

CHILD RIGHTS AWARENESS TRAINING OF TRAINERS KIT





Message from His Excellency Ahmad Julfar

Director General of Dubai Community
Development Authority

We are pleased to provide you with this training package, which we hope that it will serve as a reference and will help you in performing your humanitarian duty. It will also help you to contribute to the role expected from you in spreading awareness of children's rights, and training children and their caregivers in about the child rights laws, and how to protect and implement them.

This package came as one of the fruits of the important and close cooperation of the Community Development Authority in Dubai (CDA) with the United Nations Children's Fund (UNICEF) in the Gulf region. Our cooperation aim to apply the best societal practices and awareness-raising methodologies in spreading the necessary human rights culture among children and those who care for them and are concerned with dealing with them from health, educational, social and sports institutions. We believe that awareness of rights and understanding of laws is the basis for a fully child-friendly society that protects and enables them to reach their full potential.

While we hope that this package will provide you with everything you may need to be consistent partners in protecting children's rights in the UAE, CDA will remain with you and by your side, providing you with support and advice, receiving your suggestions and benefiting from your experiences.

Message from His Excellency Eltayeb Adam **UNICEF Gulf Area Representative**

The CRC constitutes a framework for UNICEF's work, and. In addition to children, the provisions of the Convention target everyone responsible for their care, protection and development. To achieve what has been stipulated in the convention, it should be understood by the rights holders, and those charged with implementing its provisions.

Within the framework of the existing cooperation between the Community Development Authority in Dubai and UNICEF, this training kit was developed for children and teachers in the school community with the aim of raising awareness and promoting child rights culture. Through this kit, we seek to create a deeper understanding of the principles, content and application of the CRC. In addition to the ToT manual, the toolkit includes awareness-raising activities on child rights suitable for children of different age groups, in both Arabic and English.

Each of us is responsible to ensure that all the rights of children are respected, as a parent, as a teacher, as an academic, or a decision maker. All of us must understand and use the convention in all its terms and meanings and work together to ensure a world fit for our children.

We are honored in UNICEF to be partners in the development of this toolkit, which we think is an important source for education authorities, and we are looking forward to seeing it part of the school's curriculums in UAE. Finally, we renew our commitment to move forward in strengthening our strategic partnership with CDA in Dubai and work with together to promote a culture of child rights.

Acknowledgments

This training toolkit (CRAAT) is the result of a fruitful collaboration between Community Development Authority (CDA) in Dubai and UNICEF Gulf Area Office under the Memorandum of Understanding (MOU) signed between the two parties in July 2019 and aimed at spreading the promotion of a culture of children's rights in society.

We extend our sincere thanks and gratitude to everyone who contributed to accomplish this project. We hope that it will be a comprehensive reference to spread awareness about children's rights and to enhance their protection in the United Arab Emirates.

We would like to thank and appreciate Human Rights team in the Community Development Authority, headed by:

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Introduction To Training Of Trainers Kit

Welcome to the Training of Trainers Kit (TOTK). This is a resource to help you build the capacity of school teachers across UAE. It will enable you to ensure those teachers are comfortable and capable of using the aligned Child Rights Awareness Activities Toolkit (CRAAT).

This TOTK is divided into two parts. Part One constitutes self-study notes to ensure that you have sufficient understanding of the context of child rights, and of an appropriate pedagogy for teaching it in schools. This will enable you subsequently to lead teachers through a three-day workshop. All notes and resources for that three-day workshop are contained in Part Two. You should therefore read Part One carefully yourself before conducting any such workshop with teachers.

Three days is a short period of time in which to cover a lot of ground. We therefore also strongly recommend that you provide Part One to teachers before they attend the workshop. This should be presented to them as essential pre-course reading. Sections A, B and C have been formatted with that purpose in mind, through the addition of comprehension check quizzes and other self-reflection tools. By reading through Part One yourself as a trainer, and by arranging for the workshop participant teachers to do the same, the workshop will be more effective and enjoyable.

Background

The initiative of the Community Development Authority (CDA) in Dubai, set up and developed a framework for social development with the aim of achieving the goals outlined in the Dubai Strategic Plans. This includes promoting the awareness of human and child rights among all segments of the society. For that, UNICEF Gulf Area Office and CDA signed an MoU and an action plan to strengthen their partnership on promoting child rights among children, their families and the community in Dubai. The work plan includes a Child Rights Awareness Activities Toolkit (CRAAT) suitable for implementation with children in different age groups in and the development of training materials (Training of Trainers Kit) on Child Rights targeting teachers in schools in UAE.



CRAAT

The CRAAT is comprised of three separate toolkits targeting children in the following age-groups;

- 6 – 9
- 10 – 14
- 15 – 18

Each consists of interactive activities that require teamwork, the active engagement of participants, physical movement, and continuous participation. They include successful activities used by UNICEF and other local and international organizations around the world. The CRAAT will provide children and young people with knowledge on how to exercise their rights, commit to the rights of others, and learn about the different basic rights and responsibilities that a child is entitled to. Activities will further guide them in participating and engaging with family, school, and community in realizing child rights, as well as advocating and defending child rights. Activities will also affirm the universality of rights of all people, including people who are differently abled, and establish ways in which young people can actively participate in promoting equal rights for a fair and just society

The main purpose of this, the Training of Trainers Kit, is to ensure that teachers can use the Child Rights Awareness Activity Toolkits efficiently. This will entail providing them with twin trajectories of learning, looking both at what we want them to teach – an awareness of child rights – and how we want them to teach – by using a participatory, learner-centred, play-based approach. The three-day workshop outlined in Part 2 is designed to be experiential, dynamic and fun. No provision has been made for either lecturing or PPT presentations. From the first day hour, teachers will be on their feet, learning by doing and discovering, or re-discovering, the power and joy of learning through play. This emphasis on the concepts of structured play and ‘serious fun’ also infuses the CRAAT. The CRAAT advocates educating children through activities in which children can put their heart and soul and minds-on thinking in an atmosphere of creativity and social interaction. Throughout the workshop you will be helping teachers come to a fuller understanding of the history and context of child rights. You will be helping to familiarize them with the content and structure of the CRAAT. You will guide them through reflections on the sort of pedagogy that is appropriate for Child Rights Education and building their capacity on the use of games, art and theatre in the classroom. Finally, you’ll be taking them through micro-teaching practice in which they will gain first-hand experience of delivering exercises from the CRAAT.

PART ONE

SELF STUDY NOTES



Section A: Child Rights History And Theory

■ Human Rights – What Does The Term Mean?

Let's start by looking at the bigger picture of human rights in general, before we focus in on child-rights. What do we mean when we use the term 'human rights'? Well, the term describes the basic standards without which people cannot survive and develop in dignity. They are seen as fundamental to all of us. We often use three words to sum up the essence of human rights. We say they are;

- **UNIVERSAL** i.e. everyone is born with and possesses the same rights, regardless of where they live, their gender or race, or their religious, cultural or ethnic background.
- **INALIENABLE** i.e. – nobody can take them away from you and nor can anyone surrender or give them up.
- **INDIVISIBLE** i.e. all rights are equally important and can't be separated from each other.

■ When Were Human Rights Introduced?

How far back do you want to go? Belief in the sanctity of human life and in the need to protect human dignity has ancient precedents in many religions and laws of the world. We shall focus our attention on the modern era and on the role of the United Nations in creating a human rights framework. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948. It set out for the first time, fundamental human rights to be universally protected. Its acceptance by countries all around the world gives great moral weight to the fundamental principle that all human beings, rich and poor, strong and weak, male and female, of all races and religions, are to be treated equally and with respect for their natural worth as human beings.

There are 30 separate articles in the UDHR. Here are two examples;

- Article 1: All human beings are born free and equal in dignity and rights.
- Article 3: Everyone has the right to life, liberty and security of person.

■ The Human Rights Framework

Since adopting the Universal Declaration of Human Rights in 1948 the United Nations has adopted other international human rights instruments or treaties. These treaties are used as a framework for discussing and applying human rights. Through these instruments, the principles and rights they outline become legal obligations on those states choosing to be bound by them. The framework also establishes legal and other mechanisms to hold governments accountable in the event they violate human rights.

As well as the UDHR, there are six other core human rights treaties, as follows;

1. The International Covenant on Civil and Political Rights.
2. The International Covenant on Economic, Social and Cultural Rights.
3. The Convention on the Rights of the Child.
4. The Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment.
5. The International Convention on the Elimination of All Forms of Racial Discrimination.
6. The International Convention on the Elimination of All Forms of Discrimination Against Women.

These treaties are important tools for holding governments accountable for the respect for, protection of and realization of the rights of individuals in their country. As part of the framework of human rights law, all human rights are indivisible, interrelated and interdependent. In other words, there is no such thing as a small or minor or lesser right. There is no hierarchy of human rights. They are all connected and one cannot be enjoyed fully without the others. Similarly, where basic survival needs are not met, civil and political rights may be meaningless as people are overwhelmed by the need to find adequate food and shelter. For example, it might be difficult to realize your right to health if you cannot realize your right to education or the right to information. Children cannot enjoy their right to education if they are hungry.

By signing a human rights-treaty a state declares that it has agreed upon the content of the treaty, and intends to work towards its implementation. The ensuing ratification leads to a legally binding obligation under international law.

■ Why Do Children Have Their Own Convention?

Children here are defined as being under eighteen years-old. Children have the same general human rights as adults and also specific rights that recognize their special needs. Children enjoy the same rights as adults under all of the human rights treaties mentioned above. It is not the case that they only qualify for these rights when they turn eighteen. These rights are theirs from birth. However, because they are particularly vulnerable it was felt that children needed extra protection that adults don't. Therefore, children enjoy their own special rights in addition to all those rights that adults enjoy.

The CRC brings together the children's rights articulated in other international instruments. It articulates the rights more completely and provides a set of guiding principles that fundamentally shapes the way in which we view children. In adopting the Convention, the international community recognized that people under eighteen years of age often need special care and protection that adults do not.

■ What Does The Convention Say?

The Convention on the Rights of the Child sets out the rights that must be realized for children to develop to their full potential. It offers a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to their age and stage of development. The Convention recognizes the fundamental dignity of all children and the urgency of ensuring their well-being and development. It makes clear that a basic quality of life should be the right of all children, rather than a privilege enjoyed by a few. Every child has the same rights, whatever their ethnicity, gender, religion, language, abilities or any other status.



The Convention has 54 articles in total. The first 42 articles cover all aspects of a child's life and set out the rights that all children everywhere are entitled to. Articles 43 – 54 explain how adults and governments must work together to make sure all children can enjoy all their rights. For the purposes of teaching children about their rights we shall refer to the CRC as having articles. The Convention must be seen as a whole: all the rights are linked and no right is more important than another. For example, the right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance as the right to be safe from violence (Article 19) and the right to education (Article 28).

■ **Four General Principles**

Whilst the CRC has 54 articles all of equal weight, there are four articles in the convention that are seen as special. They are known as the 'General Principles' and they help to interpret all the other articles. They are;

1. Non-discrimination (Article 2)
2. The best interest of the child (Article 3)
3. Right to survival and development (Article 6)
4. The right to be heard/respect for the views of the child (Article 12).

■ **Organizing The UNCRC Articles Into Clusters**

In order to help states to write their reports, the articles of the CRC are organized into thematic clusters. For the purposes of this training resource and its aligned Child Rights Awareness Toolkit we will focus on the following clusters;

- The General Principles
- Civil Rights and Freedoms
- Family Environment and Alternative Care
- Health and Welfare
- Education, Leisure and Culture
- Protection

You can find a complete overview of all articles by cluster at [Appendix i](#).

■ When Was It Adopted?

In 1978 a draft text was proposed for the CRC. A UN working party then revised it into its final form. The UN general Assembly unanimously adopted the text of the Convention on the Rights of the Child on 20 November 1989. The Convention then became legally binding in September 1990 after 20 states ratified it. The UNCRC is now the most widely ratified human rights treaty in the world. All UN member states except for the United States have ratified the convention. The Convention was ratified by the United Arab Emirates on 3 January 1997.



■ Is The CRC Legally Binding?

Yes, it is but only if you agree to be bound by it. Governments that ratify the CRC must report to the Committee on the Rights of the Child, the body of experts charged with monitoring States' implementation of the CRC. The Committee is made up of 18 experts in the field of children's rights from different countries and legal systems. They are nominated and elected by State Parties but act in a personal capacity, not as representatives of their countries.

Reports to the Committee on the situation of children's rights in their country are submitted by the State within two years of ratification and every five years thereafter. Unusually, the Committee acknowledges the contributions of NGOs in the field of child rights by specifically inviting their participation in the reporting and monitoring process, a first among human rights treaties. NGOs can, and do, prepare alternative reports for the Committee's consideration, and this tactic has been used to highlight evasions and inaccuracies in the official report that countries have submitted.

■ Child Rights In The Context Of UAE

Although all countries in the world, apart from the US, have ratified the CRC, not every country agrees to be bound by every article in it. Countries are free to announce a 'reservation' about certain articles. A reservation is a statement that a state makes at the time of ratification. It either puts a limit on a right or cuts out a right altogether. For example, many countries including Canada, South Korea and Bangladesh have expressed reservations about article 21 which deals with the adoption of children. They have done so because they feel that article 21 somehow conflicts with existing social, cultural or religious mechanisms which they feel are more desirable or efficient in governing how children should or should not be adopted.

UAE maintains reservations to articles 7 (right to name and nationality), 14 (freedom of thought and religion), 17 (access to information) and 21 (on adoption). The reservation to Article 7 states that 'nationality is an internal matter whose terms and conditions are established by national legislation'. The UAE agrees to be bound by Article 14 only to the extent that the provision 'does not conflict with the principles and provisions of Islamic law'.

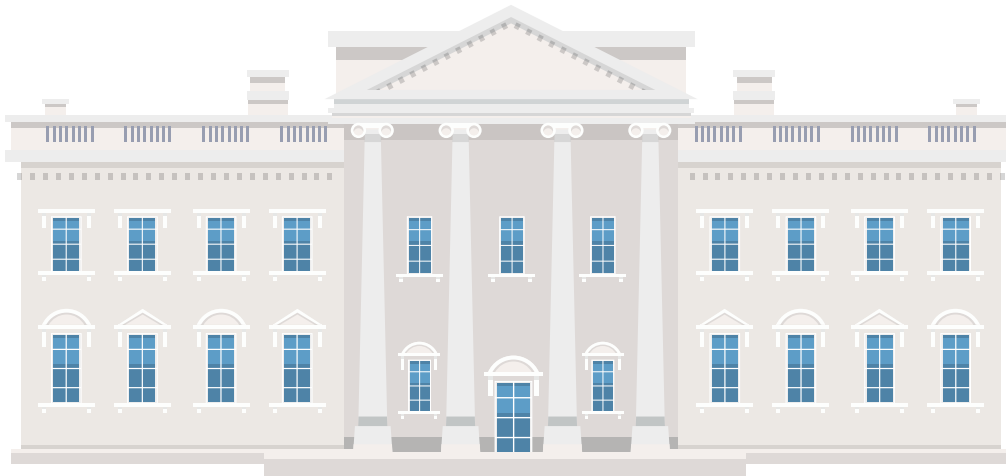
Article 17 (on access to information and the functions of the mass media) is to be applied in light of the requirements of domestic statutes. The UAE does not consider itself bound by the provisions of Article 21, 'given its commitment to the principles of Islamic law' in accordance with which 'the UAE does not permit the system of adoption.'

In recognition of these reservations the CRAAT do not explicitly reference articles 7, 14, 17 or 21. Trainers should explain this matter to teachers and teachers may decide whether they subsequently wish to explain it to students.



■ Rights Holders And Duty Bearers

Central to the whole idea of a Rights-Based Approach concept is the idea that some people are **Rights Holders** and others are Duty Bearers. Like most human rights instruments, the CRC is really a framework for articulating the nature of the relationship between the State and individuals within its jurisdiction. The State along with non-state responsibility-holders (parents, guardians, care-givers) are **duty bearers** – that is, they have duties and obligations under the CRC, legally binding them to respect, protect and fulfil children’s rights.



Rights holders in the context of the CRC are children up to 18 years of age. The rights holder is an active participant in rights realisation and must be empowered to make claims and hold duty bearers to account. Children’s ability to make claims is very often dependent on the support of adults, and will change over time, in keeping with their evolving capacities and maturity. Children have rights but they also have responsibilities to respect the rights of others.

Duty bearers are those defined as having obligations under the CRC for respect, protection and fulfilment of child rights. Government and its agents (social workers, judges, police, health care workers, teachers, etc) are the primary duty bearers responsible for realising the rights of all children. Parents, community members and others who care for children are secondary duty bearers, with specific legal responsibilities for upholding the rights of children under their care. Families and communities must be supported to raise their children in ways that keep them safe and to end harmful traditional and parenting practices.

Often, we are both rights-holder and duty-bearer. If, as a child you have the right to express an opinion, you also have a responsibility to listen to and respect the views of other.

The **Rights Holder** is entitled to rights;

- Has rights
- Is entitled to claim rights
- Holds the duty bearer accountable
- Has a responsibility to respect the rights of others (which puts him or her in the role of the duty-bearer).

The **Duty Bearer** has obligations for rights.

