

Human Rights Education



Primary Level Resource Manual Grades 1– 3

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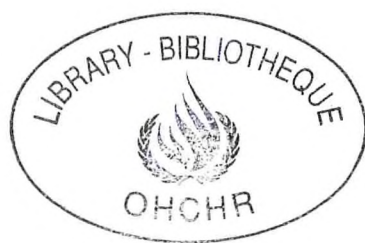
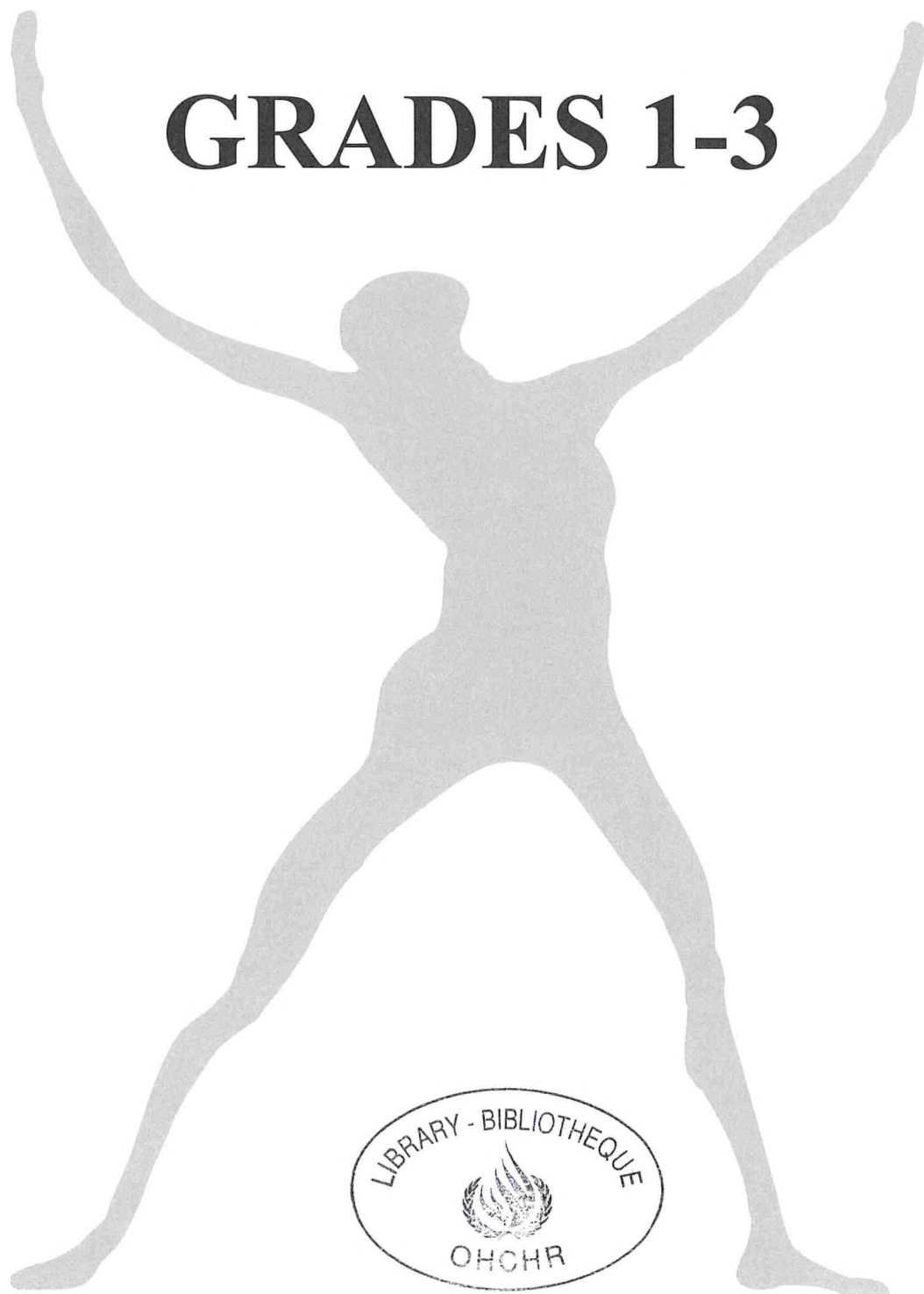


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United States Agency for
International Development

HUMAN RIGHTS EDUCATION

GRADES 1-3



DEDICATION

This Manual is dedicated to Mrs. Janet Johnson who conceptualized the idea and pioneered the preparation of the material before her untimely death in 2003.

ACKNOWLEDGEMENTS

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The Honorable Mr. Burchell Whiteman
Senator and Former Minister of Education

The Honorable Mrs. Maxine Henry-Wilson
Minister of Education

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Human Rights Education

Primary Level Resource Manual

Grades 1-3

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The Independent Jamaican Council for Human Rights (1998) Limited

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HUMAN RIGHTS EDUCATION PROJECT OBJECTIVES AND GOALS

This project is a part of the Independent Jamaican Council for Human Rights' campaign to increase awareness among young Jamaicans of the importance of human rights. It seeks to educate them on their rights and responsibilities. The Council is seeking to have human rights principles and concepts infused as integrated principles into our education system. Based on the realisation that teachers would often like to teach important contemporary issues and concepts but do not have the materials to do so, the Resource Manual is developed to empower teachers. Human rights issues and concepts are of fundamental importance to the overall education of all human beings.

Objectives:

1. To promote the development of national consciousness and the recognition of human rights and civil liberties;
2. To build a national movement for the purpose of establishing and defending human rights and civil liberties throughout Jamaica;
3. To provide teachers in primary and secondary schools with materials for infusing human rights concepts into all subjects at all levels.
4. To provide training for teachers on how to most effectively use the human rights education resource materials provided.

Goals:

1. With these resources, students will gain a better, more informed understanding of their rights and responsibilities as well as a greater tolerance for the rights of others.
2. The resources will inspire students and teachers to consider peaceful ways of resolving disputes, which in turn benefits the entire society.
3. The workshops, focusing on the use of the resource material will improve the teachers' management of the topics and their technical capacity to inform and inspire their students.

FOREWORD

Our children are our future! Education should not only teach them facts and figures but also values and attitudes.

The Independent Jamaican Council For Human Rights has been working to promote and protect the human rights of all citizens of Jamaica. These objectives can only be realised if each person becomes aware of his or her rights and responsibilities. No one is too young to start to learn to be a good citizen and to treat everyone with dignity and respect.

It is the hope of the Council that this resource Manual will assist teachers in the primary schools throughout the island to infuse human rights' concepts in the subjects they teach. The manual also speak to the creation of a human rights atmosphere in the classroom. **Children live what they learn!**

LLOYD BARNETT
CHAIRMAN - IJCHR

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HUMAN RIGHTS EDUCATION

Grades 1-3 Primary

Introduction

This project is inspired by Human Rights principles and in particular an acceptance of the inherent dignity of each human being and that we are each our brother's keeper. This Resource Manual is for use by teachers of Grades 1-3 of the primary level school system. It reflects the aims of the United Nations Convention on the Rights of the Child (CRC) and the objectives of the Revised Primary Curriculum (RPC).

