
Lord Mayor's Walk, York, YO3 7EX.  
Tel: 01904 616839
- **Save the Children**  
17 Grove Lane, London, SE5 8RD.  
Tel: 020 7703 5400  
Website: [www.scfuk.org.uk](http://www.scfuk.org.uk)
- **UNICEF–UK Committee**  
55 Lincoln's Inn Fields, London  
WC2A 3NB. Tel: 020 7405 5592



## Useful websites with material on human rights

- This pack, and a message board for an exchange of comments, views and ideas between the UK and Latin America can be found at [www.savethechildren.org.uk/partners](http://www.savethechildren.org.uk/partners)
- **Directory of People's Decade of Human Rights Education**  
[www.pdhre.org](http://www.pdhre.org)  
Site dedicated to learning about human rights through different categories. Links to other sites and education material.
- **Human rights education associates**  
[www.hrea.org](http://www.hrea.org)  
Access to human rights education documents, plus links to other sites.  
Human rights internet  
[www.hri.ca](http://www.hri.ca)  
Canada-based site with databases, world calendar of events, and education resources.
- **Office of the High Commissioner for Human Rights**  
[www.unhcr.ch](http://www.unhcr.ch)  
Contains the full text of many international human rights documents, plus summaries of current debates and situations.



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# Partners in Rights

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'An excellent resource which leads to a very good understanding of children's rights – a subject which needs to be taught more overtly in schools.'

---

*Primary school teacher  
Glasgow*

Save the Children  
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fax 020 7708 2508  
[www.savethechildren.org.uk](http://www.savethechildren.org.uk)

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