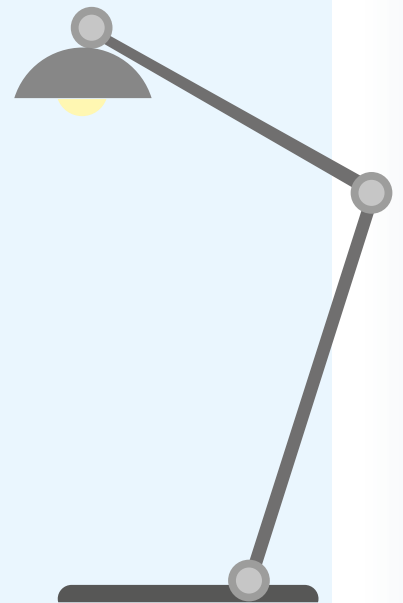
- Has responsibility to fulfil, protect and respect rights.
- Duty bearers connect rights holders with their rights. If duty bearers do not fulfil their obligations, the right remains out of reach for rights holders.

Rights holders and duty-bearers within the education system include teacher-trainers, school-managers and teachers.

Section A Child Rights History and Theory Recap Quiz.

Why not try this short quiz to help you recap on the contents of Section A? You'll find the answer key to this and all the other quizzes at [Appendix ii](#).

- Q1. What are three words we use to sum up the essence of human rights?
- Q2. Which word is used to explain that everyone is born with and possess the same rights, regardless of where they live, their gender or race, or their religious, cultural or ethnic back ground?
- Q3. What are the 'Four General Principles' of the CRC?
- Q4. What is the name or title we give to people who have rights? In the case of the CRC these are children.
- Q5. And what is the name or title we give to people whose job it is to ensure others get their rights?
- Q6. Who are some child-rights duty-bearers in a school?



Section B: Child Rights Education (CRE)

Now that we have looked at the history and theory of child rights, let's focus in on the potential role of teachers and trainers, in helping to promote Child Rights Education (CRE). Whilst CRE is not yet included in the official curriculum in UAE schools, the following section can still help us in seeing the different ways of defining what child rights education is, and of recognizing its intended outcomes.

■ Four Dimensions To Child Rights Education

It might help if we think about child rights education as having four dimensions. These are;

1. Learning **as** a right.
2. Learning **about** rights.
3. Learning **through** rights.
4. Learning **for** rights.

All these dimensions are interrelated and help to reinforce each other. Let's look briefly at what we mean by each.

Learning as a right.

Children have a right to learn. Article 28 states that children have the right to an education and Article 29 defines what is meant by a proper education. This makes clear the right of every child to education on the basis of equality of opportunity and without discrimination on any grounds. To achieve this goal, education must be available for, accessible to, and inclusive of, all children. The education must develop their talents and prepare them for active participation in civil society.

Learning about rights

One of the core components of CRE is learning about rights. In order to learn about rights we want children to spend time learning about them in a structured and guided environment. This manual and the linked Child Rights Awareness Toolkits are aimed at helping children and teachers to learn about rights. The three toolkits contain 63 exercises explicitly helping children to learn about rights.



Learning through rights

CRE requires us as educators to recognize children as rights holders. Amongst the rights they hold are the rights to express an opinion, to enjoy meaningful participation, freedom from violence, and respect for language, culture and religion. This has profound implications on the pedagogy that we use. Traditional rote learning for example, where children are frequently not permitted to express opinions or allowed opportunities for meaningful participation, or classroom environments where corporal punishment is used, are incompatible with CRE.

Article 29 defines the right of every child to a quality education that enables him or her to fulfil his or her potential, realize opportunities for employment and develop life skills. To achieve this goal and to respect children's rights, education needs to be child-centred, relevant and embrace a broad curriculum, and be appropriately resourced and monitored.

Learning for rights

Learning about rights and learning through rights by transforming the learning environment leads naturally into learning for rights: in other words, transforming the broader environment beyond the school gates. Of course we want children to be informed about child rights. But CRE is not complete until children have internalized the importance of rights to the extent that they wish to apply that knowledge. CRE should support children as they move towards agency. This involves actively claiming one's own rights and promoting respect for the rights of others. This might involve awareness-raising, advocacy, campaigning and taking action within the community. The three toolkits follow this same broad trajectory of learning, beginning by acquainting children with their rights and concluding with little community activism projects.

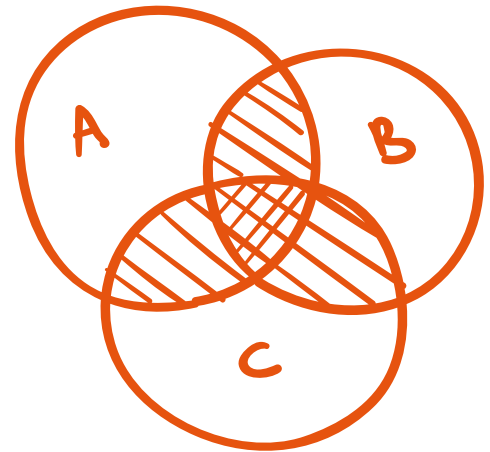
How Does CRE Benefit Children?

Research has identified three basic benefits of CRE for children: they become informed of their rights and the nature of their rights; they develop the attitudes and values underpinning democracy and global citizenship; and they become empowered to take positive action to protect the rights of others. CRE facilitates children's participation in their schools and communities where their opinions and decisions can be properly acknowledged and taken into account. CRE also assists children to understand the national and global environments and provides them with the knowledge and skills to act at a broader level.

How Does CRE Benefit Teachers, School Managers And Teacher-Educators?

High-quality CRE implies a pedagogy that promotes respect for children's participation, their best interests, development to their fullest potential and non-discrimination. This is consistent with – and can help to build on – good interactive, learner-centred pedagogy already in use by many teachers worldwide. In other words, CRE often helps teachers to become more effective teachers.

Researchers highlight the importance of using interactive, learner-centred pedagogical approaches that are motivating and humanizing, and which are used to achieve transformational and empowering CRE. These approaches are experiential and activity-centred; participative; dialectical; analytical; healing (promoting human rights in intra- and interpersonal relations); problem-solving; and goal and action-oriented. Skills relating to social and emotional learning such as critical thinking, conflict resolution, empathy and understanding are important components of CRE.



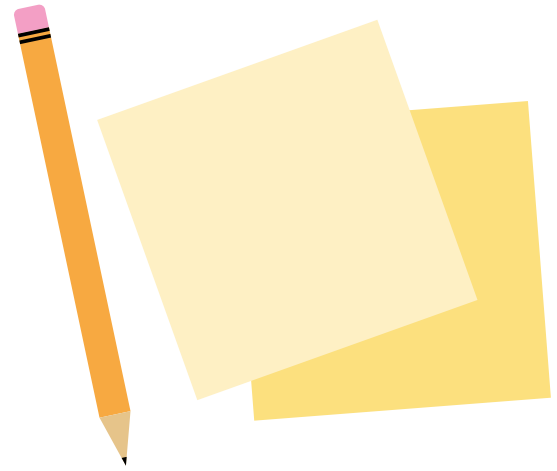
How Does CRE Benefit Families, Local Communities And Beyond.

High-quality CRE has a positive impact on families, local communities and beyond. Caregivers and other family members share in their children's increased knowledge about rights and global issues. They witness and benefit from children's improved communication and behaviour within the context of respectful relationships that are being modelled in the school environment. CRE motivates children to take action in relation to local and global initiatives to promote respect for child and human rights. For example, having transformed their school into a rights-respecting environment (through a comprehensive whole school CRE initiative), one school in Andover in the UK has made the natural progression to transforming their town into a rights-respecting environment. There is great potential to link CRE within schools to 'child-friendly cities' initiatives and similar community programmes.



Thinking Of Rights In Terms Of Needs V Wants.

How will we explain the concept of rights to children, especially younger children? Aren't we likely only to confuse them with conceptual talk of rights-based approaches and human rights frameworks? The language in the exercises you will encounter in the three different Child Rights Awareness Toolkits has been graded appropriately. Regardless of which age group students are in (6 – 9, 10 – 14 or 15 – 18) certain concepts are explained in a simplified manner. We help students to understand the concept of rights by asking them to reflect on the qualitative differences between needs and wants. Several exercises for each age group asks students to consider what things must be in place if children are to enjoy life and grow up happy and healthy and capable of meeting their full potential. Students will unfailingly generate lists that include the need to be fed, clothed and sheltered, the need to play and to gain an education, the need to be protected from violence and the need to be treated fairly. They are then asked to differentiate these needs from other things which, whilst enjoyable, are not so fundamental that we would describe them as rights. With the teachers help, students learn to differentiate needs from wants and to understand that needs are synonymous with rights.



■ Rights And Responsibilities

Children are rights holders under the CRC. Let's clarify one important part here. Human rights are inalienable. Nobody can take away a child's rights and nor can children surrender or give away their rights. Rights are unconditional. They cannot be granted as a reward or withdrawn as a punishment. A child has an absolute right to an education. If a child attends school and makes no effort, the child still retains the right to an education. However, none of us, adults or children, enjoy our rights in a vacuum. In order for us to enjoy and realize our rights, we require others to respect our rights and to allow us to do so. We cannot exercise our own rights in such a way that they infringe on the rights of others. This implies that all of us have responsibilities towards other rights holders. If children have a right to be protected from conflict, cruelty, exploitation and neglect, then they also have a responsibility not to bully or harm each other. If children have a right to express an opinion, they have a responsibility to listen to the opinions of others.



Section B Child Rights Education Recap Quiz.

Why not try this short quiz to help you recap on the contents of Section B? You'll find the answer key to this and all the other quizzes at [Appendix ii](#).

- Q1. It can be helpful to think about CRE as having four dimensions. Can you remember what they are?
- Q2. Which two articles from the CRC deal specifically with education?
- Q3. What sort of pedagogy or classroom environment would not be compatible with CRE?
- Q4. What are three ways in which CRE benefits children?
- Q5. We talk of rights as having corresponding responsibilities. Children have a right to be protected from conflict, cruelty, exploitation and neglect. What might be a corresponding responsibility?

Section C: Why The Toolkits Promote Learning Through Play?

We want our children to participate in their own learning for two reasons, one rights-based and the other pedagogical. Let's start with the rights-based rationale. In Section B we saw that children learn through rights. Consider Article 13 which grants the child freedom of expression, and Article 29 which stipulates that education must further the development of the child's personality, talents and mental and physical abilities to their fullest preparation. Article 29 further states that one of the primary goals of the child's education is her or his preparation for responsible life in a free society. Taken together, these imply a learning environment in which children are free to voice opinions, learn to think critically and think for themselves, and move increasingly towards agency. None of those outcomes are compatible with a classroom methodology that consists solely of traditional rote-learning. Now let us clarify another important point here. Lecturing is a skill and there will be times when children will need to learn and memorize information. Concern arises only when lecturing is not balanced or complemented by more child-centred, active approaches. The 63 exercises in the Child Rights Awareness Toolkits all promote a playful, learner-centred approach that is consistent with child-rights education.

The second reason that the Child Rights Awareness Toolkits promote experiential learning in which children are supported in making their own discoveries is that it is a highly effective as a pedagogical strategy. Consider Bloom's Taxonomy (Figure 1 below).

"Play is the highest form of research"

Albert Einstein



"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning."

Fred Rogers

This model, originally developed in the 1950s by educational psychologist Harold Bloom, and subsequently revised, suggests that learning objectives can be categorized into different levels of complexity and sophistication. In ascending order these are;

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating
- Creating



In general, traditional rote-learning only promotes the lowest level of thinking – remembering. By contrast, the exercises that teachers will encounter in the Child Rights Awareness Toolkit help students to develop cognitive skills at each level. They actively promote higher-order thinking skills.

The learner-centred, games-based activities will of course teach children about their rights and this will entail a certain amount of memorization. Children in the older age brackets at least will benefit from memorizing, for example, that Article 31 guarantees them the right to play and relax and that Article 32 prohibits children from doing work that might be harmful to their health or education.

But beyond simply **remembering** their rights, they will be supported first in **understanding** why they have rights and what those rights provide in terms of protection and opportunity. Teacher and students will then **apply** those rights so that the classroom environment is one in which all children get to participate actively and equally and without discrimination in an atmosphere of respect and tolerance. They will **analyse** situations in which children in the broader community or further afield are denied their rights, they will experiment with solutions and learn to **evaluate** their effectiveness. Ultimately, we will see children who have become agents of change in their own communities, **creating** schools and communities that are better, fairer, healthier, safer and more fun for everyone.



Figure 1 Bloom's Taxonomy

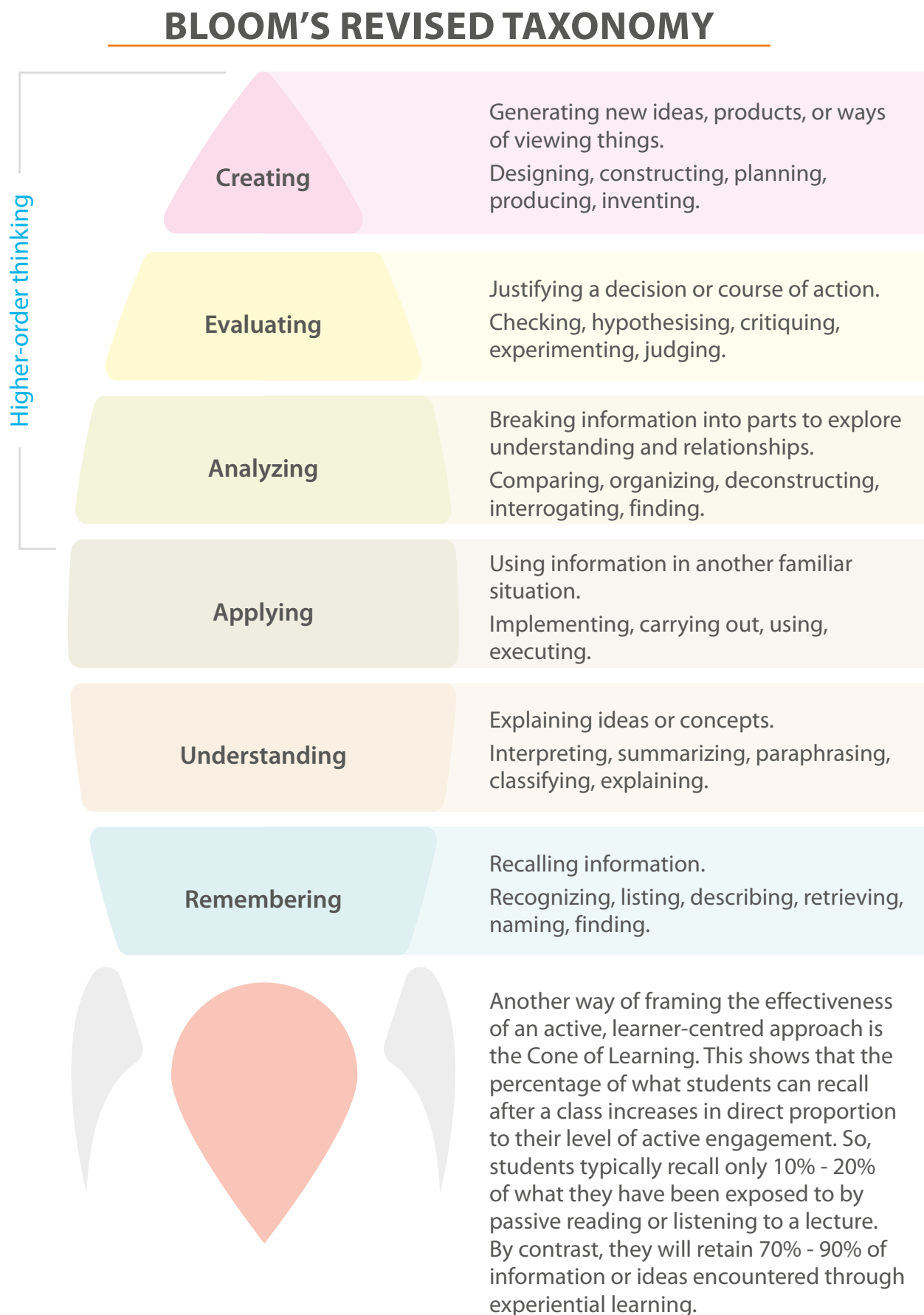
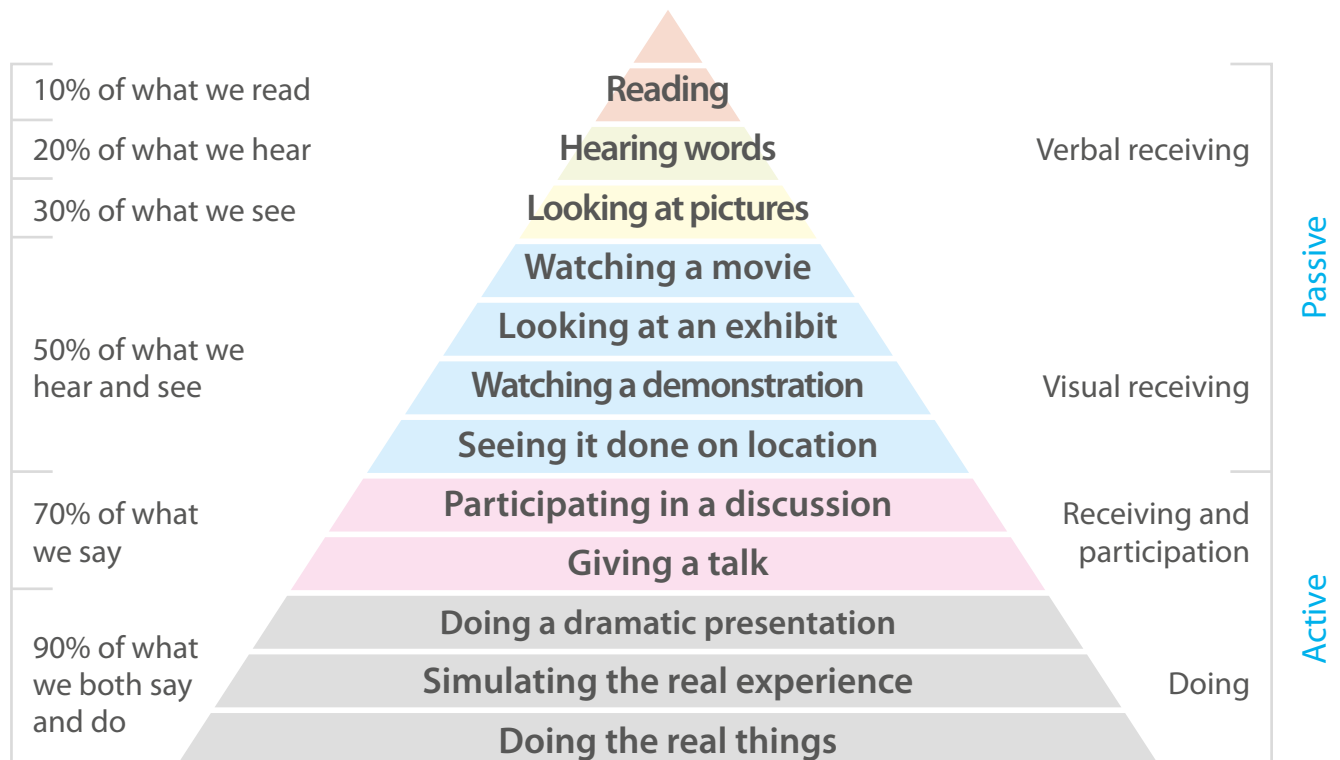