The RPC already incorporates concepts, topics, themes values, attitudes and skills which appear in successive levels in keeping with the philosophy of a 'spiral curriculum'. In the sample units provided some aspects will be drawn from the RPC and others from the Human Rights Education (HRC)

There are sample units of work for each grade; teachers should examine these units and adjust them to suit the ability level of their class.

This booklet contains:

- a rationale for teaching human rights to our children
- a modified list of rights for pupils in grades 1-3 based on the Convention on the Rights of the Child
- a modified list of rights for teachers of these grades
- the curriculum scope and sequence for Grades 1-3
- the scope and sequence of suggested points of infusion of Human Rights Education (HRE)
- three units of work which have objectives, suggested teaching/learning activities, linkages to HRE, suggested resources and evaluation and assessment procedures
- suggestions for teaching strategies
- some available resources to enhance the teaching /learning process
- suggestions about how to create a good classroom climate

CONVENTION ON THE RIGHTS OF THE CHILD

After the death and dismemberment of millions of people during World War II, some nations of the world came together to form the United Nations and to develop the Universal Declaration of Human Rights in 1948. Since then the United Nations has developed several documents on human rights for particular groups such as children, the elderly, refugees, the disabled and women.

The Convention on the Rights of the Child outlines rights that apply to all children of the world. It was developed in 1959 and was supported or ratified by Governments of several countries of the world. The Government of Jamaica ratified the Convention on the Rights of the Child (CRC) in May 1991 as an indication of an agreement to ensure that Jamaica adheres to those principles that are in the best interest of the child.

The CRC consists of a number of articles, 41 in all, which focus on the development, survival, protection and participation of the child.

1. **Development** includes the right to a name, nationality, home, family, education, relaxation, recreation, privacy and the right to moral and spiritual guidance.
2. **Survival** encompasses all the components that allow for a good existence such as food, shelter, health, medical care and a safe and clean environment.
3. **Participation** addresses the right of the child to be heard, join clubs, groups and associations and both the right and access to information.
4. **Protection** includes protection from abuse in any form, neglect, discrimination, exploitation and protection of the disabled and children in trouble with the law.

SUMMARY OF THE RIGHTS OF THE CHILD

(For the Grades 1-3 teacher)

Declaration adopted by the United Nations on November 20, 1959:

1. The right to equality, regardless of race, colour, sex, religion, national or social origin.
2. The right to develop physically, socially and mentally in a healthy and safe environment.
3. The right to a name and nationality.
4. The right to adequate nutrition, housing and medical services.
5. The right to special care, if handicapped.
6. The right to love, understanding and protection.
7. The right to free education, to play and recreation.
8. The right to be among the first to receive relief in case of disaster.
9. The right to protection against all forms of abuse, cruelty, and exploitation.
10. The right to be brought up in a spirit of tolerance, peace and universal brotherhood.



CHILDREN HAVE RIGHTS TOO

Here is a simpler summary of the rights for the younger child.

MY RIGHTS

1. I have the right to a name and nationality.
2. I have the right to be heard.
3. I have the right to good healthcare especially when I am sick.
4. I have the right to nutritious food and shelter.
5. I have the right to go to school and learn.
6. I have the right to be loved and to be protected from harm.
7. I have the right to belong, even if I am different from most other people.
8. I have the right to be proud of my culture and beliefs.
9. I have the right to a safe, comfortable and happy home.
10. I have the right to make mistakes.
11. I have the right to a clean and healthy environment.

These rights have been further simplified into what has been known as **A CHILDREN'S CHORUS** shown on the next page. The teacher can have children repeat lines from this chorus as they are introduced to some of their rights.

A CHILDREN'S CHORUS

1. We are the children of the world. No matter who our parents are, where we live, or what we believe, treat us as equals. **We deserve the best the world has to give.**
2. **Protect us**, so that we may grow in freedom and with dignity.
3. **Let us each be given a name** and have a land to call our own.
4. Keep us warm and sheltered. Give us food to eat and a place to play. If we are sick, nurse and comfort us.
5. If we are handicapped in body or mind, **treasure us even more** and meet our special needs.
6. Let us grow up in a family. If we cannot be cared for by our own family, **take us in and love us just the same.**
7. **Teach us well**, so that we may lead happy and productive lives. **But let us play**, so that we may teach ourselves.
8. In times of trouble, help us among the first. **The future of the world depends on us.**
9. **Protect us from cruelty** and from those who would use us badly.
10. **Raise us with tolerance, freedom and love.**
As we grow up, we too will promote **peace** and understanding throughout the world.

(The TEN PRINCIPLES from "A Children's Chorus" E.p. Dutton, for AI-USA, 1987)
Source: Human Rights Education for Citizenship:
Teachers' Manual for Caribbean Schools 1999



MY RESPONSIBILITIES

Every right carries a responsibility which is really a duty or obligation or what is expected of the child or individual. The child is expected to assume some responsibility for his/her personal development, survival and protection. Some of these responsibilities as they relate to the rights are:

1. I have the responsibility of knowing my correct name.
2. I have the responsibility of listening to other people and respecting them.
3. I have the responsibility of taking good care of myself.
4. I have the responsibility of not wasting food and not eating too much junk food.
5. I have the responsibility of respecting my teachers.
6. I have the responsibility of caring for other people.
7. I have the responsibility of accepting other people who are different from me.
8. I have the responsibility of respecting the culture and beliefs of others.
9. I have the responsibility of keeping my home clean and tidy.
10. I have the responsibility of learning from my mistakes.
11. I have the responsibility of keeping my environment clean and tidy.

It is important that the teacher be familiar with the articles of the CRC in order to have knowledge of the details of all aspects of the child's life that are referred to in the articles. The teacher will need to refer to these details from time to time in teaching the curriculum.

WHY HUMAN RIGHTS EDUCATION?

Our children are in crisis as indicated by daily news reports of atrocities committed against them. They are victims of heinous crimes which seem not only to continue but get worse with time.

Our children suffer from:

- frequent and serious abuse at home, school and in the wider community. These range from sexual, physical and verbal abuse to neglect and drug abuse.
- exploitation including child labour, which quite often involves “higglering”/hawking goods, prostitution and working in adult establishments.
- trafficking across parishes and even internationally for the above reasons.
- the effects of poverty which engulf our children.
- poor nutrition, even in cases where food is affordable.
- poor health care.
- sexually transmitted diseases and infections including HIV/AIDS.
- poor school attendance.
- shock and trauma as a result of horrendous events occurring in the home and communities in which they live.

Our society therefore needs to take immediate measures to deal with the problems affecting our children, in short develop a more caring attitude. All that our children suffer are in violation of their rights. It is imperative therefore that we educate everyone, and start teaching children in their early years about their rights and responsibilities.