Figure 2 - Cone of learning

CONE OF LEARNING

WE TEND TO REMEMBER OUR LEVEL OF INVOLVEMENT

(Developed and revised by Bruce Hyland from material by Edgar dale)



Edgar Dale, *Audio-Visual Methods in Teaching* (3rd Edition). Holt, Rinehart, and Winston (1969)

Thirdly and finally we can frame the benefits of an active, learner-centred pedagogy in terms of **soft-skills** gained. These include team-work, conflict resolution, problem-solving, communication skills, empathy and creativity. Significantly these all are skills that 21st century employers are increasingly seeking and which an over-reliance on rote-learning is preventing. *‘Constrained by traditional classroom teaching, learning techniques and examination practices, children and youth in MENA generally do not receive an education that is aligned with contemporary realities and labour market requirements. A far-reaching consequence is that they typically lack the skills to be successful at school and at work, and to become positive and active members of society.’**

“In play a child is always above his average age, above his daily behaviour. In play, it’s as though he were a head taller than himself”

Lev Vygotsky

Summing It Up - Reasons Why The Toolkits Promote An Active, Games-Based Pedagogy.

1. It is efficient in terms of learning outcomes

Cast your mind back to Section B when we looked at why the toolkits promote learning through play. We saw that helping students to learn content through the memorization of facts, whilst important, is only part of the teacher's job. If we use a more active, participatory and experiential pedagogy, students not only learn content, but they also develop higher-order thinking skills. And furthermore, this more active pedagogy helps them develop a whole range of soft skills. Look at the table below for a quick summary of the learning outcomes for both pedagogical approaches.

Table A

Traditional Teaching/Rote Learning	Active, Child-Centred Pedagogy
<p>Students are learning content through memorization. They are learning only to remember.</p>	<p>Students are learning content, sometimes through memorization. But as well as remembering, they are also activating higher-order thinking skills such as understanding, applying, analysing, evaluating and creating.</p> <p>The process of active-learning methods helps students to develop a whole range of soft-skills e.g. teamwork, problem-solving, empathy and communication.</p>

2. It helps children to realize their rights.

By using an active-learning pedagogy we help rights come to life in a way that cannot happen if we rely only on traditional rote-learning. Consider the following. A teacher in a traditional classroom uses the lecture method to inform her students that under Article 12 they have the right to an opinion and for it to be listened to and taken seriously. She informs them that under Article 13 they have the right to find out things and say what they think, through making art, speaking and writing, unless it compromises the rights of others. What sort of learning environment and learning processes are involved? Well, very probably the students are sitting in rows, they are silent and passive, as the teacher lectures them on Articles 12 and 13 they record

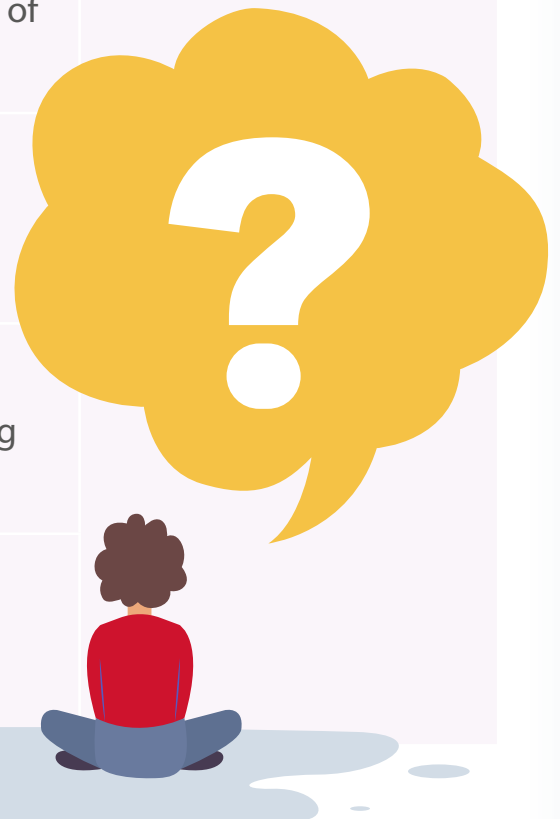
what she is saying as faithfully as possible in their notebooks. Later they will commit those notes to memory. At the end of this process the students will be able to tell you that as children they enjoy the rights to express an opinion and say what they think. But in reality they have no such freedom in the classroom. If a child were to venture an opinion that did not match exactly with the teacher's lecture, that child would be censured or punished. Children's opinions are never elicited. The only time children are permitted to speak is when the teacher calls on them to answer a question. The child then regurgitates from memory what the teacher has taught earlier. The only answer permissible is the verbatim reproduction of part of the teacher's lecture. The teacher is telling children what their rights are, but refusing to allow them to realize them. To use a light-hearted analogy, it is as though the teacher is telling students what items are on a menu, but forbidding them to actually taste any of these items.



Traditional rote learning is incompatible with the realization of child-rights. The message and the medium contradict each other. Teaching child-rights needs to involve agency on the part of the children. They need to discover not only what their rights are, but to exercise them. Take a few minutes to look at the table below. In the first column are summarized various articles of the UNCRC. What might be the implications of each right in terms of the actual pedagogy or classroom environment?

Teaching child rights has implications for the pedagogy we use. We cannot lecture children on their rights

Article/Right:	Ask Yourself;
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Is that the case in my classroom? • What are the current obstacles to the realization of this right? • How might I need to alter my teaching to facilitate the expression by children of their options? • What support might I ask in order to achieve this?
<ul style="list-style-type: none"> • Article 12 Children have the right to an opinion and for that opinion to be listened to and taken seriously 	
<ul style="list-style-type: none"> • Article 13 Children have the right to find out things and say what they think through marking art, speaking and writing. 	
<ul style="list-style-type: none"> • Article 15 Children have the right to be with friends and join or set up clubs unless this undermines the rights of other children. 	
<ul style="list-style-type: none"> • Article 30 Children from minority groups have the right to enjoy their own culture. 	
<ul style="list-style-type: none"> • Article 31 Children have the right to play and relax by doing things like sports, music and drama. 	
<ul style="list-style-type: none"> • Article 37 Children have the right not to be punished in a cruel or a hurtful way. 	



Only using a child-centered active-learning pedagogy can enable the teacher to achieve the dual aims of teaching children about their rights, and helping them to realize those rights. Consider what happens during the process of some of the active-learning methods outlined above. As well as learning about their rights they are putting them into practice by expressing opinions and doing so in a respectful manner that does not discriminate against others.

We can now add a third outcome to the Active, child-centered pedagogy column in Table A to show how it helps children not only learn about their rights, but crucially to realize those rights.

Traditional Teaching/ Rote Learning	Active, Child-Centred Pedagogy.
Students are learning content through memorization. They are learning only to remember .	<p>Outcome 1 – Higher-Order Thinking Skills</p> <p>Students are learning content, sometimes through memorization. But as well as remembering, they are also activating higher-order thinking skills such as understanding, applying, analysing, evaluating and creating.</p>
	<p>Outcome 2 – Soft-Skills</p> <p>The process of active-learning methods helps students to develop a whole range of soft-skills e.g. teamwork, problem-solving, empathy and communication.</p>
	<p>Outcome 3 – Realization Of Child-Rights In The Classroom</p> <p>Children are voicing opinions, treating one another in non-discriminatory ways, playing and enjoying their own cultures, enjoying the sort of education that develops all their talents and are not being subjected to corporal punishment.</p>

Learning Through Play

We can demystify all this talk of child-rights education and child-centered, active-learning methods by simply adopting the word 'play' and using it as short-hand for all of the above. Play has become a devalued word in many parts of the modern world. We frequently associate it with levity or lack of focus. We are suspicious of play because it is fun and we have been miseducated to believe that fun can only ever undermine the serious business of learning. But play is an incredibly powerful medium for learning.

"In play, children learn how to learn."

O Fred Donaldson



Play is a broad term covering free-play in which children explore and discover the world with only minimal constraints or input from the teacher, to play that is more guided and structured, to everything in between. Regardless of where an activity falls on this spectrum, a key principle is that children experience agency. This means that the teacher's job is less concerned with directing than with supporting. It may require some teachers to relinquish more control than they are used to. They may need encouragement in re-imagining children as being capable of acting and thinking for themselves when given opportunities to do so.

Play helps to build self-worth by giving children a sense of their own abilities. Researchers and educators around the world have found that play can help enrich learning and develop soft skills. As well as helping younger children to develop motor skills and spatial awareness, social play helps children to establish social norms and develop interpersonal skills. Play fosters the imagination and creativity. Through it, children gain a deeper understanding of themselves and others and of their place in the world.



Section D: Learning Through Play – How The Toolkits Promote Learning Through Play

We saw in Sections B and C that children not only learn about their rights, they also learn through rights. What this means is that they learn by participating actively in their own education, one based around a pedagogy that is experiential, participatory and active. When you come to use the three Child Rights Awareness Toolkits you will find some recurring active-learning methods or ‘play methods’. These have been seeded through the activities so that both teachers and students can become familiar with them and grow adept at using them. As the actual face-to-face teacher-training workshop is necessarily restricted to only three days, we hope that this section – which gives a description of seven active-learning methods – proves useful to you. In [Appendix iii](#) we have included a comprehensive table showing the full range and distribution of active-learning methods used in the toolkits and the exercises in which they feature.



1 TAKE-A-STAND

What is it?

A dynamic activity that has children up off their seats and moving around the classroom to think about questions you will pose and to share and explain their answers.

Why do we use it?

In traditional teaching we ask students a question simply to test whether or not they have remembered the correct answer. All we are doing is testing their memory. With this exercise we are less concerned with eliciting a single correct answer than with encouraging students to express their opinions or views. By asking them to explain or justify their answers, we help students to think critically and to communicate clearly. We are helping them to develop higher order thinking skills. When students openly express different ideas and opinions, peers learn from one another. There is a pooling of ideas. Finally, consider this point. If a teacher asks a closed question and selects one student to answer, she only knows what that one student is thinking. She doesn't know what all the other students are thinking. Their learning is invisible to her. With Take-A-Stand, the teacher can immediately see what every student has chosen as their answer. Their learning is rendered visible. This is a great benefit to the teacher.

How do we use it?

This is a nice, dynamic way of asking students a question.

1. Show the students the answers that you have placed on sheets of paper on the walls e.g. 'Agree', 'Disagree' and 'Not sure'.
2. Explain that you will ask them a question and that they should all stand in front of the piece of paper that best matches with their own answer.
3. Ask them the question e.g. 'It is important to include children from all backgrounds in our games when we play'. The teacher then asks several students from each answer to explain why they stood there.
4. Once students have chosen which line to stand in, ask two from each line to explain their position. Push them to justify their answer by asking, 'Why do you think that?'
5. Once you have listened to a handful of students in this way, ask if anyone wants to change the line that they are in based upon the arguments they have heard so for.



Where do we use it?



Toolkit 1 6 – 9 Years

Exercise 2 - A World For Children Part 1

Exercise 6 - Rights and Responsibilities

Exercise 11 - Sharing my Message

Exercise 14 - We are different and respect differences

Exercise 16 - Staying Healthy

Exercise 17 - Looking After Myself

Exercise 19 - Needs v Wants

2

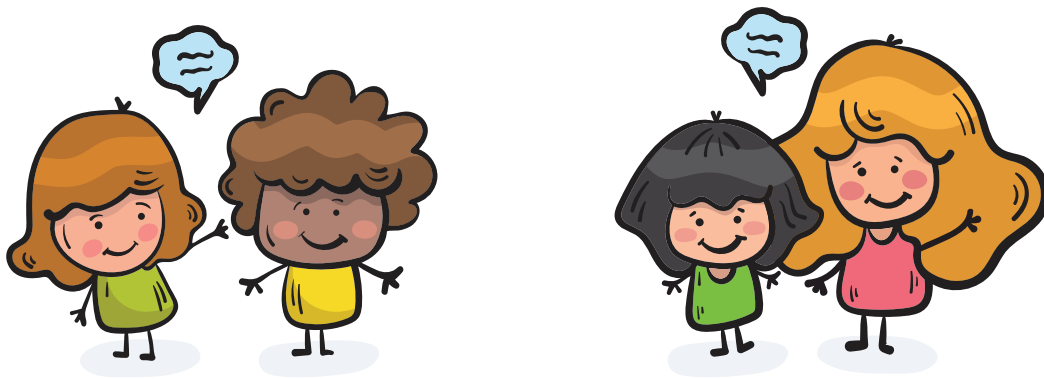
THINK-PAIR-SHARE

What is it?

A very effective way of asking your students questions.

Why do we use it?

It's a lovely method because it allows children time to think of an answer and it generates lots of ideas. Then they get to share ideas with a student beside them. This means that when the teacher comes to 'Share' and points at a few students to share their answers, every child has some answer ready to give. No child is sitting there frightened and avoiding eye contact because she doesn't have an answer.

**How do we use it?**

1. **Think:** Ask students one or two simple questions and tell them they have one or two minutes to think silently on their own. The teacher may or may not ask them to write notes.
2. **Pair:** When one or two minutes have elapsed the teacher asks the students to pair up with someone beside them and to compare and exchange their ideas.
3. **Share:** After students have finished sharing their ideas, the teacher asks a few students to share their answers with the whole class.



You will find the Think-Pair-Share method explained here;
<https://www.youtube.com/watch?v=SiL1rtjOCpY&t=6s>

Where do we use it?

Toolkit 1
6 – 9 Years

Exercise 11 - Sharing my Message

3 IMAGE THEATRE

What is it?

A flexible drama-based exercise where children create a fixed tableau to represent a concept or idea. The teacher will then help the other children to interpret the image.



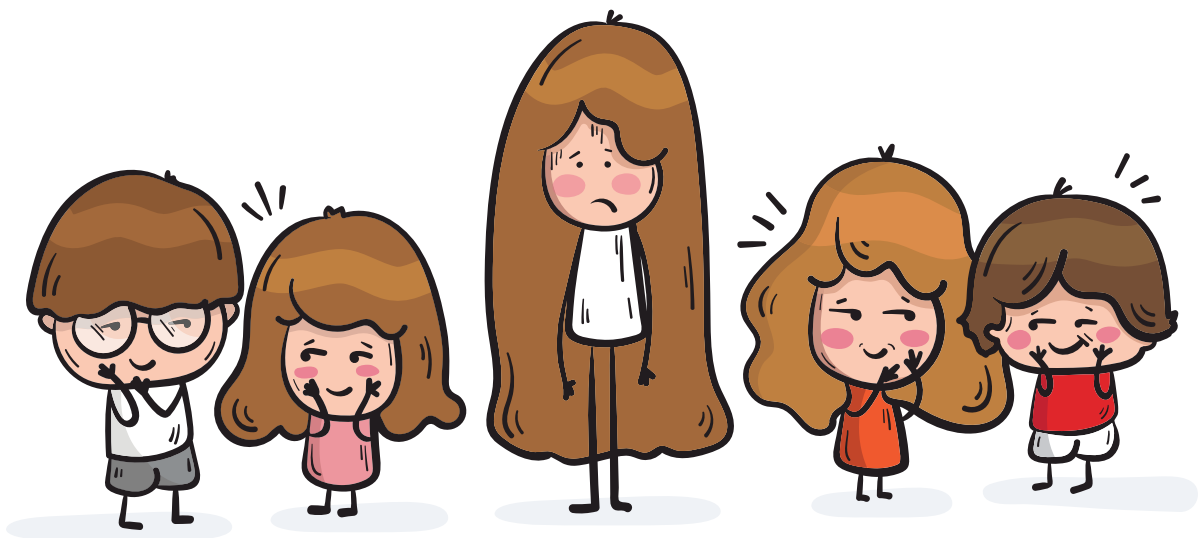
Why do we use it?

It is a very effective way of facilitating children's active participation in their own learning. Children develop many higher-order thinking skills and soft skills through it. The children making the images are learning team-work, creativity and communication. The children interpreting the image are developing critical thinking, communication and problem-solving. The exercise also helps teachers become more adept and confident at using open questions designed to provoke higher order thinking amongst students.

How do we use it?

Before using Image Theatre, you will need to invest an hour or two training children on the method. That training is covered in Chapter Six. Once children understand the method, you might use it as follows;

1. Put the children into groups of four or five.
2. Explain that they will have five minutes to work in their groups to create an image e.g. 'An example of gender discrimination.'
3. Remind children of the three rules of Image Theatre i.e. No sound. No movement. No objects.



4. Walk around the room encouraging children to practice their group image.
5. After five minutes, bring one group of children to the front and ask them to show their image to the group. Use the following questions to help stimulate discussion amongst those children in the audience. The children who are demonstrating the image do not participate in this discussion.
 - What do you see?
 - Who are these people? Why do you say that?
 - What is happening? Why do you say that?
 - Where are they? Why do you think that?
 - What is the relationship between these people? Who is the most powerful? And the least powerful?
 - Is this an image you recognize from your own lives or communities?
6. Try and see as many groups as time permits.



You will find the Image Theatre method explained here.

<https://www.youtube.com/watch?v=j0qWF3hiZNc&t=43s>

Where do we use it?



Toolkit 2
10 – 14 Years

Exercise 15 - An Introduction To Image Theatre

Exercise 16 - Image of Children Whose Rights Have Been Denied

Exercise 17 - Images of Child Labour



Toolkit 3
15 – 18 Years

Exercise 15 - An Introduction to Image Theatre

Exercise 16 - Images of Discrimination

Exercise 18 - Using Image Theatre As A Tool For Identifying Rights Abuses

4 MEMORY CARDS

What is it?

A card game that children play in small groups. The purpose of the game is to help students learn new material.

Why do we use it?

Good teaching will always involve activities that help students gain knowledge. Learning facts and committing them to memory is an important learning strategy, so long as it isn't the only learning strategy. The purpose of the Memory Cards game is to have players memorize content. This game also helps build concentration. Another advantage to this method is that with a single sheet of A4 paper a teacher or a student can make her or his own set of cards.

How do we use it?

1. The best way to teach this game is to demonstrate it. Ask for four volunteers to join you and kneel in a circle with them on the floor. Have all the other participants stand over so they can look down and watch the game.
2. Explain that a set of cards is made up of pairs. For example, when we use this method to help students learn about rights and responsibilities, half of the cards are 'rights' and half are 'responsibilities' cards. For each 'right' card there is a matching 'responsibility' card.
3. Shuffle these and spread them out on the table/floor, face down.
4. The first player turns up a card and reads it aloud. She then turns a second card over and reads that aloud too. If the two make a matching pair she takes them off the table/floor and keeps them.
5. Then she takes another turn. If the two cards do not make a pair, she must turn them back face down, and leave them where she found them.
6. It is now the turn of the second player. He too turns over two cards and reads them aloud. If they make a pair he can keep them. If they don't make a pair he must turn them over face down again, and leave them where he found them.
7. Players can tell if they have a matching pair by checking the printed letters at the bottom of each card. So, Rights Card (A) will match with Responsibility Card (A). The game requires each player to try and remember the position of each card. It ends when all the cards have been removed. The winner is the person with the most cards.

8. There are only two rules to this game but you will need to keep stressing them repeatedly.
- Rule One – the cards always stay in the same position on the floor/table. Part of this game is about concentration and memorizing the position of cards. That will not be possible if players are moving the cards about.
 - Rule Two – a player must read the card out aloud every time she turns it over, even if she has already seen the same card.



You will find the Memory Cards method explained here;

<https://www.youtube.com/watch?v=loo0-AV3di4&t=14s>

Where do we use it?



Toolkit 2

10 – 14 Years

Exercise 8 (b) - Three Needs V Wants Card Games

Exercise 11 - Memory Cards Game on Rights and Responsibilities

Exercise 16 - Rights and Responsibilities

Exercise 17 - Linking rights with Responsibilities involves making cards



Toolkit 3

15 – 18 Years

Exercise 13 - Myths and Misconceptions Memory Cards



5 RUNNING DICTATION

What is it?

A dynamic team game that helps students to learn new material.

Why do we use it?

This exercise, in common with Memory Cards, provides a lively and dynamic alternative to lecturing when you want to help students absorb and memorize new knowledge. It can also be effective in raising energy levels amongst students, first thing in the morning or in the hour after lunch break for example.

How do we use it?

1. Put participants into teams of three and count each team off; 1, 2, 3.
2. Explain that in each team, Number 2 is the writer. Make sure they have a pen and paper.
3. Explain that 1 and 3 are the runners in each team.
4. Participants 1 and 3 must run around the room finding the slips of paper. When they do so they must leave the slip on the wall. They must read it (They must NOT take notes, or take photos with their phones) and memorize it and then run back to their writer, and repeat what they have memorized. The writer writes down the sentences in his/her notebook.
5. Once a team has managed to write down all 15 cards/slips of paper on paper they should raise your hand and you should give them a copy of the template. Now they must write the information from their notebooks into the template in the correct order.
6. When all teams have finished ask the first team to read out Responsibility 1 and the sentence that accompanies it. Go around the room checking all the answers like this.



Where do we use it?



Toolkit 2

10 – 14 Years

Exercise 9 - Organizing Articles into Clusters



Toolkit 3

15 – 18 Years

Exercise 3 - Why Do Teenagers Have Child Rights? Part 2

Exercise 10 - Linking Rights With Responsibilities

Exercise 17 - Article 2 A focus on Discrimination



6 EXPERT'S GROUPS

What is it?

A cooperative learning strategy where children work in small groups to master new material.

Why do we use it?

Experts' Groups provides you with a fun, dynamic and highly effective tool to use as an alternative to lecturing students or having them do passive reading. It's a very powerful learning method using structured group work/cooperative learning. Often teachers complain that they don't like group work because one student ends up doing all the work whilst the others copy. The Expert's Groups Method prevents that from happening. Each student in a team has to pull her weight or the whole team fails.

How do we use it?

This active-learning method requires some preparation on the teacher's part before the lesson. The method involves putting students into small teams and giving each a set of cards. For this example, let us imagine that there are four students in each team.

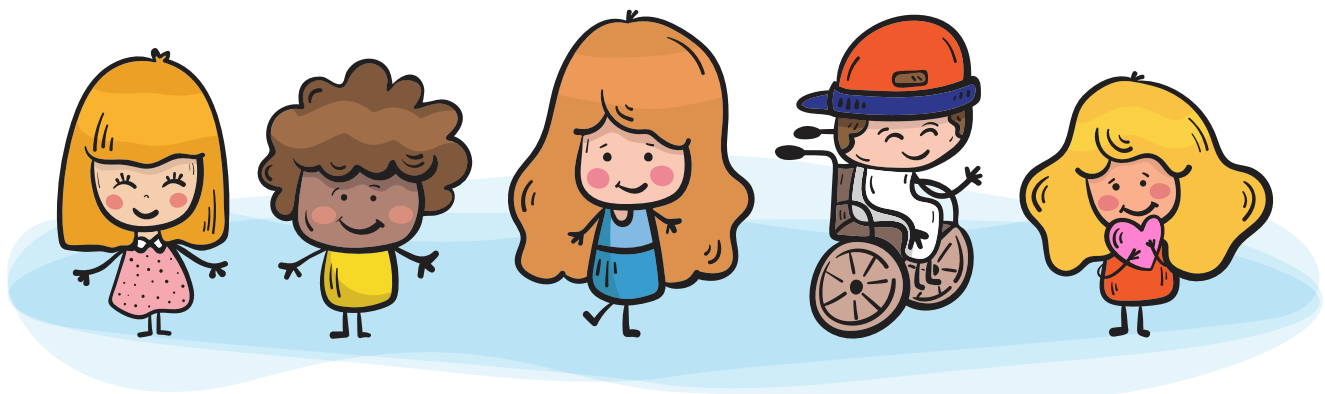
1. Tell the students that for this exercise they will be working in teams of four. Each team will be responsible for their own learning and at the end of the exercise there will be a short test or quiz.
2. For a team to pass the test or do well in the quiz, every member of a team must be both a good teacher and a good student.
3. Put the students quickly into teams of four counting them off 1 – 2 – 3 – 4. Give each team a name, such as 'Red Team', 'Blue Team', 'Green Team' and 'Yellow Team' etc.
4. Give each team a set of the four cards and ask each member to take one card.
5. The next thing you do is break up the teams. Ask all those students with Card 1 to sit together, all those with Card 2 to sit together and all those with Card 3 to sit together and all those with Card 4 to sit together.
6. Tell everyone they have five minutes to become experts on the piece of information they have on their card. They should read it, ask each other questions if they need to, discuss it and memorize it.

7. After five minutes bring them back into their original teams. Explain that each person will now take it in turns to be teacher. The student with Card 1 goes first. She tells the other three students in her team all about her card. They listen, ask questions and make notes. When she's finished it's the turn of the next student to be teacher. He tells the other three about the information on his card. They listen, ask questions and make notes. When he's finished it's the turn of the third student to be teacher. And finally, the fourth.
8. Once all three members in each team have played the role of teacher take the cards off them.
9. Make sure they have pen and paper and give them the following test. They can help each other and they are allowed to use the notes they kept.
10. Read out the test questions giving the students about 30secs to agree their answer to each and to write it down.
11. When you have finished, have the groups hand their answers to another group to mark as you read out the answers.



You can find an explanation of the Experts' Groups methods here;

<https://www.youtube.com/watch?v=u8XOWMZK1nA&t=15s>



Where do we use it?



Toolkit 3
15 – 18 Years

Exercise 4 - Cooperative learning on the UNCRC

7 CUBING

What is it?

A dice-based game played in small groups where students discuss a topic or concept from a variety of perspectives.

Why do we use it?

This game is designed to promote discussion and conversation so as to encourage higher order thinking skills. It encourages students to use their own language and to describe a concept or topic from a variety of perspectives. The different perspectives correlate with the higher order thinking skills as laid out in Bloom's Taxonomy.

How do we use it?

1. Explain that in this next exercise, participants will think and talk about the topic from six different perspectives:

A. Describe it

look at the subject closely, or focus on it in your imagination and describe what you see, including colors, shapes or sizes.

B. Compare it

what is it similar to? What is it different from?

C. Associate it

what does it make you think of? What comes into your mind? It can be similar things or different things, places, or people. Just let your mind go and see what associations you have for this subject.

D. Analyze it

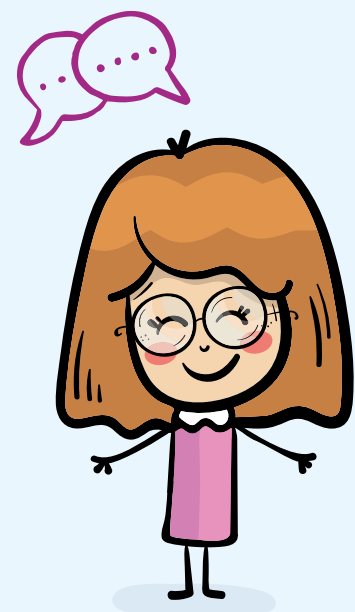
explain how it is made. You don't have to know – you can make it up.

E. Apply it

how can it be used?

F. Argue for or against it

go ahead and take a stand. Use any kind of reason you want – logical, silly, or anywhere in between.



2. Read through each of the six prompts on the flipchart (below).
3. Put participants into groups of six. Give each group a dice. The first student rolls the dice and discusses the topic in a manner according to the number thrown. For example, if she throws a '2', she compares 'migration' by saying what it is similar to or what it is different from. When she has finished, another student throws the dice and answers accordingly, even if she also throws a 2. Continue until all six perspectives have been argued at least once.



4. Call for a group of six participants to play a demonstration game. Give as their subject 'airplanes'.
5. Once the demonstration has concluded, have each group play the game for whatever subject you have chosen as part of this session.

Where do we use it?



Toolkit 3
15 – 18 Years

Exercise 7 - Let's Talk About Rights

PART TWO

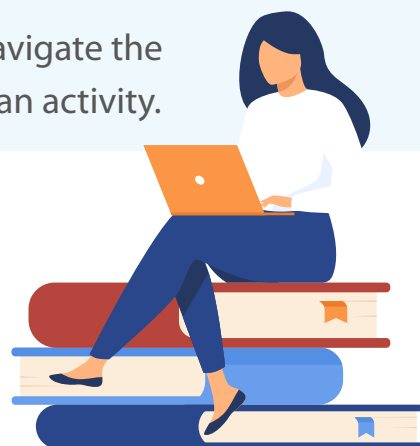
FACILITATING A THREE-DAY TEACHER-TRAINING WORKSHOP



Overview Of The Three-Day Teacher-Training Workshop

Day One

Session Title	Activities
1. Introductions and Overview (90min)	<ul style="list-style-type: none"> • Presentation • Icebreaker game • Introductions in pairs • Name learning games • The Rules • Hopes and Fears
2. A Brief Introduction to Child Rights (90min)	<ul style="list-style-type: none"> • A Perfect Day - imagining an ideal world for children • Learning about the CRC
3. What sort of teachers do we want to be? (120min)	<ul style="list-style-type: none"> • What sort of teachers do we want to be?
4. An Orientation on the Child Rights Awareness Toolkits (90min)	<ul style="list-style-type: none"> • Energizer and teambuilder • KWL Chart - gauging prior knowledge • Exploring structure and content of the toolkits • Quiz on the toolkit. • Drill down - how to navigate the different elements of an activity.



Day Two

Session Title	Activities
5. Learning Through Play (120min)	<ul style="list-style-type: none"> Recap on Day One using Running Dictation Reflecting on our personal experiences of play and education/learning. Using Memory Cards to look at the characteristics of learning through play. Take-A-Stand
6. Image Theatre for Child Rights(4hrs)	<ul style="list-style-type: none"> Image Theatre

Day Three

Session Title	Activities
7. Micro teaching (half-day)	<ul style="list-style-type: none"> Explain how the session will work Put them in groups, give them lesson plans and let them prepare Watch them teach. Conduct feedback



Session One – Introductions And Overview

Overall Objectives:

Before the workshop can begin participants need to relax, grow comfortable with one another, find out about each other and learn each-others' names. And you, the trainer, need to explain to them quickly that in this workshop they will learn by playing games and doing activities and practice-teaching sessions, rather than by listening to lectures. If you are working with teachers who already know one another you might want to skip the introductions and name-learning games.



Trainer's Tip!

Before this session begins, please have all participants complete the Pre-Workshop Evaluation Form ([Appendix xii](#)). You may need to reassure them that this is not a test or exam and that they are not expected to be able to answer the questions or express confidence in their own skills-levels at this stage. The form is simply a tool to enable us to measure the impact of the three-day workshop, measuring what they know and can do at the start (probably very little) with what they know and can do by the end (hopefully substantially more). Explain that the purpose of the pre- and post-workshop evaluation forms is to help UNICEF improve future workshops.

<i>Suggested Schedule Of Activities</i>	<i>Duration</i>
1. Presentation	5 min
2. Icebreaker game	10 min
3. Introductions in pairs	30 min
4. Name learning games	15 min
5. The Rules	15 min
6. Hopes and Fears	15 min



Exercise 1

Presentation



Objectives

To quickly welcome participants, thank them and give them an idea of the activity-based nature of the workshop.



Materials

None.

1. The teachers are likely to be nervous and anxious about the nature and content of the workshop. They may have questions. Reassure them that as they work through the day many of these questions will be answered.
2. Thank people for coming. Emphasize that it is because UNICEF respects teachers and knows that they have the potential to raise their students' awareness of child rights that you have invited them. UNICEF sees teachers as being at the heart of this project and realizes that it needs to learn from teachers. Now move on straight away and play a game!



Exercise 2



Icebreaker Game



Objectives

To relax participants and demonstrate that the workshop will be active.



Materials

None.

1. Choose any game you want that makes people laugh and move around the room.



Exercise 3



Introductions In Pairs



Objectives

To help participants find out more about each other, to establish an atmosphere of playfulness and to get individuals used to standing up and talking to the whole group.



Materials

None.

1. Ask participants to sit in a circle.
2. Put them into pairs of 'A's and 'B's with their neighbour. Try to ensure that participants are not paired up with people they already know.
3. Give them two or three minutes to interview their partners. They should find out their partner's name, where and at what class level their partner teaches and one good thing that happened to him or her recently.
4. Then they introduce their partner to the group. They tell the group their partner's name, about their partner's job and the good thing that happened recently, e.g. This is Fatima. She comes from Al-Mirfa. She teaches Grade 4 in a public primary school. She recently got married.



Exercise 4

Name Learning Games



Objectives

To help people to learn each-others' names and to continue to the process of trust and team-building.



Materials

A ball or light object for throwing and catching

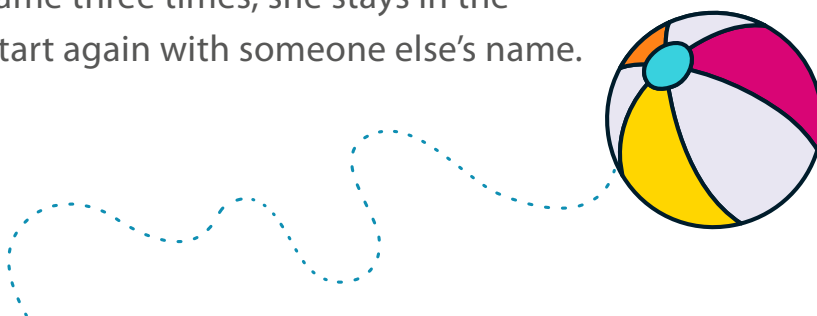
Here are two games you may want to try.