ATTEMPTS TO HELP OUR CHILDREN

Over the years several measures have been put in place to focus on our children. Some of these are:

1. The Government's National Plan of Action of 1995
2. The Child Care and Protection Act passed in 2004
3. Plans for a Children's Advocate to represent them in legal issues
4. A Child Development Agency to administer programmes for children
5. A Children's Services Division of the Ministry of Health

There are also internationally funded agencies such as:

1. The Jamaica Coalition on the Rights of the Child (JCRC)
2. United Nations Children's Fund (UNICEF)
3. Voluntary Organisation for the Upliftment of Children (VOUCH)
4. Save the Children UK and Canada

There are several other agencies and organisations concerned with mental health, disabilities, street children, children in conflict with the law, teenage pregnancies and other issues affecting our children.

In spite of the work of all these agencies, the atrocities continue. Every effort has to be made to educate our children and our people about caring and doing everything in the best interest of the child.

WHAT DO WE TEACH AS HUMAN RIGHTS EDUCATION TO GRADES 1-3?

The various human rights for specific groups of people provide a guide for what is to be taught as human rights education. An examination of the Grades 1-3 Revised Primary Curriculum will show that many aspects of the Convention on the Rights of the Child are contained in, or overlap with, many of the themes and topics of the curriculum. However, a more deliberate effort is needed to bring some concepts or rights and responsibilities of the child to the fore, even at this level. This is where the process of infusion is important. We must teach the primary curriculum, but at the relevant places especially where the content is similar, particular aspects of human rights can be emphasized. In Grades 1-3 all aspects of the CRC do not have to be presented to the children, as at this stage only an awareness is necessary. This will provide a basis for further development of human rights issues.

Human Rights Education (HRE) also focuses on **knowledge, skills and attitudes** in order to bring out certain values. The knowledge aspect is based on the various rights or articles and also deals with the consequences of not living up to responsibilities associated with each right and which result in problems in the home, school, community and society. What is even more important is that children need to know how to protect their rights.

The skills needed to promote human rights are no different from those contained in the curriculum and include listening, problem-solving, questioning, decision-making, arriving at conclusions and making judgments, among others. These are skills which allow children to cope with life in their home, school, community and society. HRE equips children to manage conflicts in a healthy way. Ultimately, HRE teaches children how to be active citizens who make a positive contribution to their society.

THE GRADES 1-3 CURRICULUM SCOPE AND SEQUENCE

The Grades 1-3 curriculum scope and sequence show that many aspects of human rights including the Rights of the Child are included but do not make specific reference to these rights. Concepts common to both, include identity, belonging to home, family, school and community. The values and attitudes to be instilled are peace, fairness, concern for the environment, consideration for others, respect for rules and regulations, respect for culture and beliefs. At the same time living up to certain responsibilities and the active participation of the individual are emphasized.

The Grades 1-3 Curriculum Scope and Sequence is accompanied by one which shows some points in the curriculum where HRE can be infused. Whatever is to be infused should be done at the place of best fit where curriculum content and objectives are similar to those of HRE. It should also be borne in mind that this is an already integrated curriculum.

Sample units of work are included for each grade level and should serve to help the teacher with the infusion process and lesson planning. It is important that the activities are designed with the curriculum and HRE objectives in mind. It might be necessary at times to put in other objectives to emphasize the HRE aspect. The teacher should try to avoid too much repetition and the inclusion of too many rights in any one grade level. The aim is to introduce the children to some of their rights from grades 1-6 as the curriculum dictates.

SCOPE AND SEQUENCE GRADES 1-3

	GRADE 1	GRADE 2	GRADE 3	
THEME	ALL ABOUT ME AND MY ENVIRONMENT			TERM
SUB-THEME	M	Y	S E L F	
UNIT 1	- Who am I ?	- My Body (Part II)	- My Body (Part III)	1
UNIT 2	- My Body (Part I)	- Care and Safety of Self	- Satisfying Other Needs	
SUB - THEME	MY HOME	MY FAMILY	MY COMMUNITY, THE NATION AND THE WIDER WORLD	
UNIT 1	- My Family	- Living Together as a Family	- Providers of Goods and Services	2
UNIT 2	- Things in the Home	- Satisfying Our Needs	- Relating to Others Outside of Jamaica	
UNIT 3	_____	_____	- Aspects of the Jamaican Culture	
SUB - THEME	MY SCHOOL	MY COMMUNITY	MY PHYSICAL ENVIRONMENT	
UNIT 1	- Myself at School	- This is My Community	- Living and Non-living Things in my Environment	3
UNIT 2	- Together at School	- Places of Interest in My Community	- Caring for My Environment	
UNIT 3	_____	- Plants and Animals in my Community	_____	

SCOPE AND SEQUENCE GRADES 1-3**Suggested Points of Infusion Of Human Rights Ed. (CRC)**

	GRADE 1	GRADE 2	GRADE 3	TERM
THEME	ALL ABOUT ME AND MY ENVIRONMENT			
SUB-THEME	M	Y	S E L F	
UNIT 1	Who am I? Right to a name and nationality Right to belong to a family	My Body (II) Care and safety of self Right to protection at home, at school, on the road.	My Body (III) Right to good health	1
SUB-THEME	MY HOME	MY FAMILY	MY COMMUNITY, THE NATION & THE WIDER WORLD	
UNIT 1	My Family Right to belong to a family	Living together as a Family	_____	2
UNIT 2	_____	Satisfying our Needs Right to education, leisure, recreation	_____	
UNIT 3	_____		Aspects of the Jamaican Culture Right to be proud of and respect my culture and belief	
SUB-THEME	MY SCHOOL	MY COMMUNITY	MY PHYSICAL ENVIRONMENT	
UNIT 1	Myself at School Right to belong to a group	_____	_____	3
UNIT 2	_____	_____	Caring for my Environment Right to a clean and healthy environment	