'Catch the ball'

1. Ask the participants to stand in a circle.
2. One person throws the ball to another.
3. When you catch the ball, you must say the name of the person who threw it. If you can't remember their name, just ask them.
4. Keep throwing the ball around the circle like this for five minutes.

'Fatima! Fatima! Fatima!'

1. The participants make a wide circle.
2. One person stands in the middle of the circle. That person wants to escape from the middle and join the others standing in a circle.
3. To do this she must say the name of someone in the circle three times in a row before that person can say her name even once.
4. If the person she picked from the circle says her name before she has completed saying their name three times, she stays in the middle and will need to start again with someone else's name.



Exercise 5

The Rules



Objectives

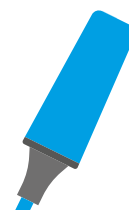
To empower the participants by having them establish guidelines for the conduct of the workshop. To encourage a feeling of equal ownership of the workshop.



Materials

A flipchart and a marker pen.

1. Begin by asking the participants to sit in a circle. Place a flipchart and pen on the floor in the middle.
2. Ask them to suggest rules governing behavior and time-keeping for the workshop. They will often begin by thinking of rules to govern their own behaviour. If they do not offer them, you might suggest guidelines regarding time-keeping, rudeness, aggressiveness, swearing, smoking and mobile phones. Try not to put words in their mouths.
3. Encourage them to suggest guidelines governing the behaviour of you and the other facilitators. The participants need to feel from the beginning that the workshop will be based on dialogue between equals.
4. As participants make suggestions, ask the group first if they agree with the idea, and then if they agree with the wording.
5. Invite whoever contributed the idea to come into the middle and write the guideline. Some people think it helps to create a better atmosphere if the rules are positive rather than negative. For example, "We must always speak politely" instead of "No swearing." Another idea is to have teachers draw the guideline rather than write it e.g. by making a picture of a mobile phone or cigarette with a line through it.



Exercise 6

Hope And Fears



Objectives

To allow participants to share any worries or anxieties they have. Also, to allow them to state what they hope to achieve from the workshop.



Materials

Post-it notes, two for each participant.

1. Ask the participants how they are feeling. If necessary, explain that it is natural to feel either excited or anxious at the beginning of a workshop. Tell them that you want to begin by finding out what hopes and fears they have brought with them. Tell them that the work will be easier if we are all honest and open about our feelings.
2. Give everyone two small pieces of paper or two post-it notes.
3. Ask them to work alone for a few moments reflecting on their feelings.
4. Ask them then to write down three things they hope to achieve and gain from the workshop and three things that might be making them feel uneasy, uncomfortable or worried.
5. When they are finished, you should collect their paper/card. You can put these on the wall and encourage the teachers to walk around reading them, or you can shuffle them and redistribute them and ask the teachers to read what they have been given.
6. At the end of each day read out the hopes and fears. Ask if these are still a fear. If not, remove that post-it note. Ask if any of the hopes have already been achieved. If so, remove those from the wall too.



Session Two – A Brief Introduction On Child Rights

Overall Objectives:

To ensure that participants have a basic understanding of the purpose of the United Nations Convention on the Rights of the Child (UNCRC) and of what it says. In this session you will help participants to understand that the UNCRC is based upon the sort of common-sense decisions that they themselves would make in the best interests of children. You will help to reassure them that the UNCRC is neither a difficult legalistic document nor one that represents the imposition of foreign values on their culture.

<i>Suggested Schedule Of Activities</i>	<i>Duration</i>
1. Small group exercises on A Perfect Day	45 min
2. Learning about the CRC	45 min



Exercise 1

A Perfect Day



Objectives

To demonstrate to participants that the values informing the UNCRC are the same as they would choose themselves.



Materials

Flipchart and markers. Copies of the simplified version of the CRC ([Appendix iv](#))

i Information For The Trainer

The session is intended for participants who may not be familiar with the United Nations Convention on the Rights of the Child. The idea of this exercise is to introduce them to the UNCRC and to help them realize that it is based on common sense and comprised of the same elements that they themselves would suggest if asked how to make life better for children. You will need some paper and pens and a flipchart or whiteboard and markers.

Before Step Five you should hand out a 'child friendly' version of the CRC whereby each article is summarized down to a line or two. The introduction of the CRC at this point should be a surprise as participants realize that the things that they themselves identified as essential to make a happy childhood closely match many of the CRC articles.

After the five steps, you should point out that the participants helped construct the Convention. They now symbolically own the UNCRC because the standards are intimately related to their own experiences. The participants should finish this session with an intuitive understanding of the CRC and they should begin to look at children and the world from the perspective of human rights.



Step One

1. Make sure all the participants are relaxed and comfortable and have paper and pens. Ask them to begin by quietly thinking about their childhood memories and to try to imagine a perfect day from their own childhood. Maybe it was a holiday? If they could go back to their childhood, what would their perfect day be like? Allow them a few moments to reflect individually and in silence.
2. Ask them; *'If you had to take/draw a picture of this day, what would the image look like? What would you be doing? Who would you be with? What would happen and what would not happen? What would you see, hear, smell, touch and taste?'*
3. Ask them to try and condense their ideas down to a descriptive paragraph no longer than half a page.
4. Go around the room encouraging the participants to be as detailed and thorough as possible. Keep repeating the prompt questions e.g. *'What would you be doing? Who would you be with? What would happen and what would not happen? What would you see, hear, smell, touch and taste?'*

Step Two

5. Once you are satisfied that each participant has written a relatively short but detailed description of their perfect day, ask them to turn to a couple of other participants sitting next to them and share their description, discussing any similarities and differences.
6. Give each of these small groups a large sheet of paper and ask them to compile a list of common characteristics for a perfect day in childhood.

Step Three

7. After each group has compiled a set of characteristics for a perfect day in childhood, ask them to imagine an ideal world for children in the future. Ask; *'What would it look like? Would it resemble the perfect day they have described so far? What would children be doing? How would children feel in this world?'*
8. Ask each of them now to imagine the things that are essential to ensuring the well-being of children in this world you envision. They should add these to their lists, brainstorming a list of these 'childhood essentials.'

Step Four

9. Ask each group in turn to call out their lists of what characterised their own perfect day and of what they think would be necessary to create an ideal world for children in the future.
10. As each group reads out its list, copy it onto a master list on a flipchart in front of the group. Take care not to write down the same ideas twice.
11. Read back this master list to the group and ask them if every child in the world today has all these things now?
12. Refer back to your list and ask if these essentials can be considered rights? It may be necessary to go through the list one by one.
13. Ask them which essentials should be included in an international convention for the rights of children.
14. Rewrite your ideas as guidelines which would guarantee that all children should have these essentials.



Step Five

15. Give each participant a child-friendly copy of the simplified version of the CRC ([Appendix v](#)) and give them ten minutes to read it in silence.
16. Ask them if there are any articles in the UNCRC that resemble those they themselves suggested in their lists. Are there any articles in the UNCRC that match their vision of a perfect childhood world in the future? Try to draw parallels between the UNCRC and the childhood essentials they brainstormed as a group.
17. Ask them why they think that so many of the choices they made sitting in a workshop in the United Arab Emirates are also reflected in this document created by world governments in New York over 40 years ago. Try to elicit the answer that everyone can quickly agree on the elements necessary for children to live a happy and productive life in dignity. You don't need to be an expert to choose those things. We will all make the same choices and identify the same priorities if given even one hour in which to do so.

- 18.** Summarize by saying that the UNCRC need not be seen as a difficult legalistic document. At its heart it simply says what all of us would say were we asked what sort of world we want for all children. Nor does it represent the imposition of foreign values. The UAE government in common with every other government in the world apart from two has signed the UNCRC.



Facilitator's Tip!

Be prepared to explain to participants why it is that children need a treaty of their own. This is a question that frequently arises in child-rights workshops. Reassure participants that children enjoy all the same human rights as adults do at birth. It is NOT the case that they qualify for these when they turn 18 or attain the age of majority in their country. All children have all rights at birth. It was in recognition of the special vulnerability of children that additional rights are guaranteed to them through the CRC.

Exercise 2



More About Child Rights And Child Rights Education



Objectives

To familiarize participants further with some child rights basics



Materials

One set of Experts' Groups Cards for every five participants ([Appendix v](#))



Facilitator's Tip!

This exercise uses one of the active-learning methods described in Section D so it might be wise to read that again and watch the accompanying animation. This exercise requires some preparation on your part before the session. The method involves putting students into small teams of six and giving each a set of cards. So take care to have enough cards printed out before the session. To help with the printing we have provided copies of the cards not just below, but also at [Appendix v](#).

1. Tell the participants that for this exercise they will be working in teams of five. Each team will be responsible for their own learning and at the end of the exercise there will be a short test or quiz.
2. For a team to pass the test or do well in the quiz, every member of a team must be both a good teacher and a good student.
3. Put the participants quickly in teams of five counting them off 1 – 2 – 3 – 4 – 5. Give each team a name, such as 'Red Team', 'Blue Team', 'Green Team', 'Orange Team' and 'Yellow Team' etc.
4. Give each team a set of the five cards and ask each member to take one card.

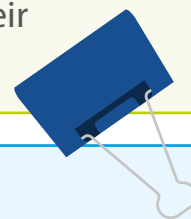
5. The next thing you do is break up the teams. Ask all those students with Card 1 to sit together, all those with Card 2 to sit together and all those with Card 3 to sit together and all those with Card 4 to sit together and the same for those with Card 5.
6. Tell everyone they have five minutes to become experts on the piece of information they have on their card. They should read it, ask each other questions if they need to, discuss it and memorize it.
7. After five minutes bring them back into their original teams. Explain that each person will now take it in turns to be teacher. The participant with Card 1 goes first. She tells the other four members in her team all about her card. They listen, ask questions and make notes. When she's finished it's the turn of the next participant to be teacher. He tells the other four about the information on his card. They listen, ask questions and make notes. When he's finished it's the turn of the third participants to be teacher. Then the fourth. And finally, the fifth.
8. Once all five members in each team have played the role of teacher take the cards off them.
9. Make sure they have pen and paper and give them the following test. They can help each other and they are allowed to use the notes they kept.
10. Read out the test questions giving the participants about 30 secs to agree their answer to each and to write it down.
11. When you have finished, have the groups hand their answers to another group to mark as you read out the answers.



Card 1

The Convention on the Rights of the Child gives children the rights that guarantee they might grow up happy, healthy, safe and educated. Every country in the world apart from one has ratified it. There are 42 main articles in the convention. For example, Article 28 says children have the right to an education and Article 31 says they have the right to play and relax. All of the articles are of equal importance. However, four articles are seen as special and are called 'the General Principles'. They are as follows;

- Article 2 – Non-discrimination. 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 – Best interests of the child. All adults should always do what is best for you.
- Article 6 – The right to survival and development.
- Article 12 – Children have the right to be heard and to have their opinions respected.



Card 2

We say that all human rights, including child rights, are universal, inalienable and indivisible. What do we mean by that?

- Rights are **UNIVERSAL** because everyone is born with and possesses the same rights, regardless of where they live, their gender or race, or their religious, cultural or ethnic background.
- Rights are **INALIENABLE**. This means that nobody can take them away from you. Nor can you relinquish, give up or surrender your rights.
- Rights are **INDIVISIBLE**. All rights are equally important and can't be separated from each other. There is no such thing as large and small rights, or major and minor rights.

So all children have the right to an education no matter who they are. Nobody can take that right away from a child no matter what she does -rights can't be given as a reward or withdrawn as a punishment. A child's right to play is as important as her right to an education.

Card 3

We can describe people as being either 'rights holders' or 'duty bearers'. Rights holders are the people who have rights. Duty bearers are those officials of the state who are responsible for making sure rights holders get their rights. In the context of child-rights, children are the rights holders. The duty bearers are the government and its agents including social workers, judges, police, health care workers and of course, teachers.

Card 4

How will we explain the concept of rights to children? Well that is a challenge but one which teachers who are trained in the use of UNICEF's new Child Rights Awareness Toolkit will be able to meet. An easy way to explain the concept of rights to children is to equate them with our most basic needs. Ask children to suggest those things that are absolutely essential if they are to grow up safe, happy, healthy and educated. Then explain that these can be called 'rights'. Next, we help children to distinguish needs/rights from 'wants' i.e. things children may enjoy and wish to have, but which are not absolutely essential. With very young children we can explain rights as 'promises that grown-ups have made to make sure children are happy and safe and grow up healthy and educated.'

Card 5

Let's think about Child Rights Education in terms of four dimensions.

- Learning **as** a right. Article 28 says children have a right to an education and that is why they are in our classrooms.
- Learning **about** rights. Children need to learn about the CRC and to understand that they are rights holders. That is the job we are asking you to do. The UNICEF Child Rights Awareness Toolkit has been designed to help you do this.
- Learning **through** rights. Children have the right to give opinions and to be educated in a way that develops their personalities. It follows then that we need to use the sort of pedagogy that actively involves children in their own learning.
- Learning **for** rights. We want children to apply what they have learned about rights so that they begin advocating for the rights of others and getting involved in community activism to help others realize their rights.

Question	Answer	Marks
1. How many articles are there in the UNCRC?	42	1
2. Which article gives children the right to education?	Article 28	1
3. Which article gives children the right to play?	Article 31	1
4. What four articles are known as the 'general principles'?	Article 2 Non-discrimination	1
	Article 3 The best interests of the child	1
	Article 6 The right to survival and development	1
	Article 12 The right to express an opinion and have your views respected.	1
5. In the context of education children are rights holders. Who in a school can be described as a duty bearer?	The head-teacher, school manager or teachers.	1
6. What do we mean when we say that rights are universal?	It means everyone has the same rights, regardless of where they live, their gender or race or religious, cultural or ethnic background.	1
7. What do we mean when we say that rights are inalienable?	It means nobody can take away your rights and you can't give them up either.	1
8. What do we mean when we say that rights are indivisible?	All rights are equally important. There are no big or small, major or minor rights.	1
9. Can we use only the lecture method to teach children their rights?	No. We say children learn 'through' rights meaning they should participate actively in lessons.	1
Total		12

Session Three – What Sort Of Teachers Do We Want To Be? Who Are The Children We Will Work With?

Overall Objectives:

Participating teachers will be drawn from public and from private schools and will probably have disparate experience particularly in terms of using a child-centred, play-based pedagogy that is consistent with child rights. Before we address the needs for such a pedagogy, and before we begin any related capacity-building, we need to reassure teachers that what they are already doing is valid and useful. It is not the purpose of this workshop to denigrate traditional teaching. Traditional teaching has many strong points. We simply want to ensure that all participating teachers are comfortable using a methodology that combines and embrace both traditional teaching and the learner-centred approach. We also want them to reflect on the fact that the Child Rights Awareness Toolkits will necessitate an active, play-based, child-centred approach. This might require encouraging some teachers to re-examine core assumptions about children and their capacity.

<i>Suggested Schedule Of Activities</i>	<i>Duration</i>
1. Exploring our attitudes towards children	45 min
2. Pros and Cons Grid	45 min
3. What sort of teachers?	30 min



Exercise 1

Exploring Our Attitudes Towards Children



Objectives

To challenge views of children as being passive recipients of knowledge rather than individuals with prior knowledge and agency.



Materials

Flipcharts and markers

Three sheets of A4 with the words 'positive', 'negative' and 'neutral' written on them.

i Trainer's Tip

This is a word association exercise. We will use it to explore participants' attitudes towards children. First, we need to familiarize them with how a word association exercise works. We will have to 'test runs' using the words 'green' and 'moon'. During these test runs urge participants not to think but to write down the first word that comes into their mind. Some participants will feel under pressure to provide a 'correct', 'proper' or 'good' answer and you will see them hesitate before writing. Confront these participants. Reassure them that there is no correct answer and that the value of this exercise is not in planning an answer but in being spontaneous.

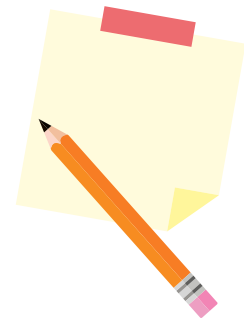
Quick Warm Up

1. This activity begins with a quick word-association exercise.
2. Make sure participants all have pens and notebooks.
3. Tell them that you are going to say a word. When they hear it, the participants should write down on their post-it note the first word that comes into their head. Emphasize that they are not to think or plan their answer. They should have finished writing two seconds after you call out the word.
4. Say 'green'. Stop everyone within two seconds.
5. Go around the group and listen to the words they associated with 'green' e.g. tree, grass, innocent. No matter what answer they give simply smile and reaffirm them.

6. Now repeat the exercise. Again, emphasize that they should simply write down the first word that comes into their minds without thinking.
7. Say, 'moon'.
8. Go around the group and listen to the words they associated with 'moon'.

■ Post-It Note Survey

9. Now you are ready to begin. Give each participant a post-it.
10. Tell them that you are going to say another word. When they hear it, the participants should write down on their post-it note the first word that comes into their head.
11. Say 'child'.
12. After two seconds ask them to follow you to a blank space on the wall. Place the three headers on the wall about a meter apart from each other. One should read 'positive', one 'neutral' and one 'negative'.
13. Ask a volunteer to read out the word or phrase they associated with 'child'. For example, someone in the group might read out 'playful'.
14. Now ask the whole group which column they think we should post 'playful' under. Is it a positive, negative or neutral characteristic?
15. Ask others if they agree with this interpretation. Remember to hear a variety of opinions. This is an opportunity for you to model an important process i.e. a free-ranging discussion with little pressure to produce the 'correct' answer. Encourage participants to explain or justify their views. Try modeling those two key questions i.e. 'Why do you think that?' and 'Who has a different idea?'
16. If there is widespread disagreement within the group as to where on the all to place the word, allow the person who wrote it to take the final decision.
17. Continue the process until all post-it notes have been placed on the wall to the group's satisfaction. Now summarize it and mirror it back to the participants i.e. did the group mostly generate terms that were positive, negative, or neutral?
18. Go back to those answers that participants have agreed are negative characteristics. Challenge them. Ask, 'Is this really an accurate description of children? Is this really how they learn or fail to learn?' For example, if you find the words 'passive', 'helpless' or 'ignorant', ask if that is really true. Encourage participants to remember how they felt when they themselves were children.



i Trainer's Tip 1

Remember, your aim is to challenge their thinking and encourage them to see children in as positive a light as possible. That doesn't mean you are under pressure to eliminate every negative word in the list. For example, if someone has written 'badly behaved' you might want to acknowledge that on occasion this can be true.

You may wish to wrap up this exercise by saying that the exercises in the Child Rights Awareness Toolkits were created based on the following assumptions;

- Children always bring prior knowledge to any learning situation. They are never empty vessels.
- As such we need to help them activate that prior knowledge and the exercises are designed to do that. This means we will be using a more active, games-based approach. We can call it 'learning through play'. This is incompatible with teaching methods such as 'chalk and talk' or 'mug and jug'.
- Children learn by making their own discoveries and by connecting new ideas or information to what they already knew. As teachers, our job will often be less about directing children or giving them answers, than explaining a task to them, stepping back and only intervening to provide support when needed.
- It might help if we become more aware of the ratio between 'teacher-talking-time' (TTT) and 'student-talking-time' (STT). Of course, there are times when we need to lecture and the ratio will be heavily towards TTT. But there should be other spaces in the lesson where the ratio is much more heavily in favour of STT.



i Trainer's Tip 2

A nice aspect of this exercise is that it allows teachers to show you what they know. In doing so, it helps them adopt a more active, confident role in the workshop.

Exercise 2

Pros And Cons Grid



Objectives

To reassure participants that it will not be their role to criticize teachers, merely to offer them new skills that will help them balance lecturing with active-teaching.



Materials

Flipcharts and markers

1. Ask participants to describe what they might see if they walked into a typical classroom in a public school in UAE. Try to elicit the idea of teachers lecturing and students sitting in passive silence memorizing.
2. Ask them to divide their paper into quarters. The quarters should each have one of the following headers, as below;

<i>Traditional Teaching</i> <i>(Strengths)</i>	<i>Traditional Teaching</i> <i>(Weaknesses)</i>
<i>Child-Centered Teaching</i> <i>(Strengths)</i>	<i>Child-Centered Teaching</i> <i>(Weaknesses)</i>

3. Give the groups ten to fifteen minutes to complete their charts.
4. Ask each group to present their chart.
5. Place the charts on the wall

Here is an example of a what a completed chart might look like.

<p><i>Traditional Teaching</i> <i>(Strengths)</i></p> <ul style="list-style-type: none"> • It's not time consuming • Learners maximize on teacher's knowledge • It can deliver a lot of information in a short time, especially in big classes • Wide content coverage • It doesn't need any preparation • Easier to control class and maintain discipline 	<p><i>Traditional Teaching</i> <i>(Weaknesses)</i></p> <ul style="list-style-type: none"> • It doesn't cater for individual differences • Learners become passive • Fails to teach cognitive skills • Shallow or superficial coverage of subject – teacher doesn't stray from the book to explore the subject in depth • Boring! • No room for creativity • Children memorize ideas and formulae that they don't understand
<p><i>Child-Centered Teaching</i> <i>(Strengths)</i></p> <ul style="list-style-type: none"> • The child's prior knowledge is tapped • Children are trained to think • Higher level thinking is required • Full involvement of learners • Children learn by doing • Promotes critical thinking and problem solving 	<p><i>Child-Centered Teaching</i> <i>(Weaknesses)</i></p> <ul style="list-style-type: none"> • It's time consuming in terms of preparation • It challenges the teacher's ability to control the class • Active learning methods often require expensive stationary • Teachers often end up paying for materials from their own pocket

6. Ask teachers which approach they think the exercises in the Child Rights Awareness Toolkits will promote. Ask them to explain their answers.
7. Reassure teachers that they are the experts. Stress that traditional teaching requires many skills and that there will always be a place for it. Our concern is simply to ensure that all participants are happy working with a complementary, learner-centred play-based approach.

Exercise 3



What Sort Of Teachers?



Objectives

To provide participants with an opportunity for further reading and discussion on how they might need to modify their teaching.



Materials

One copy of the 'What sort of teachers do we want to be notes?' ([Appendix xi](#)) for every participant

A copy of the Six Teaching Points Grid that you have prepared on flipchart or chalk board.

1. Thank teachers for their input so far. Explain that now you are going to give them a handout to read.
2. Once they have their hand-outs let them know they have 15minutes to read quietly alone.
3. After 15 minutes reassure teachers that these notes are there to help them reflect on their classroom methodology. Explain that over the remainder of the workshop you'll be working with them to ensure that they are comfortable using the CRAAT exercises in a manner that is consistent with the guidelines in the handout.
4. Explain that becoming more reflective of our own teaching practice is always beneficial.
5. Point out the Six Teaching Points Grid and ask participants to copy it down in their notebooks and fill it in. Give them five minutes.
6. Ask a few volunteers to share what they have written.
7. Allow five minutes at the end of this session for Q&A.

Reflective Practice

What Are Four Things I Do Well As A Teacher?

1.

2.

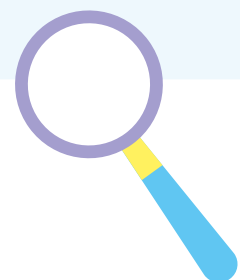
3.

4.

What Are Two Skills Or Areas I Hope To Improve On?

1.


2.



Session Four – An Orientation On The Child Rights Awareness Kit

Overall Objectives

This session will demystify the Child Rights Awareness Kit and its three separate toolkits. Quite reasonably, teachers might feel anxious about the structure and contents of this. The activities below will put them at their ease by helping them discover what the toolkits contain by way of activities. They will gain both an overview of the toolkit and an understanding of the themes and pedagogy of individual activities.

<i>Suggested Schedule Of Activities</i>		<i>Duration</i>
1. Energizer and teambuilder		10 min
2. KWL Chart - gauging participants' prior knowledge and needs		15 min
3. The structure and content of the toolkits		30 min
4. Quiz on the toolkit.		20 min
5. Drill down - how to navigate the different elements of an activity.		15 min



Exercise 1

Stop! Go!



Objectives

To raise energy levels, dispel tension and have people relax



Materials

None.

1. Ask participants to walk around the room in all directions in silence, without following each other.
2. Tell them they are to respond to two commands that you will issue; 'stop' and 'go'.
3. After a few minutes stop everyone and explain that the meanings of those two words are now reversed. Each time they hear the word 'stop' they should walk, and each time they hear the word 'go' they should stop and stand still.
4. After a few minutes stop everyone and explain that you are introducing two new commands into the game. If they hear 'shout' they should shout out their own name as loudly as possible. If they hear 'jump' they should jump in the air.
5. Have people walk around the room responding appropriately to stop (walk), go (stop), shout and jump.
6. After a few minutes stop everyone and explain that the meanings of the two new words are now also reversed. Each time they hear the word 'shout' they should jump, and every time they hear the word 'jump', they should shout.
7. Have people walk around the room responding appropriately to stop (walk), go (stop), shout (jump) and jump (shout).
8. After a few minutes stop everyone and explain that you are introducing two final commands into the game – 'clap' and 'laugh'. Keep playing the game a bit longer.
9. Finally explain that the meanings of the two final words are now also reversed. Have people walk around the room responding appropriately to stop (walk), go (stop), shout (jump), jump (shout), clap (laugh) and laugh (clap).

Exercise 2



KWL Chart On The Child Rights Awareness Toolkit



Objectives

To assess how much the participants already know about the Child Rights Awareness Toolkit) and to find out what they still need to know.



Materials

Three flipcharts to make the KWL Table

1. Gather the group together near the flipcharts (below)
2. Ask the group to share what they already know about the Child Rights Awareness Toolkit, and write their answers down in the first column. Remember, this is a brainstorming exercise. Be prepared to accept all answers initially. Spend about five minutes on this first column.
3. Next, ask them what they want to learn about the Child Rights Awareness Toolkit and write down all of their questions in the second column. Do not attempt to answer these questions. Simply write them down. Spend about five minutes on this second column.
4. Explain to participants that you will ask them to fill in the third column with you at the end of the workshop.

What do we **K**now about the Child Rights Awareness Toolkit?

What do we **W**ant to know about the Child Rights Awareness Toolkit?

What did we **L**earn about the Child Rights Awareness Toolkit?

Exercise 3



The Structure And Content Of The Toolkits



Objectives

To familiarize participants with the structure and content of the Child Rights Awareness Toolkit



Materials

Time One set of the CRAT cards for every three participants ([Appendix vi](#))

One complete printout of all three toolkits for every three participants ([Appendix vi](#))

1. Put participants into groups of three and give each group a set of cards, a couple of sheets of A4 and a stick of glue.
2. When forming the groups try and keep teachers of similar age groups together. You should have small groups made up entirely of teachers whose students are aged 6 – 9, teachers whose students are aged 10 – 14 and those whose students are aged 15 – 18.
3. Give each group of teachers for the 6 – 9 Years-olds a set of Toolkit A cards. Give each group of teachers for the 10 – 14 Years-olds a set of Toolkit B cards. Give each group of teachers for the 15 – 18 Years-olds a set of Toolkit C cards.
4. Explain that some of the cards show the number and titles of activities, and others provide both the objective of that activity and a brief description of the topic and method involved. So, for every activity title card there should be a corresponding card explaining both the objectives and the topic and method involved.



5. Working as a team they have to match the cards up and order them in the correct sequence, then glue them to the sheet of A4. Circulate amongst the groups helping them if necessary.
6. Now create bigger groups so that each has some teachers of 6 – 9, some teachers of 10 – 14 and some teachers of 15 – 18.
7. Now give each group three copies of the complete toolkit overview i.e. a printout of the cards for all three toolkits. Give them ten minutes to compare their own efforts at matching the cards with the printout you have just given them.



Exercise 4



Quiz On The Toolkit



Objectives

To help participants learn the structure and contents of the three toolkits



Materials

None.

1. Keep them in these teams and give them the following quiz. Explain that after you read each question, the groups have thirty seconds to agree on their answer. One member of the team writes down the answer on a sheet of paper.
2. Ask them to quickly appoint one member of their team to be the person who records their answers.
3. After the quiz, have the teams give their answers to another team to correct. Go through the answers as shown below.
4. Announce the winner.

Quiz questions and answers

Question	Answer	Marks
1. How many Toolkits are there?	Three	1
2. What three different age groups do they target?	6 – 9	1
	10 – 14	1
	15 – 18	1
3. How many exercises does each Toolkit have?	6 – 9 has 20	1
	10 – 14 has 20	1
	15 – 18 has 23	1

Question	Answer	Marks
4. Look at Toolkit A, Exercise 5, Act A Right. What are the objectives?	Children will understand that everyone has rights.	1
5. For that same exercise, what is the methodology used?	Acting or improvisation.	1
6. Look at Toolkit B, Exercise 11, Memory Cards on Rights and Responsibilities. What are the objectives?	To facilitate a process whereby children understand that every right has a corresponding responsibility.	1
7. For that same exercise, what is the methodology used?	A game called 'Memory Cards'.	1
8. Look at Toolkit C, Exercise 8, Art Out Of Articles. What are the objectives?	To help students internalize the essence of various UNCRC articles and express them in creative and individual ways.	1
9. For that same exercise, what is the methodology used?	Art/creating posters	1
10. Which exercise in Toolkit A introduces children to the idea that they have a right to express an opinion to adults?	Exercise 11 Sharing My Message	1
11. In which exercise in Toolkit B will children analyze and discuss the difference between child labor and child work?	Exercise 17 Images of Child Labour	1
12. In which exercise in Toolkit C will children use the 'running dictation' method to learn that children are classed as 'rights holders' and that they adults responsible for helping them are classed as 'duty-bearers'?	Exercise 10 Rights Holders and Duty Bearers	1
Total		16

Exercise 5



Drill Down - How To Navigate The Different Elements Of An Activity



Objectives

To familiarize participants with the format of the Toolkit exercises



Materials

One copy of Toolkit A Exercise 12 All Children Are Equal, Toolkit B Exercise 6 A Right Or Not and Toolkit C Exercise 4 A Cooperative Learning on the UNCRC. All at [Appendix vii](#)

1. Ask participants to sit in groups of three and give each group one copy of the three exercises identified above.
2. Give them a few minutes to read these.
3. Ask them what information is always included in the first box of an exercise. Try to elicit that the boxes give the name and number of the exercise, its objectives, the recommended time and a description of materials needed.
4. Ask them which of the three exercises is the quickest. (Toolkit A Exercise 12 All Children Are Equal is only 15 – 30 minutes long whereas the other two are 45min long each).
5. What is the second box called what do its contents do? (It's called 'Note to the Educator' and it gives additional background information to help the teacher).
6. Allow an additional five minutes for any additional questions that participants might have.



Summarize The overall format of each activity is as follows:

- **The number of the Activity:** Followed by the title of the activity
- **The specific learning Objectives:** Main learning goals and takeaways for the children from the respective activity
- **Time:** Suggested amount of time to spend on this activity
- **Material:** Lists the materials necessary to conduct the activity
- **Activity Kit:** Includes age range of the targeted audience
- **Note for an Educator:** suggestions, guidelines or tips for the educator on the respective activity
- **The learning content:** step by step instructions to follow for the educator to complete the activity in class
- **Handouts:** handouts or templates follow at the end of the activity (if applicable)



Session Five – Learning Through Play

Objectives

This session has dual objectives. Firstly, we will help participants to explore the merits of a play-based approach to learning. Secondly, as part of that exploration we will use some of the active-learning methods they will encounter in the Child Rights Awareness Toolkits. They will therefore gain insights into the rationale for play-based learning whilst also becoming familiar with how to facilitate some key active-learning methods.

<i>Suggested Schedule Of Activities</i>	<i>Duration</i>
1. Recap on Day One using Running Dictation	30 min
2. Reflecting on our personal experiences of play and education/ learning.	30 min
3. Using Memory Cards to look at the characteristics of learning through play.	30 min
4. Take-A-Stand	30 min



Exercise 1

Running Dictation Recap



Objectives

Both to help participants recollect previous sessions and to introduce them to an active-learning game that features in various exercises in the Child Rights Awareness Toolkit.



Materials

[Appendix viii](#) - One set wall slips (attached to the walls before the session begins).

[Appendix viii](#) - One Running Dictation Answer Template for every three participants.



Trainer's Tip

'Running Dictation' is one of the seven active-learning methods that teachers will encounter in various exercises in the Child Rights Awareness Toolkits.

Today we are going to use the running dictation method to help participants recap on what they learned in Day One. In doing so, we are also helping to familiarize them with the method. For ease of printing we have put the ten running dictation wall slips at [Appendix viii](#).



1. Put participants into teams of three and count each team off; 1, 2, 3.
2. Explain that in each team, Number 2 is the writer. Make sure she has a pen and paper.
3. Explain that 1 and 3 are the runners in each team.
4. Participants 1 and 3 must run around the room finding the slips of paper. When they do so they must leave the slip on the wall. They must read it (They must NOT take notes, or take photos with their phones) and memorize it and then run back to their writer, and repeat what they have memorized. The writer writes down the sentences in his/her notebook.

5. Once a team has managed to write down all 10 cards/slips of paper on paper they should raise their hand and you should give them a copy of the template. Now they must write the information from their notebooks into the template in the correct order.
6. When all teams have finished ask the first team to read out Number 1 and the sentence that accompanies it. Go around the room checking all the answers like this.

1. The CRC guarantees children all those things that they absolutely need if they are to survive and develop and grow up happy, healthy, safe and educated.

2. We can explain the idea of rights to children as being those things we need as opposed to those things we merely want.

3. There are four guiding principles:

- i.** Non-discrimination
- ii.** The best interests of the child.
- iii.** The right to survive and develop.
- iv.** Children have a right to have their opinions heard and taken seriously.

4. UNICEF has created three separate Child Rights Awareness Toolkits.

5. These are for children aged 6 – 9, 10 – 14 and 15 – 18.

6. Each toolkit has roughly 20 exercises in it.

7. Each exercise takes between 15 minutes and 45 minutes to do in the classroom.

8. The exercises use active-learning methods or play.

9. We use participatory methods because they are efficient for learning, and because children have a right to participate.

7. Ask participants what they thought about this 'running dictation' method of learning content.
8. Try and have them suggest strengths and weaknesses of the method (see suggested answers below)

<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none">• It's fun, lively and dynamic.• It's an energetic alternative to passive reading or lecturing.• It raises energy levels amongst children when they are low e.g. immediately after lunch.• It encourages team work.	<ul style="list-style-type: none">• It's noisy and chaotic.• It can be difficult to do in a crowded classroom.



Exercise 2



Reflecting On Our Personal Experiences Of Play And Education/ Learning



Objectives

To explore assumptions about the pros and cons of play as a medium for learning.