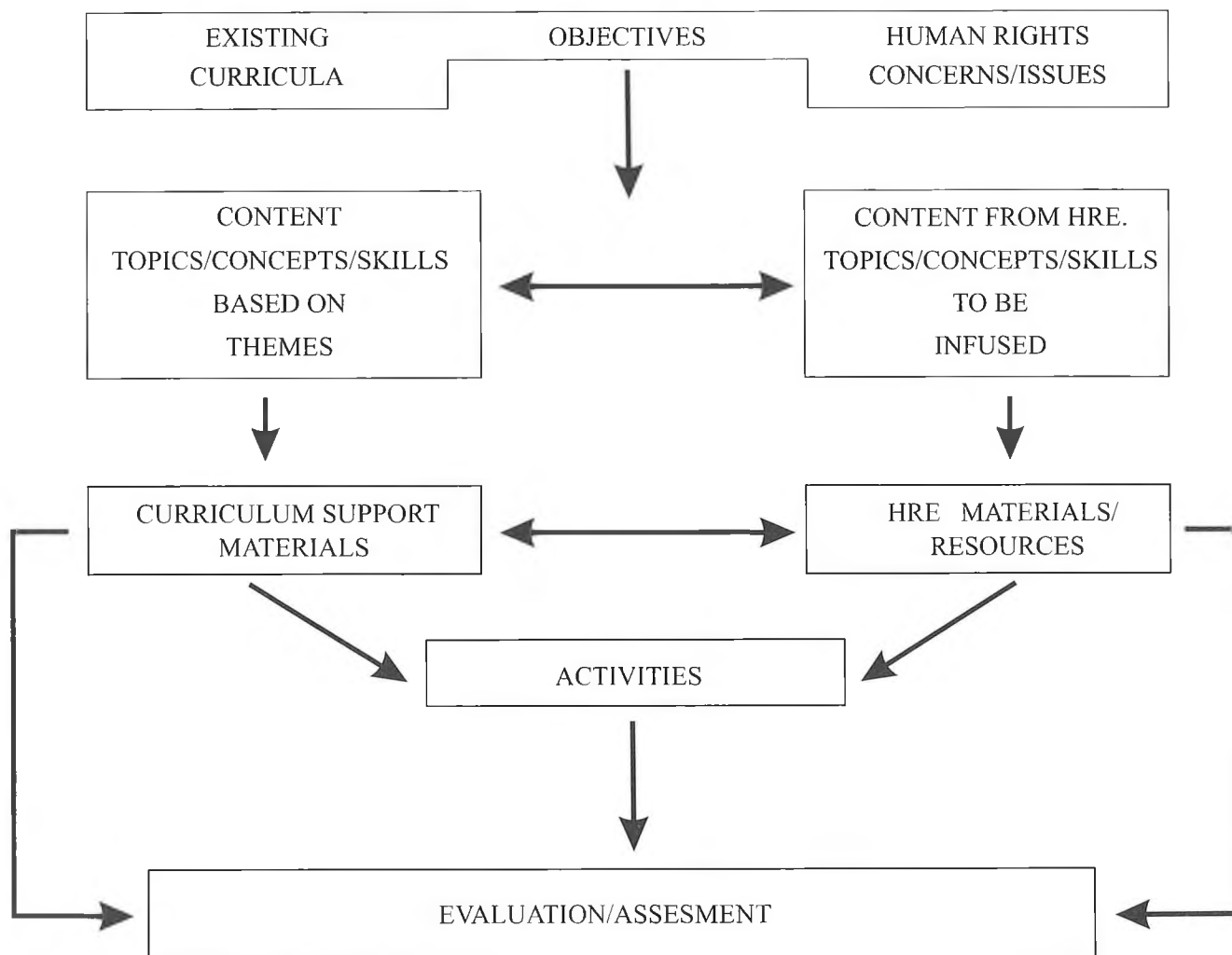
HOW WILL WE TEACH THESE RIGHTS?

The infusion process

In the teaching/learning process infusion can be defined as the process by which two curricula or programmes are merged without changing the basic structure of either. The infusion must be done in such a way that both programmes are enriched. The process allows the classroom teacher to manage and teach both programmes simultaneously.

To teach any new programme well using the infusion methodology, the teacher must become familiar with the process which in this particular case involves the following steps:

1. Examination of the curriculum/curricula and the HRE programme content and objectives.
2. Identification of themes, topics, concepts and skills which are common to the curriculum and the HRE programme. These common areas will be the focus of the infusion process.
3. Selection of appropriate objectives and if necessary the writing of new ones.
4. Selection of suitable materials and activities to support and teach both the curriculum and HRE content and to achieve the objectives.
5. Selection of a teaching strategy most appropriate for achieving the objectives.
6. Selection of evaluation/assessment strategies.
7. Development of a lesson plan based on both the curriculum and HRE objectives and activities.

AN INFUSION MODEL

Developed by Fraser and Vassell 2005 for IJCHR

INFUSING HUMAN RIGHTS EDUCATION IN THE CURRICULUM FOR GRADES 1-3

Sample Unit of Work

Grade: 1

Term: 1

Unit Title: Who am I?

Focus Question: How do you know me?

Human Rights Emphasis/issue: The child's right to a name and a nationality.

General Objective: Pupils will recognize the importance of and the right to a name and a nationality as a means of identification.

Objectives

Pupils will:

- Describe themselves, others, objects and situations using appropriate words.
- Identify themselves by name as boy/ girl, male/female and as human.
- Give names of father and mother.
- Read the calendar (day, month, year).
- Give places of birth (parish and country).
- Identify parishes of birth on a map.
- Be aware that names are symbols of identification and belonging, and that most importantly having a name is a right.
- Express their feelings when they are called unpleasant names.
- Insist on being called by their right names.

Materials/Resources

- Word cards with names of pupils, card strips for names of places and parishes
- Map of Jamaica with parishes
- Calendar
- Copy of “Children's Chorus” with right to name and nationality highlighted.
(Source: *Human Rights Education for Citizenship: Teachers' Manual for Caribbean Schools*)
- Story: *Little Akeem Saves the Day* by Hope Barnett, Published by IJCHR Ltd. 1998
- Activity Sheet: “About Me”

Activities/Procedures

Pupils will:

1. Tell others about themselves introducing themselves by giving first and last names (Christian and Surnames/family name). Say their names from name cards prepared by teacher. Trace/copy/write names. Listen to stories that demonstrate the importance of names.
2. Discuss the importance of names as a means of identifying themselves, others and things. Find out and discuss or tell stories about how they got their names.
3. Give other names by which they are called. Tell how they feel when called by these other names and unpleasant names.
4. Listen to story, *Little Akeem Saves the Day*.
5. Say initial letters of names. Point out these letters in and around the classroom. Count names beginning with the same letter and record information. Practice the sound of the initial letters.
6. Point out month and date of birth on calendar.
7. Compose simple sentences about themselves as boy/girl, male/female human, using:
I am My name is Create a name chart with names and pictures of themselves.
8. Discuss the importance of knowing where they were born in order to understand that each one was born in a parish in Jamaica .

Understand the term “Jamaican” as a statement of nationality. Repeat the line from “A Children’s Chorus”-**Let us each be given a name and have a land to call our own.**

9. Point out on map the parishes of birth. Continue to write/talk about themselves by adding “I am Jamaican”.
10. Mime getting the attention of someone without using the person's name.

Assessment

Oral response to questions
Sentences about self
Reading of sentences
Performance (mime)

Evaluation

Were pupils able to:

- Respond to questions?
- Identify themselves by name?
- Tell stories about their names?
- Express how they feel about unpleasant names?
- Make/identify the correct sound of given letter?
- Write at least one sentence about themselves?
- Count the number of names beginning with the same letter?
- Identify parish of birth?
- State their right to name and nationality?

ABOUT ME

My name is _____

My first name was given by _____

I am also called _____

My family name is _____

My middle name is _____

My full name is _____

I was born in the month of _____

I was born in the parish of _____

I am a _____

Sample Unit of Work

Grade: 2

Term: 1

Unit Title: Care and Safety of Self

Focus Question 2: What do I do to be safe at home, at school and on the road?

Human Rights emphasis/issue: The right to protection

General Objective: To help pupils to demonstrate care and use precautionary measures in order to keep safe.

Objectives:

Pupils will:

- Identify possible reasons for safe/unsafe areas.
- Talk about ways in which they can keep themselves safe at home, on the road and at school.
- Establish cause and effect.
- List safety rules to observe at home, such as using utensils and appliances, how to answer the phone when alone at home, keeping doors locked and keys in a safe place.
- List safety rules to observe at school and on the road, such as do not talk to strangers, do not go anywhere with strangers and if in trouble talk to a teacher.
- Read and respond to characters or situations in class reader or other stories.
- Work cooperatively with their peers.
- Make judgments about stories.
- Conduct simple surveys to determine safe/unsafe areas around them.
- Make up rules for classroom and general school safety.
- Interpret simple road signs.
- Explain how to use the road and cross the street.
- Be aware of their responsibility to take measures to keep themselves safe wherever they are.

Materials/Resources

Protecting Myself - published by Jamaica Coalition on the Rights of the Child, May 2003
Safety on our Roads Bk. 1 - Road Safety Unit Ministry of Communication and Works
 Old Telephone
 Posters Road Safety Unit Ministry of Communication and Works
Road Signs - LMW series Yr. 1 Term 3
Speed Limit - LMW Story Time 3
 Poem - "Traffic Light"
Anancy in Town LMW Story 15. Year 1, Term 3
 Story - "Do Not Play in the River Today" Doctor Bird Series (Grade 4)
 Map of Community in which school is located

Activities/Procedures

Pupils will:

- Discuss with teacher why each area might be unsafe.
- Examine posters and talk about some do's and don'ts for safety at home, at school and on the road and their role in keeping safe in these places.
- Read stories and do activities from *Protecting Myself* (Jamaica Coalition on the Rights of the Child publication) and *Safety on our Roads* Book 1.
- Make list of things that can cause accidents at home, at school and on the road and suggest how these can be prevented.
- Use old telephone to role play the report of an injury from an accident at home. Discuss what should or should not have been done.
- Make up rules for keeping safe at home, at school and on the road.
- Locate on a map, school and home and draw in the routes they take to school.
- Draw, colour and cut out road signs and locate on the map where some of these signs would be placed and say how these signs would help them to be safe.
- Begin a scrapbook on safety.

Assessment

- List of **do's** and **don'ts** for safety at home, at school and on the road
- Statements about their role in keeping safe at home, school and on the road
- List of rules for keeping themselves safe
- Role play
- Map
- Road signs and their importance
- Scrapbook entry

Evaluation

Were pupils able to:

- Make a comprehensive list making use of what was discussed?
- Identify their role in keeping themselves safe?
- Read the stories and complete the activities without much help?
- Act convincingly in role?
- Locate both school and home on map and indicate the routes linking them?
- Draw road signs and place them accurately on map?
- Select relevant pictures and read stories from scrapbook?

Sample Unit of Work

Grade: 3

Term: 3

Unit Title: Caring for My Environment

Focus Question 2: Why and how should we care for our environment?

Human Rights emphasis/issue: The right to a clean and healthy environment and our responsibility to keep the environment clean and healthy.

General Objective: Pupils will demonstrate an awareness of the importance of taking care of the environment and the right of every individual to a clean and healthy environment.

Objectives

Pupils will:

- Explain why it is important to take care of the environment.
- Identify and discuss ways in which we do not care for the environment.
- Identify the effects of the lack of care of the environment on humans.
- Read and respond to characters and situations in class reader or stories.
- Listen to resource person.
- Write to share ideas and feeling.
- Develop awareness that rights are closely linked to responsibilities.
- Discuss the part they can play in making their environment clean and healthy.

Materials/Resources

- Multimedia materials on results of environmental degradation e.g. pictures of flooding, landslides polluted rivers and streams and gullies, garbage pile up on streets, hillsides cleared of vegetation
- LMW series Year 3, Term 3 “*Crossing over the Gully*”
- Stories from *Juice Box and Scandal* Hazel D. Campbell (2005)
- Resource Person from NEPA, Parish environmental group and Jamaica Environment Trust

Activities/Resources

Pupils will:

- Observe and discuss pictures and stories about the results of lack of care of the environment. Talk about the importance of taking care of the environment in the cases discussed.
- Listen to and read the stories like *Crossing Over the Gullies* and others. Discuss the lessons taught by each story and list ways in which the characters cared or did not care for the environment.
- Make list of how lack of care for the environment creates an unhealthy one.
- Make up a dub poem or rap to show what they have learnt about the caring for the environment.
- Listen to resource person and identify what they can do to correct or prevent some of the environmental problems.
- Plan and carry out a class project to improve the school environment.
- Talk about and decide on what they can do at home to improve their home environment.
- Begin an illustrated journal about caring for the environment showing their observation of what people do or do not do and their own efforts to protect the environment.

Assessment

- List of the results of not taking care of the environment
- List of ways characters in stories should care for the environment and the effects of what they did
- Ideas concerning measures for correcting/preventing some environmental problems
- Dub poem
- Class project to improve school environment and make it healthy
- Journal entry

Evaluation

Were pupils able to:

- Make a comprehensive list of the results of not taking care of the environment?
- Make a list of how characters in the story care for the environment?
- Express ideas for correcting and preventing some environmental problems?
- Produce a dub poem with relevant lyrics?
- Show how their right to a healthy environment has been upheld or violated?
- Identify and carry out a class project to improve their school environment and make it healthy?
- Include relevant entries in their journals?

SOME AVAILABLE MATERIALS FOR TEACHING HUMAN RIGHTS (CRC) TO GRADES 1-3

Publications

1. IJCHR:

Little Akeem Saves the Day 2004
The Rights of the Child Colouring Book
The Rights of the Child Brochure

2. Jamaica Coalition on Rights of the Child:

T*	<i>From Rights to Action</i>	2003
	<i>Children have Rights Too</i>	1995
T*	<i>Rights and Responsibilities</i>	
	<i>A Guide for Parents Based on the United Nations Convention on the Rights of the Child</i>	2000
	<i>Protecting Myself</i>	2005

3. Ministry of Education & Culture:

A. LMW Series			
Story Time 3	“Speed Limit”		(story)
	“Traffic Light”		(Poem)
Year 1 Term 3	“Go”		(story)
	“Anancy in Town”		(story)
Year 2 Term 2	“Accident”		(story)
Year 3 Term 3	“Crossing Over the Gully”		
B. Doctor Bird Series			
	“Do Not Play in the River Today”		

4. Ministry of Transport Road Safety Unit:

Safety on Our Roads Book 1
 Posters - *Pedestrian Guidelines*
Children have shortcomings in Traffic

T* Teacher Resource

Appendix 1

SOME EFFECTIVE TEACHING STRATEGIES

As teachers you are familiar with several methods which can be used to enhance teaching and learning - methods which help students to participate fully in the lesson. This list is merely a reminder and is not exhaustive. If you have tried others please share these with the IJCHR so they can be included for the benefit of other teachers.