Materials

A chair or bag or waste-paper bin

1. Place a waste paper bin in the middle of the space and ask participants to stand up.
2. Explain that you are going to read a series of statements. If they agree with the statement, they should stand close to the waste-paper bin. If they disagree with the statement they should stand away from the waste-paper bin. Advise them that if they agree very strongly with a statement they should stand very close to the waste-paper bin and that the further away they stand from it, the stronger their disagreement.
3. Read out the first statement just as a practice statement; 'I like ice cream'. Allow participants a few seconds to choose where they want to stand. Now call on several volunteers to explain their answer. Ask them 'Why did you choose to stand there?' Make sure you get a broad selection of answers including those who agreed, those who disagreed and those who were more ambivalent.
4. Read out a second statement, again just as a practice. Say, 'In the UAE, life is harder for women than for men.'
5. Again, allow participants a few seconds to choose where they want to stand. Now call on several volunteers to explain their answer. Once you have listened to a variety of answers ask if any of the participants want to change their position based on the arguments they have just heard.

6. Now it is time to start applying the method to today's theme i.e. play as a medium for learning. Work your way through the following statements. Remember, you are not looking for a correct answer here. You are merely encouraging the participants to air their views.
 - Play is childish.
 - Secretly, I wish I could play more.
 - Play is different from work – its only purpose is to help us relax.
 - If I try to organize play with teenage students, I will feel silly and they will lose respect for me.
 - Play is a powerful medium for learning.
7. Ask participants to return to their seats and wrap up as follows. Discuss briefly the fact that although educational psychologists are increasingly demonstrating the power of play as a medium for learning, it is hardly a new idea. Remind them if necessary, of the work of Swiss psychologist Jean Piaget who viewed play as integral to the development of intelligence in children.
8. Inform participants that for the rest of the workshop we will be looking both at the rationale for using play as a medium for learning, and at some of the methods they will encounter in the Child Rights Awareness Toolkits.



Exercise 3



Using Memory Cards To Look At The Characteristics Of Learning Through Play



Objectives

To explore the advantages of learning through play, AND, to learn how to use the Memory Cards method.



Materials

One set of Set A Cards and one of Set B Cards for every four or five participants ([Appendix ix](#)).

Memory Cards have long been popular with language teachers and are sometimes called ‘pelmanism’. Although it seems like an active-learning method, it’s actually quite traditional as the purpose of the game is to have players memorize content. It also helps build concentration.



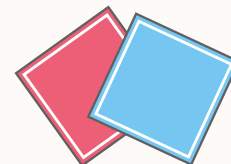
If you aren’t familiar with the method, try first watching this animation.

<https://www.youtube.com/watch?v=loo0-AV3di4&t=14s>



Trainer’s Tip

The best way to teach this game is to demonstrate it. Ask for four volunteers to join you and kneel in a circle with them on the floor. Have all the other participants stand over so they can look down and watch the game. You will find two sets of Memory Cards at [Appendix ix](#) Set A is on skills developed through play. Set B is on characteristics of play.



1. Ask participants to join you in a brainstorming activity using a flipchart to record their answers. First, ask them what are some skills that play can help us to develop. Write down their answers.
2. Now ask them to repeat the exercise, this time suggesting characteristics of play. What words would they use to describe play?

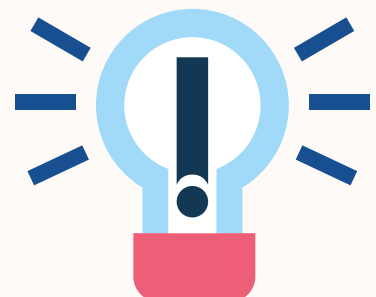
3. Take a copy of Set A cards, shuffle them and spread them out on the floor or table top, face down.
4. Explain that a set of cards is made up of pairs. With Set A, half of the cards are name a skill learned through play and the other half give definitions of those skills. For each 'skill' card there is a matching 'definition' card.
5. The first player turns up a card and reads it aloud. She then turns a second card over and reads that aloud too. If the two make a matching pair she takes them off the table/floor and keeps them. Then she takes another turn. If the two cards do not make a pair, she must turn them back face down, and leave them exactly where she found them.
6. It is now the turn of the second player. He too turns over two cards and reads them aloud. If they make a pair he can keep them. If they don't make a pair he must turn them over face down again, and leave them where he found them.
7. Players can tell if they have a matching pair by checking the printed letters at the bottom of each card. So Skills Card (A) will match with Definitions Card (A). The game requires each player to try and remember the position of each card. It ends when all the cards have been removed. The winner is the person with the most cards.
8. Now that you have demonstrated the game put all participants into groups of four or five and give each group a copy of either Set A or Set B cards.

Trainer's Tip

Circulate amongst the groups and ensure they are observing the two rules of the game.

Rule 1 - the cards must stay in the same position. This game is partially about concentration and remembering where each card is. That will not be possible if players move the cards about.

Rule 2 – a player reads each card out loud every time she or he turns it over, even if they have already turned over the same card previously. The element of repetition helps all players to memorize the text on the cards.



9. Take the cards off the players and ask them to share with you the characteristics of play and the skills that play can develop.
10. Ask if these answers were included in the lists they generated at the start of the exercise.
11. Ask if any of the definitions that were revealed in the card game surprised them.
12. Now switch focus onto the process of the card game. Ask participants what they thought about this 'running dictation' method of learning content.
13. Try and have them suggest strengths and weaknesses of the method (see suggested answers below)

<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> • It's fun, lively and dynamic. • It's a pleasant alternative to passive reading or lecturing. • It improves concentration. • Students or teachers can create their own sets of cards. 	<ul style="list-style-type: none"> • It can be difficult to do in a crowded classroom.



Exercise 4

Take-A-Stand



Objectives

To teach participants the Take-A-Stand method that features in various CRAW Toolkits exercises



Materials

Three pieces of A4 with 'Agree', 'Disagree' and 'Not Sure' written on them.

- As a warm-up go around the group asking participants how they would answer the following question;
 - 'If money were an animal, what animal would it be? Why?'*
 - 'If money were a colour, what colour would it be? Why?'*
- Stick the 'Agree' and 'Disagree' cards onto walls (or the backs of chairs) in different parts of the room and the 'Undecided' card somewhere in between.
- Explain that you are going to read out a statement. Participants should then go and stand by the card that best summarizes their attitude to that statement. Stress that there are no right or wrong answers.
- Read the first statement and allow the participants to gather by whichever card they wish. Ask a couple of participants from each group to explain their position. Challenge them by asking them, 'Why do you think that?'
- Ask the participants if any of them wish to change their positions based on what they have heard.



Statements:

Money brings happiness

Saving money is for stingy people

It is harder for girls in UAE to earn money than for boys

Young people sometimes do dangerous things to make money

Girls our age do not have enough money to save

Money causes more problems than it solves

People who want to start enterprises are greedy

Saving money gives me more control over my future

**Trainer's Tip**

Probe responses to the question about why young people sometimes do dangerous things to make money. This is a chance to discuss whether or not girls are putting themselves at risk.



6. Continue the exercise until you have explored all of the statements. Try and ensure that every participant in the group has had an opportunity to speak.
7. Now ask participants to sit back and suggest the advantages of using this method. Some answers might include;

Advantages	Disadvantages
<ul style="list-style-type: none"> • It doesn't require children to be literate • It's active • Everyone gets to contribute, however nobody feels 'under the spotlight'. • Children are not searching their memories for an answer they have memorized earlier. They don't just give an answer. They have to justify it. This encourages critical thinking and communication skills. • Because children express different points of view, each child ends up with a bigger perspective on the issue. This would never happen if you simply lectured the children. • By listening to one another, children come to appreciate that we all see the world in different ways. They learn to respect one another without necessarily agreeing. • The teacher can tell immediately what each child is thinking in a way that wouldn't be possible were she to use more traditional ways of asking questions. The children's learning is therefore described as 'visible' to the teacher. 	<ul style="list-style-type: none"> • It can be difficult to do in a crowded classroom.



Session Six - Image Theatre

Overall Objectives

To build the capacity of teachers to use Image Theatre. This drama-based method enables children to identify issues of concern to them and then to analyse and discuss them before experimenting with solutions. The teacher's role in the exercise is to act as a facilitator, helping children to identify images by asking open questions. Image Theatre is used regularly in the CRAAT and teachers, in turn, will need to invest a couple of hours training children in the method.



Exercise 1

Image Theatre



Objectives

To teach participants the Image Theatre method that features in various CRAW Toolkits exercises



Materials

Flipchart showing the sorts of questions an Image Theatre facilitator might ask

Explain to participants that they are going to take part in a three-hour session on Image Theatre. They in turn will need to train children on the method so that they can subsequently apply in different exercises from the CRAAT.

Game 1: Statues And Photographs

Step by step:

1. Ask the group to move around the room. Then ask them to get quickly into groups of two, three, four or whatever number you shout out.
2. Once they have practiced that a few times, tell them that as well as a number you will call out a picture. They have to get into the correct number and make an image that shows what you have called out.
3. Explain to them that they **must not move nor make any sound nor use any prop or object**.



Suggested List Of Images For The Game

Number To Shout Out	Image That Participants Should Make
Two	A mother and child
Two	A father and child
Three	A man and two sheep
Four	A band of musicians
Five	A wedding
Six	A footballer scoring a goal
Eight	A spider
Everyone	A bus full of children with a driver

4. Circulate throughout the room giving constructive advice to participants on what constitutes a good image. See the tips given below.



Facilitator's Tip!

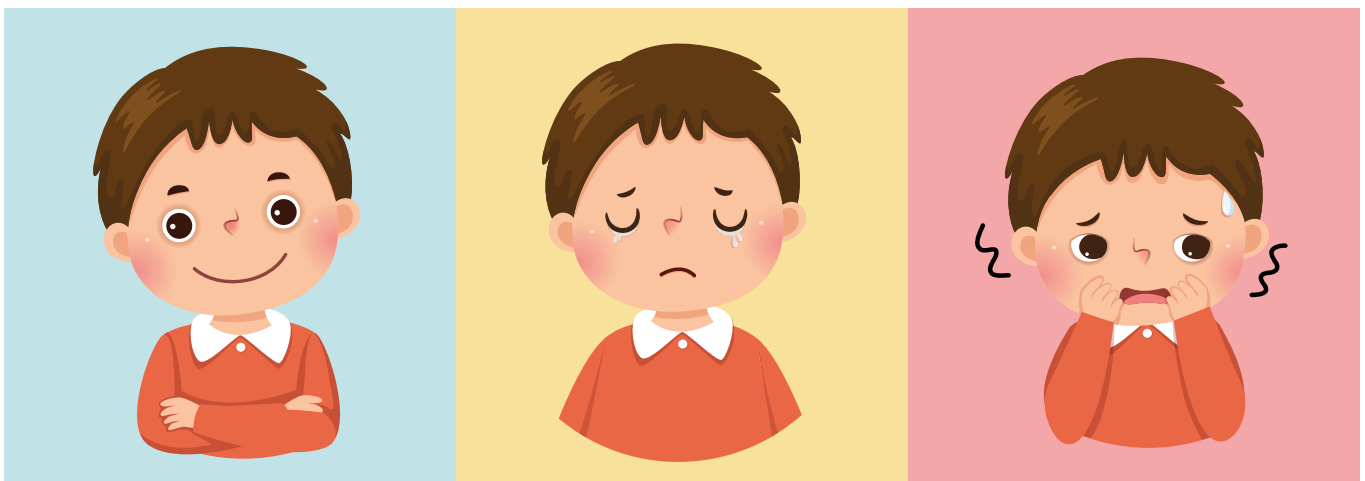
With each image, ask learners to try and see how different groups have chosen to make their image. Gradually help them to recognize the following principles.

- The actors should find ways to play clear and distinct roles individually that build a clear picture. For example, if the image is of 'a footballer scoring a goal' it is not helpful to have all five actors kicking an imaginary ball. But if two actors combine to form goalposts, one actor plays the goalkeeper, another a striker and the last a referee, the meaning is much clearer. Each actor offers their own individual contribution that goes towards creating a group effort.
- Finding an important detail that gives the context can help make an image clear e.g. if the image is of a wedding, simply showing five people celebrating does not help the audience to understand what is going on. The actors might be celebrating any number of things. Having a bride and groom helps. Having someone put a ring on another person's finger is a detail that makes the meaning even clearer. Encourage your actors to include the sort of details that prevent ambiguity.
- Try to ensure that males are not taking all of the dynamic, central roles, leaving females to take the parts of 'onlookers' at the side lines.

■ Game 2: Group Images

Step By Step:

1. Ask participants what the three basic rules of image theatre are. Try to elicit the following;
 - No sound
 - No movement
 - No props (not even a hat or a pen!) Use just your body
2. Put participants into subgroups of four or five. Tell them to work alone for five minutes preparing three frozen images representing the following ideas:
 - Something that makes me sad
 - Something that makes me frightened
 - Something that makes me happy



3. Walk around the space to ensure that everyone is on the same and is adhering to the three basic rules that were shared with the group.
4. Stress that when they show their images the audience should understand why the people in the picture feel sad, frightened or happy. In other words, the image must tell a story. Bear in mind that you will probably need to keep reminding participants of these three basic rules for the duration of the exercise. You should find that by the end of this exercise everyone will have internalized them.

5. When they are ready, invite each group into a space where everyone can see them and ask them to show their three images in any order, they please without telling the audience which is which.
6. As the actors show each image, ask them the key questions (see the textbox below) without yet showing them these questions on a flipchart.

Questions An Image Theatre Facilitator Might Ask:

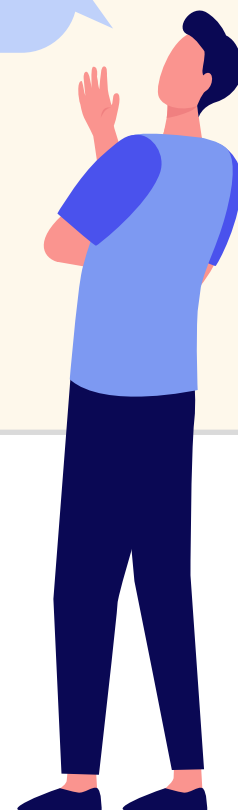
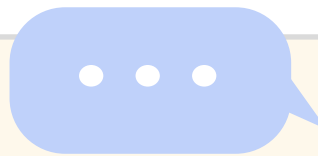
1. What do you see?
2. Who are these people?
3. What is happening? Why do you say that?
4. Where are they? Why do you think that?
5. Who is the most powerful person in this image? And the weakest?
6. Is this a realistic situation? Is it an image you recognize from your own lives or communities?
7. Is the image clear?

Keep asking 'Why do you think that?' and 'Who has a different idea?'



Facilitator's Tip!

Once participants have grasped the three basic rules they might benefit from some additional advice. Remind them that their image needs to be visible by all the audience and should therefore be 'open' like an open book. An actor with her back to the audience will often prevent this. Encourage them to make dynamic, interestingly composed pictures.





Facilitator's Tip!

Image Theatre is at its most useful when a group presents an image that is relevant to the lives of the audience, and which they have strong feelings about or wish to discuss. If you ask the audience, *'Is this an image you recognize from your own lives or communities?'* and they reply 'no', then there is little point discussing that image further, especially if you are pressed for time. If, however the audience replies 'yes', you might want to continue exploring the issue, asking further questions and using some of the more advanced techniques shown below.

8. Explain that you are going to ask participants to pause for a moment to reflect on the process.
9. Suggest that for an Image Theatre exercise to work well it requires three roles to be played. There are three elements or groups within an Image Theatre exercise. Can they identify them? Try and elicit that the exercise requires;
 - A group of actors.
 - An audience.
 - A facilitator.
10. Ask them how they think each of the three groups benefit. What skills are they developing? Try and elicit the following;
 - **The actors** are developing communication skills, creativity and team-work.
 - **The audience** is involved in the group analysis of the image the actors are showing. They are developing critical-thinking skills, team-work and problem-solving skills. They are also learning to listen to one another. The group is sharing ideas and experiences, meaning that the learning is horizontal. All the learning is coming from within the group.
 - **The facilitator** is learning how to use open questions to stimulate a debate and to encourage critical thinking and other higher order thinking skills amongst the audience.
11. Ask the group if they noticed the questions you, the facilitator, were asking as they showed the pictures. Can they give examples of the questions you asked?

12. Show them a flipchart of questions a facilitator might include (above)
13. Explain again that the role of the facilitator is to encourage discussion. The value of the exercise is in letting learners say what they think they see in the picture. When learners say what they think is happening in the picture, ask them 'Why do you think that?' and then, 'Who has a different idea?' The exercise is not about trying to find a right or wrong answer. There is no right or wrong answer. It is about giving learners the freedom to express ideas and giving them practice in explaining and justifying their arguments.
14. Explain that the question 'Is this an image you recognize from your own lives or communities?' is pivotal. If the audience do not recognize it, or cannot agree on what they are seeing, there is no point in exploring that image any longer. Ask to see a new image. If, however, the audience says that the image is relevant to their own lives or communities, continue exploring it and looking for opportunities to guide learners to a better understanding of the issue.
15. Explain that the audience will nearly always throw up several, often disparate interpretations of what they see. It is the facilitator's job to try and find a rough group consensus. The facilitator has to direct the exploration of the image by taking into account what most people see. Explain that the facilitator is trying to discover an image that resonates with the audience and that seems to represent to most of the group an issue or relevance to them that would benefit from further interrogation.



Session Seven – Teaching Practice

Overall Objectives

To give participants an opportunity to practice using exercises from the Child Rights Awareness Toolkit. Participants will take it in turns to teach as part of a classroom simulation. They will then receive constructive feedback from their peers.