1. **Role Play** allows the student to place himself/herself in the role of the other person. It allows the student to understand the feelings of others in special circumstances and gives more insight into a situation.
2. **Brainstorming** can be used to generate ideas on any topic and is a way of getting all the students involved as they express their ideas. Encourage all of them to contribute.
3. **Whole Class Discussions** are important as every individual must be able to participate in discussions about issues which affect them. It also helps in the development of other skills. The discussion should be structured and guided by the teacher. Invent with the class a set of rules to govern these discussions.
4. **Questioning** is a very useful technique especially if open ended questions are used. Ask questions which range from simple to the complex and avoid questions solely about facts.
Ask:
What if----- ? What would you do or suggest? What do you think----?
5. **Project work** helps students find a link with the real world and provides training in planning and organizing their work as well as how to work independently. It is best to work with a question. For example, How is garbage recycled at your school? Guide lines should be drafted by both teacher and students before they begin to work.
6. **Webbing** is a useful way of planning the topic and providing guidelines for the students on the necessary information to be gathered.
7. **Buzz Sessions** in which students form small groups to react to a presentation and to draft any questions that they may want answered.

8. **Peer work and group work** allows individual students to participate and shy ones may feel more confident speaking to a smaller audience.
9. **Cooperative group work** which is structured so that each student in the group is given a task or role in order to ensure participation. A report is compiled based on the input of each student.
10. **Field work** in the school environment and immediate community in which the school is located is a valuable learning tool. It may be conducted for example to deal with environmental issues, such as garbage and garbage disposal. This makes a practical application to the real world.
11. **Re-creating Information** involves presenting information in another form such as a drawing, a story, a cartoon, a comic strip or any other way that interests the students.

Appendix 2

SOME USEFUL RESOURCES FOR TEACHING HUMAN RIGHTS

A variety of resources are available and the resourceful teacher will always find something to help in presenting a lesson that reinforces human rights.

These can be very useful:

- Newspapers- pictures and stories.
- Games
- Songs/music
- Jingles
- Poems
- Stories
- Pictures
- Cartoons & comic strips
- Magazines
- Models
- Puzzles
- Multimedia: cassette tapes, videotapes, CDs, material on the internet, maps and diagrams
e.g. Venn diagram statistical diagram-tables, pie-charts, bar graphs and line graphs

Appendix 3

EXPLORING THE HUMAN RIGHTS ENVIRONMENT IN SCHOOLS

An understanding of human rights is best achieved by experiencing these rights in action. Everyday school life can provide this experience, and can reinforce the formal study of abstract concepts such as freedom, tolerance, fairness and truth.

However, schools often discourage, rather than encourage human rights. Assumptions and prejudices often exist which deny the human rights of some people in the school. For example, if students are allowed to call other students or groups offensive names, and no action is taken by the teachers, this sends a message to students that intolerance is acceptable. It is important to change these kinds of messages if teaching and learning are to succeed.

What is the present climate in the school?

Please read the following questions and think about your school. The aim of these questions is not to attack the discipline and order of the school, rather it is hoped that this will assist the teaching/learning process by creating a climate of respect throughout the school.

Relations between students:

Are there cases of violence or humiliation? For example, name-calling or bullying.

Does discrimination exist among students? For example, is this manifested in discriminatory actions against religious groups, girls, or students from a specific community?

Does anything happen when students complain about violence? Is this effective in ending the violence?

Relations between teachers, principal and students:

Are students expected to obey teachers without understanding the orders?

Are students given a voice in making and enforcing school rules?

Is the grading system used to impose discipline, or to promote a few at the expense of many?

Are students humiliated by teachers? Is discipline humane?

When do students see the principal?

Does the principal have an open door policy?

Does the principal know the students' names?

Are all students treated equally?

Do students have a voice in decision making? How is that achieved?

Do teachers show respect for students and vice versa?

Relations between teachers and principals:

Are teachers afraid to complain to or give suggestions to the principal?
 Are teachers given a voice in policy decisions?
 Are teachers treated equally?
 Is promotion based on performance or on political or personal considerations?

Relations between teachers:

Do teachers from different subjects ever work together to present topics?
 Do they exchange teaching experience and materials among themselves?
 Do teachers work as a team in a coordinated way?

Relations between teachers and parents:

Are parents afraid to complain to teachers when they do not like the way their children are treated or what they are taught?
 Do they fear that complaining might make things worse for their children?
 Are parents involved in running the school?
 Does this work? How could it be improved?
 Are teachers afraid to complain to parents about the behavior of their children?

School rules and procedures:

What values are promoted in school rules?
 Are students expected to blindly obey all rules for the sake of obedience and discipline?
 Are there rules that humiliate students, such as having to get permission every time they need to use the toilet?
 Are punishments irrelevant or unfair?
 Do school rules apply to all students equally?
 Can students help to make the rules or are they imposed on them?

The physical environment:

Are living conditions in the school building healthy?
 Is there a playground?
 Are students involved in making their classroom comfortable?
 Are students' paintings, poems and writings displayed on the walls?
 Are the works of less able students also displayed?
 Are learning materials and equipment equally available for students regardless of gender or social status?

What can be done to improve the climate of the school?

The questions on the previous page focused on some of the human rights issues in the school. Below are some specific suggestions which may help improve the environment. They are based on the idea that if students are given the responsibility to be involved in making rules and in deciding what to do when rules are broken, then they will be more likely to respect these rules.

Violence, conflicts and prejudices among students:

Teachers and students can work together to develop a specific policy to deal with these situations. For example, this is a suggested course of action for dealing with violent conflicts:

- Stop physical or verbal aggression.
- Find out the real problem by asking those involved and those witnessing for brief statements.
- Allow students to speak quietly in turn and give physical reassurance to upset students.
- Ask the students for suggestions for resolving the conflict and be prepared to contribute one or two ideas.
- Discuss the alternatives on the basis of searching for a fair solution.
- Agree on a course of action and follow it. If it is not working after a trial period, consult the students and try another solution.
- Follow up the incident with a discussion, a story, role play or artwork. Ask students to compare it with similar incidents.

Rules:

If students find some rules unnecessary, unfair or unreasonable, why not allow them to suggest changes? Rules in school are necessary if we want to avoid confusion and chaos, but each rule can be examined to see if it is fair.

Teachers should be prepared to compromise with the needs of the students if a change to the rules is suggested which would contribute to the effective running of the school. Students should then feel a responsibility to respect the rules.

Adapted from: *Human Rights Education for Citizenship: Teacher's Manual for Caribbean Schools*

Class Meetings

(Adapted from 'Educating for Character by T. Lickona p. 149. 151)

Class meetings can be an important first step in altering the human rights environment in the school. The next three pages give a step-by-step guide to starting them. The most important thing to remember when starting class meetings is that it will take practice before you and the class gradually learn to enjoy and participate in the meetings. Do not be discouraged if your first attempt is not a great success!

Class meetings can be used to involve the class in planning what to study next, for solving classroom problems, or simply for being together as a group. An important effect of the meeting is that it helps children learn to participate which is a vital skill for protecting and defending human rights. Below is a list of types of class meetings.

The questions which accompany each type can be asked by the teacher to help students to participate. However, to be effective, class meetings need to be a place where students feel **safe** sharing their feelings. To encourage them, it is a good idea not to force students to speak if they do not want to- respect their right to be silent when they want to be, then they will be more likely to speak up in a later meeting.

Adapt these ideas on the following pages to suit the age of your students.

Types of Class Meetings

- **Good news meeting:** Here, ask questions like “Who has some good news to share?”
- **Circle:** Go around the circle using one of the “sentence starters” below. Everyone can choose to speak or not to speak. After everyone has had a turn, the teacher can use individual students' contributions as a starting point for discussion. Some sample sentence starters are:
 - “Something I like about this class...”
 - “Something I think would make our class better...”
 - “A decision I think we should make...”
 - “I am wondering why...”
 - “It worries me that...”
 - “I wish that...”

- **Compliment time:** One or two children are chosen; taking one child at a time, the teacher invites classmates to say something they like or admire about that person.
- **Goal-setting meeting:** Discuss the goals for the morning, the day, the week, a curriculum unit or the academic year.
- **Rule-setting meeting:** Here, ask questions like “What rules do we need for our classroom?” “For going to the gym?” “For going to the canteen?”
- **Rule-evaluating meeting:** Have students write about, then discuss the following questions: “What are the school rules? Why do we have them? Are they good rules? If you could change one rule, what would it be? Do any of our classroom rules need changing to make them work better?”
- **Evaluation:** Here, ask questions like “What was good about today?” “How can we make tomorrow a better day?” “How can we make that activity work better next time?”
- **Reflections:** Here, ask questions like “What did you learn from this activity (unit, project, book)?”
- **Student presentation:** One or two students present a piece of their work, such as a project or a story.
- **Problems:**
 - Individual problems: “Who's having a problem that we might be able to help solve?”
 - Group problems: “What's a class problem that we should talk about?”
 - Complaints and recommendations: “You can make a complaint about a problem, but you have to offer a recommendation for correcting it.
 - Fairness meeting: “How can we solve this conflict in a way that is fair to everybody?”
- **Academic issues:** Here, ask questions like “Why do you think we to study this?” “What would help you do a better job on homework?” “On the next test?” “How could the last test have been improved?”
- **Classroom improvement meeting:** Here, ask questions like “What changes would make our classroom better?”

- **Follow up meeting:** Here, ask questions like “How is the solution/change we agreed upon working? Can we make it work better?”
- **Concept meeting:** Here, ask questions like “What is a friend? How do you make one?” “What is a conscience? How does it help you?” “What is a lie? Is it ever right to tell one?” “What is trust? Why is it important?” “What is courage? How do people show it?”
- **Suggestion box/ class business box:** Any appropriate item students have suggested for discussion.
- **Meeting on meetings:** Here, ask questions like “What have you liked about our class meetings? What haven't you liked? What have we accomplished? How can we improve our meetings?”

Good class meetings can be a powerful tool which you might use to persuade your principal that the whole school would benefit from a school meeting or school council. At the school council, elected representatives from each class could meet with the staff to offer advice/ideas on real school problems. If representatives are obliged to represent views of their class (which they can find out in their meetings), the school council can be a truly democratic model which will prepare students for participation in a democratic society.

A clear structure for the meeting will help make them successful. Below is a suggested model, which you can adapt for your own situation.

Ideas for a model class meeting:

Circle: Form a good circle and ask the students to be quiet.

Set the agenda: State the purpose of the meeting and the different things to be discussed.

Set the rules: Establish or review rules for “good talking and listening.”

Form the class into pairs

- **Pose the problem or question:** For example, “Several people have said that there is a lot of name calling on the playground. What can we do to solve this?”

- **Partner talk:** Have partners share thoughts with each other (3 to 5 minutes). You may want to move around and help those who may be slow to interact.
- **Signal for quiet:** Establish a signal for ending talk in pairs and beginning the whole group discussion.
- **Whole-group discussion:** Invite several pairs of students to share their ideas with the group. Invite reactions to these ideas and ask further questions. If appropriate, reach and record agreement on action. Plan what to do and set a time for a follow-up meeting.
- **Close the meeting:** Here you can go around the circle for final comments, summarise what happened, ask the students to think what they remember most about the meeting, or evaluate it.

When the class has become used to meeting, students themselves can take responsibility for the meetings. For example, by taking turns to lead meetings, summarize what has been said by others, or making notes of conclusions reached.

Another useful tip which increases student participation in the meeting is to ask students a question and give time for them to note their own answer before asking them to share it with the group.

Things to think about:

Many teachers have found that monitoring, then changing their own behaviour was an important step in creating a human rights environment in their classroom. To help you to do this, you can ask yourself the following questions, or discuss them with colleagues. It might be useful to look at these questions for a week or so, during which you monitor your own behaviour in the classroom and think about the ways in which it might be improved.

- Do you treat all students as individuals? Do you address them by their personal names? If so, do you take the time to say the name correctly?
- Do you use eye contact and touch to reassure students of your attention and concern?
- Do you apologise when you have made a mistake?
- Do you allow students to make important decisions? For example, about what to do next, what books to read, where to eat lunch...?
- Do you encourage good listening habits? For example, do you sound a musical note to get silence, or do you find yourself shouting?
- Do you smile in the classroom?
- Do you reward the whole group for something well done together? Do you praise cooperation, caring and peacefulness, or just good academic work?
- Do you use line-ups when they are not necessary, or do you allow the students to move in groups?
- Do you label students as bad or good?
- Are you afraid of confusion and noise, even when it is caused by students working hard?

Adapted from: *First Steps: A Manual For Starting Human Rights Education*, produced by Amnesty International, 1996
Human Rights Education for Citizenship: Teachers' Manual for Caribbean Schools.

THE INDEPENDENT JAMAICAN COUNCIL FOR HUMAN RIGHTS "IJCHR"

The Jamaica Council for Human Rights was originally founded on December 10, 1968, on the 20th anniversary of the adoption of the Universal Declaration of Human Rights by the United Nations. It is the oldest human rights non-governmental organisation (NGO) in Jamaica and the English speaking Caribbean.

The Council was re-incorporated in 1998 under the name **The Independent Jamaican Council for Human Rights (1998) Limited (IJCHR)** (the Council) and has, amongst others, the following objectives:

- To provide information about and to promote the observance of Human Rights generally in Jamaica.
- To consider all questions affecting Human Rights and Fundamental Freedoms and to initiate and watch over general measures affecting such issues and, if necessary, to petition the government and Legislature of Jamaica, the Judges and other persons and bodies in or out of Jamaica.
- To encourage the study of Human Rights and all related matters.
- To promote the development of national consciousness and the recognition of Human Rights and civil liberties, and to build a national movement for the purpose of establishing and defending Human Rights and civil liberties throughout Jamaica.
- To uphold and encourage support for the Universal Declaration of Human Rights and the accession and adherence of Jamaica to international and regional human rights conventions.
- Constantly to campaign against any denial of Human Rights and civil liberties in Jamaica and to undertake or sponsor all action necessary and possible to secure redress and public disapproval for all infringements of these rights.

In order to carry out its primary objective to protect and promote the human rights of the citizens of Jamaica, the Council's activities are centred on three wide areas:

- Human Rights Education
- Advocacy
- Constitutional and Legal Reform

Human Rights Education

In order to accomplish the goal of heightening human rights awareness in Jamaica, a multifaceted approach has been employed in conducting educational campaigns. Information is disseminated to Jamaican citizens primarily through the following mediums:

1. The printed and electronic media.
2. Public seminars and exhibitions.
3. Lectures, workshops and seminars with special groups such as the police, correctional officers, the legal fraternity including judges, justices of the peace, lawyers and law students, community groups, civil society organisations and others.
4. Publications: brochures, pamphlets, newsletters and other educational material.
5. The conduct of workshops with teachers geared specifically towards the infusion of human rights concepts in the curriculum at all levels.
6. The development and production of resource material for schools

Contact Details

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Addendum

Summary

<p style="text-align: center;">UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD</p>
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PREAMBLE

The preamble: recalls the basic principles of the United Nations and specific provisions to certain relevant human rights treaties and proclamations: reaffirms the fact that children, because of their vulnerability, need special care and protection; and places special emphasis on the primary caring and protective responsibility of the family, the need for legal and other protection of the child before and after birth, the importance of respect for the cultural values of the child's community, and the vital role of international cooperation in achieving the realization of children's rights.

Article

1. Definition of a child

All persons under 18, unless by law majority is attained at an earlier age.

2. Non-discrimination

The principle that all rights apply to all children without exception, and the State's obligation to protect children from any form of discrimination. The State must not violate any right, and must take positive action to promote them all.

3. Best interests of the child

All actions concerning the child should take full account of his or her best interests. The state is to provide adequate care when parents or others responsible fail to do so.

4. Implementation of rights

The State's obligation to translate the rights in the Convention into reality.

5. Parental guidance and the child's evolving capacities

The State's duty to respect the rights and responsibilities of parents and the wider family to provide guidance appropriate to the child's evolving capacities.

6. Survival and development

The inherent right to life, and the State's obligation to ensure the child's survival and development.

7. **Name and Nationality**
The right to have a name from birth and to be granted a nationality.
8. **Preservation of identity**
The State's obligation to protect and, if necessary, re-establish the basic aspects of a child's identity (name, nationality and family ties).
9. **Separation from their parents**
The child's right to live with his/her parents unless this is deemed incompatible with his/her best interests; the right to maintain contact with both parents if separated from one or both; the duties of States in cases where such separation results from State action.
10. **Family reunification**
The right of children and their parents to leave any country and to enter their own in order to be reunited or to maintain the child-parent relationship.
11. **Illicit transfer and non-return**
State's obligation to try to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.
12. **The Child's opinion**
The child's right to express an opinion, and to have that opinion taken into account, in any matter of procedure affecting the child.
13. **Freedom of expression**
The child's rights to obtain and make information, and to express his or her views, unless this would violate the rights of others.
14. **Freedom of thought, conscience and religion**
The child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance and national law.
15. **Freedom of association**
The right of children to meet with others and to join or set up associations, unless the fact of doing so violates the rights of others.
16. **Protection of privacy**
The right to protection from interference with privacy, family, home and correspondence, and from libel/slander.
17. **Access to appropriate information**
The role of the media in disseminating information to children that is consistent with moral well-being and the knowledge and understanding among peoples, and respects the child's cultural background. The State is to take measures to encourage this and to protect children

from harmful materials.

18. Parental responsibilities

The principle that both parents have joint and primary responsibility for bringing up their children, and that the State should support them in this task.

19. Protection from abuse and neglect

The State's obligation to protect children from all forms of maltreatment perpetrated by parents or others responsible for their care, and to undertake preventive and treatment programmes in this regard.

20. Protection of children without families

The State's obligation to provide special protection for children deprived of their family environment and to ensure that appropriate alternative family care or institutional placement is made available to them, taking into account the child's cultural background.

21. Adoption

In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, with all necessary safeguards for a given child and authorization by the competent authorities.

22. Refugee children

Special protection to be granted to children who are refugees or are seeking refugee status, and the State's obligation to cooperate with competent organizations providing such protection and assistance.

23. Handicapped children

The right of handicapped children to special care, education and training designed to help them to achieve the greatest possible self-reliance and to lead to a full and active life in society.

24. Health and health services

The right to the highest level of health possible and to access health and medical services, with special emphasis on primary and preventive health care, public health education and the diminution of infant mortality. The State's obligation to work towards the abolition of harmful traditional practices. Emphasis is laid on the need for international cooperation to ensure this right.

25. Periodic review of placement

The right of children placed by the State for reasons of care, protection or treatment to have all aspects of that placement evaluated regularly.

26. Social Security

The right of children to benefit from social security.

27. Standard of Living

The right of children to benefit from an adequate standard of living, the primary responsibility of parents to provide this, and the State's duty to ensure that this responsibility is first fulfillable and then fulfilled, where necessary through the recovery of maintenance.

28. Education

The child's right to education, and the State's duty to ensure that primary education at least is made free and compulsory.

Administration of school discipline is to reflect the child's human dignity. Emphasis is laid on the need for international cooperation to ensure this right.

29. Aims of education

The State's recognition that education should be directed at developing the child's personality and talents, preparing the child for active life as an adult, fostering respect for their basic human rights and developing respect for the child's own cultural and national values and those of others.

30. Children of minorities or indigenous peoples

The right of children of minority communities and indigenous peoples to enjoy their own culture and to practice their own religion and language.

31. Leisure, recreation and cultural activities

The right of children to leisure, play and participation in cultural and artistic activities.

32. Child labour

The State's obligation to protect children from engaging in work that constitutes a threat to their health, education or development, to set minimum ages for employment, and to regulate conditions of employment.

33. Drug Abuse

The child's right to protection from the use of narcotic and psychotropic drugs and from being involved in their production or distribution.

34. Sexual exploitation

The child's right to protection from sexual exploitation and abuse, including prostitution and involvement in pornography.

35. Sale, trafficking and abduction

The State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

36. Other forms of exploitation

The child's right to protection from all other forms of exploitation not covered in articles 32, 33, 34 and 35.

37. Torture and deprivation of liberty

The prohibition of torture, cruel treatment or punishment, capital punishment, life imprisonment, and unlawful arrest or deprivation of liberty. The principles of appropriate treatment, and unlawful arrest or deprivation of liberty. The principles of appropriate

treatment, separation from detained adults, contact with family and access to legal and other assistance.

38. Armed conflicts

The obligation of States to respect and ensure respect for humanitarian law as it applies to children. The principle that no child under 15 takes a direct part in hostilities or be recruited into the armed forces, and that all children affected by armed conflict benefit from protection and care.

39. Rehabilitative care

The State's obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.

40. Administration of juvenile justice

The right of children alleged or recognized as having committed an offence to respect for their human rights and in particular, to benefit from all aspects of the due process of law, including legal or other assistance in preparing and presenting their defence. The principle that recourse to judicial proceedings and institutional placements should be avoided wherever possible and appropriate.

41. Respect for existing standards

The principle that, if any standards set in national law or other applicable international instruments are higher than those of this Convention, it is the higher standard that applies. Implementation and entry into force.