<i>Suggested Schedule Of Activities</i>	<i>Duration</i>
1. Explain how the session will work	5 min
2. Put them in groups, give them lesson plans and let them prepare	15 min
3. Watch them teach	2.5 hours minimum
4. Conduct feedback	10 min
5. Post-workshop evaluation	-



Exercise 1

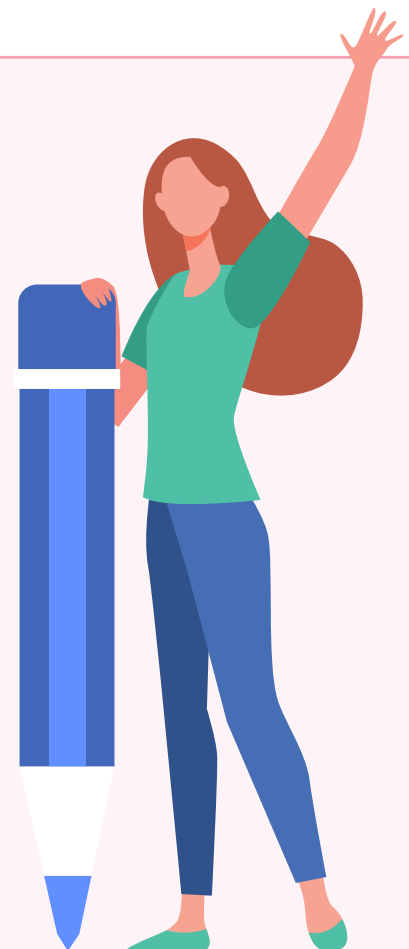


Explain How The Session Will Work

1. Explain to participants that you are going to put them into groups of four or five, give each group an exercise from one of the Child Rights Awareness Toolkits and give them 1min to familiarize themselves with the contents. They will then come up and teach the larger group. You will need to stress that they are actually going to teach and NOT give a presentation.
2. You may need to stress that they do not need to do any planning as such. Whilst they may need to prepare some material, the exercise has been planned for them and all they need to do is ensure they can follow the instructions.
3. Point out the CRE Teaching Practice Feedback chart (below) and advise them that after they have taught, you will ask the whole group to assess their performance using these criteria.
4. Make sure all participants understand what each of the eight points refers to.

CRE Teaching Practice Feedback Chart

1. What was the ratio of teacher-talking-time (TTT) to student-talking-time (STT)? Was it appropriate to the task?
2. How many children were able to participate actively?
3. What higher-order thinking skills were children using in this exercise?
4. What were some soft skills that the exercise promoted?
5. If the classroom was noisy, was it productive noise or unproductive noise?
6. If the classroom was silent, was it productive silence or unproductive silence?
7. What were some things you liked?
8. What was something that might have made the exercise even better?



Exercise 2



Put Them In Groups, Give Them Lesson Plans And Let Them Read

1. Put them in groups of four or five. Try and organize these groups so that teachers whose students fall into the same age-group are together.
2. Hand out one copy of the appropriate Child Rights Awareness Toolkit exercise (see [Appendix x](#)) to each participant as shown below;

<i>For Groups Made Up Of Teachers Of Children Aged 6 – 9 Yearss</i>	<i>For Groups Made Up Of Teachers Of Children Aged 10 - 14 Years</i>	<i>For Groups Made Up Of Teachers Of Children Aged 15 - 18 Years</i>
Exercise 14: We Are Different And We Respect Differences	Exercise 11: Memory Cards Game on Rights and Responsibilities	Exercise 18: Using Image Theatre As A Tool for Identifying Rights Abuses

3. Again, emphasize that they are going to teach the larger group. They can either choose one person from their group or else they can divide the exercise up so that each person delivers a different part.
4. Help them with their questions.

Exercise 3



Watch Them Teach

1. Ask the rest of the group just to do whatever 'the teacher' asks them. It is not a good idea for the larger group to role play children.
2. While the participants are teaching try and keep notes to help you give feedback later.
3. Because of time you will probably not be able to watch each group teach a full exercise. Make your own decisions as to how to manage. It helps sometimes to see different groups do different parts of the same exercise.

Exercise 4



Conduct Feedback

1. Begin by quickly asking the teachers how they felt the session went.
2. Go through some or all of the questions with the big group.
3. Add your own comments. Try to be positive but don't be afraid to suggest how things could be done better.

Exercise 5

Post-Workshop Evaluation

Finally, remember to distribute the 'Post-workshop evaluation form' ([Appendix xii](#))

1. Ensure participants have sufficient time in which to complete this.
2. Again, be ready to reassure them that this is not a test or exam, merely an evaluation form to help UNICEF improve future training workshops.



APPENDICES



Appendix i | CRC Articles Organized In Clusters

General Principles: Articles 2, 3, 6, 12



Non-Discrimination.

All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.



Best interests of the child.

All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.



Survival and development.

Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development. (life, survival and development)



Freedom of expression.

The child has the right to freely express her or his views in all matters affecting her or him and the subsequent right for those views to be given due weight, according to the child's age and maturity.

Civic Rights: Articles 8, 13, 15, 16



Protection and Preservation of Identity.

The child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.



Freedom of expression.

The child has the right to express her views, obtain information, make ideas or information known regardless of frontiers.



Freedom of association.

Children have a right to meet with others, and to join or form associations.



Protection of privacy.

Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.

Family Environment: Articles 5, 9, 10, 11, 18, 19, 20, 25, 27, 39



Parental guidance and the child's evolving capacities.

The state must respect the rights and responsibilities of parents and the extended family to provide guidance which is appropriate to his or her evolving capacities.



Separation from parents.

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.



Family Reunification.

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.



Abduction and non-return of children.

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.



Parental responsibilities and state assistance.

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.



Article 19

Protection from violence, abuse and neglect.

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.



Article 20

Children unable to live with their family.

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.



Article 25

Review of treatment in care.

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.



Article 27

Adequate standard of living.

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.



Article 39

Recovery from trauma and reintegration.

Recovery from trauma and reintegration. Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Health And Well-Being: Articles 6, 18, 23, 24, 26, 27



Survival and development.

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.



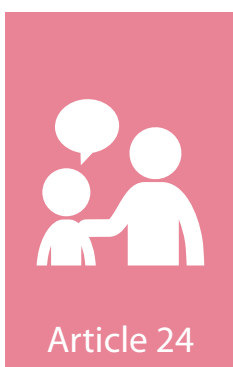
Parental responsibilities and state assistance.

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.



Children with a disability.

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.



Health and health services.

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.



Social security.

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.



Article 27

Adequate standard of living.

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Education And Leisure Time: Articles 28, 29, 31



Article 28

Right to education.

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.



Article 29

Goals of education.

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



Article 31

Leisure, play and culture.

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Protection Articles: 22, 32, 34, 35, 36, 37, 38, 39, 40



Article 22

Refugee children.

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.



Article 32

Child labour.

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.



Article 34

Sexual exploitation.

Governments must protect children from all forms of sexual abuse and exploitation.



Article 35

Abduction, sale and trafficking.

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.



Article 36

Other forms of exploitation.

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.



Article 37

Inhumane treatment and detention.

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.



Article 38

War and armed conflicts.

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.



Article 39

Recovery from trauma and reintegration.

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.



Article 40

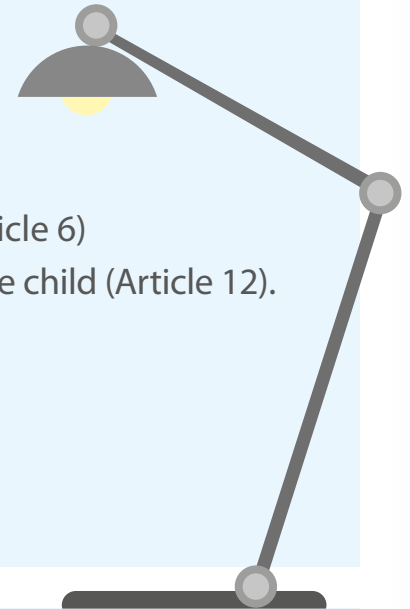
Juvenile justice.

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

Appendix ii | Quiz Answers

Answers to the quiz on Section A Child Rights History and Theory.

- A1. Universal, inalienable and indivisible.
- A2. Universal
- A3.
 - i. Non-discrimination (Article 2)
 - ii. The best interests of the child (Article 3)
 - iii. The right to life, survival and development (Article 6)
 - iv. The right to be heard/respect for the views of the child (Article 12).
- A4. Right-holders
- A5. Duty-bearers.
- A6. Teachers and school-managers.



Answers to the quiz on Section B Child Rights Education

- A1.
 1. Learning as a right
 2. Learning about rights.
 3. Learning through rights.
 4. Learning for rights.
- A2. Article 28 (which states that children have the right to an education and Article 29 (which defines what is meant by a proper education).
- A3. Traditional rote-learning is incompatible with CRE because it insists of children sitting passively in silence and denies them the right to express an opinion or to participate actively. Corporal punishment is not compatible with CRE.
- A4.
 - i. They become informed of their rights and the nature of their rights.
 - ii. They develop the attitudes and values underpinning.
- A5. The child has a corresponding responsibility not to bully other children for example.

Appendix iii | Table Of Active-Learning Methods And The Exercises That Feature Them.

Methodology	Concept And Content	
Memory Cards	Toolkit 2 10 – 14 Years	Exercise 8(b) - Three Needs V Wants Card Games
		Exercise 11 - Memory Cards Game on Rights and Responsibilities
		Exercise 16 - Rights and Responsibilities
		Exercise 17 - Linking rights with Responsibilities involves making cards
	Toolkit 3 15 – 18 Years	Exercise 13 - Myths and Misconceptions Memory Cards
Think-Pair-Share	Toolkit 1 6 – 9 Years	Exercise 11 - Sharing my Message
Image Theatre	Toolkit 2 10 – 14 Years	Exercise 15 - An Introduction To Image Theatre
		Exercise 16 - Image of Children Whose Rights Have Been Denied
		Exercise 17 - Images of Child Labour
	Toolkit 3 15 – 18 Years	Exercise 15 - An Introduction to Image Theatre
		Exercise 16 - Images of Discrimination
		Exercise 18 - Using Image Theatre As A Tool For Identifying Rights Abuses
Tree Poem	Toolkit 2 10 – 14 Years	Exercise 4 - Tree Poems
	Toolkit 3 15 – 18 Years	Exercise 23 - Tree Poems

Methodology	Concept And Content	
Take-A- Stand	Toolkit 1 6 – 9 Years	Exercise 2 - A World For Children Part 1
		Exercise 6 - Rights and Responsibilities
		Exercise 11 - Sharing my Message
		Exercise 14 - We are different and respect differences
		Exercise 16 - Staying Healthy
		Exercise 17 - Looking After Myself
		Exercise 19 - Needs v Wants
Painting, song and artistic expression	Toolkit 1 6 – 9 Years	Exercise 4 - A World For Children Part 3
		Exercise 7 - Who Else Has Responsibilities
		Exercise 8 - Our Rights, Our Treasures Part 1
		Exercise 9 - Our Rights, Our Treasures Part 2
		Exercise 10 - Our Rights, Our Treasures Part 3
		Exercise 20 - The Tree of Rights and Duties
	Toolkit 2 10 – 14 Years	Exercise 5 - Expressing The Future Of Childhood
		Exercise 10 - Illustrating Child Rights
	Toolkit 3 15 – 18 Years	Exercise 8 - Art Out Of Articles
Sorting/ ranking exercises	Toolkit 2 10 – 14 Years	Exercise 3 - Introducing the UNCRC
		Exercise 6 - A right or not?
		Exercise 7 - Rights, Wants or Needs?
		Exercise 8(a) - Three Needs v Wants Card Games
		Exercise 19 - What Can We Do?
	Toolkit 3 15 – 18 Years	Exercise 1 - Journey To A New Planet
		Exercise 7 - Let's Talk About Rights

Methodology	Concept And Content	
Running Dictation	Toolkit 2 10 – 14 Years	Exercise 9 - Organizing Articles into Clusters
	Toolkit 3 15 – 18 Years	Exercise 3 - Why Do Teenagers Have Child Rights? Part 2
		Exercise 10 - Linking Rights With Responsibilities
		Exercise 17 - Article 2 A focus on Discrimination
Case Studies	Toolkit 2 10 – 14 Years	Exercise 13 - Linking Rights With Children In The Real World
		Exercise 14 - Rights and Needs in Snapshots
		Exercise 20 - Read case studies and analyse them.
	Toolkit 3 15 – 18 Years	Exercise 20 - Work v School
Experts groups	Toolkit 3 15 – 18 Years	Exercise 4 - Cooperative learning on the UNCRC
Cubing	Toolkit 3 15 – 18 Years	Exercise 7 - Let's Talk About Rights
Role Play	Toolkit 1 6 – 9 Years	Exercise 5 - Act A Right
	Toolkit 2 10 – 14 Years	Exercise 18 - CRC Role Cards
	Toolkit 3 15 – 18 Years	Exercise 19 - CRC Role Cards on Child Labour

Appendix iv | The United Nations Convention On The Rights Of The Child (Simplified Version)

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 4

You have the right to have your rights made a reality by the government.

Article 5

You have the right to be given guidance by your parents and family.

Article 6

You have the right to life.

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 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 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 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 25

You have the right to have your living arrangements checked regularly if you have to be looked after away from home.

Article 26

You have the right to help from the government if you are poor or in need.

Article 27

You have the right to 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 36

You have the right to protection from of any other kind of exploitation.

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 41

You have the right to any rights in laws in your country or internationally that give you better rights than these.

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.

Appendix v | Experts' Groups Cards On Child Rights

Card One

The Convention on the Rights of the Child gives children the rights that guarantee they might grow up happy, healthy, safe and educated. Every country in the world apart from one has ratified it. There are 42 main articles in the convention. For example, Article 28 says children have the right to an education and Article 31 says they have the right to play and relax. All of the articles are of equal importance. However, four articles are seen as special and are called 'the General Principles'. They are as follows;

- **Article 2 – Non-discrimination.** 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 – Best interests of the child.** All adults should always do what is best for you.
- **Article 6 – The right to survival and development.**
- **Article 12 – children have the right to be heard and to have their opinions respected.**

Card Two

We say that all human rights, including child rights, are universal, inalienable and indivisible. What do we mean by that?

- Rights are **UNIVERSAL** because everyone is born with and possesses the same rights, regardless of where they live, their gender or race, or their religious, cultural or ethnic background.
- Rights are **INALIENABLE**. This means that nobody can take them away from you. Nor can you relinquish, give up or surrender your rights.
- Rights are **INDIVISIBLE**. All rights are equally important and can't be separated from each other. There is no such thing as large and small rights, or major and minor rights.

So all children have the right to an education no matter who they are. Nobody can take that right away from a child no matter what she does -rights can't be given as a reward or withdrawn as a punishment. A child's right to play is as important as her right to an education.

Card Three

We can describe people as being either 'rights holders' or 'duty bearers'. Rights holders are the people who have rights. Duty bearers are those officials of the state who are responsible for making sure rights holders get their rights. In the context of child-rights, children are the rights holders. The duty bearers are the government and its agents including social workers, judges, police, health care workers and of course, teachers.

Card Four

How will we explain the concept of rights to children? Well that is a challenge but one which teachers who are trained in the use of UNICEF's new Child Rights Awareness Toolkit will be able to meet. An easy way to explain the concept of rights to children is to equate them with our most basic needs. Ask children to suggest those things that are absolutely essential if they are to grow up safe, happy, healthy and educated. Then explain that these can be called 'rights'. Next, we help children to distinguish needs/rights from 'wants' i.e. things children may enjoy and wish to have, but which are not absolutely essential. With very young children we can explain rights as 'promises that grown ups have made to make sure children are happy and safe and grow up healthy and educated.'

Card Five

Let's think about Child Rights Education in terms of four dimensions.

- Learning as a right. Article 28 says children have a right to an education and that is why they are in our classrooms.
- Learning about rights. Children need to learn about the CRC and to understand that they are rights holders. That is the job we are asking you to do. The UNICEF Child Rights Awareness Toolkit has been designed to help you do this.
- Learning through rights. Children have the right to give opinions and to be educated in a way that develops their personalities. It follows then that we need to use the sort of pedagogy that actively involves children in their own learning.
- Learning for rights. We want children to apply what they have learned about rights so that they begin advocating for the rights of others and getting involved in community activism to help others realize their rights.

Appendix vi | Child Rights Awareness Toolkits Cards And Printout



Toolkit 1 | 6 – 9 Years

Activity Number And Title	Objectives	Description Of Topic And Method
1 World Child Day	Children understand that they are celebrated for who they are.	Children watch a video and listen to a song celebrating UNICEF's World Child Day. They dance along to the video and discuss their feelings about being children.
2 A World For Children Part 1 – Will it be happy or unhappy?	Children will understand that they have rights that are related to the well-being of children and adults and will be able to express how they would like to change the world to make it fairer.	This is the first in a sequence of three related activities. Children look at pictures as they listen to a story. They play a dynamic game that helps them to distinguish happy from unhappy situations in a safe and playful environment.
3 A World For Children Part 2	Children will understand that they have rights that are related to the well-being of children and adults and will be able to express how they would like to change the world to make it fairer.	This is the second in a sequence of three related activities. Discussion and analysis of pictures to generate empathy for other children and to stress the importance of children being happy through having rights met. They sing along to a song on this theme.

Activity Number And Title	Objectives	Description Of Topic And Method
4 A World For Children Part 3	Children will understand that they have rights that are related to the well-being of children and adults and will be able to express how they would like to change the world to make it fairer.	This is the third in a sequence of three related activities. Children listen to a story that includes different rights and then each child does a drawing to represent their favourite right based on that story.
5 Act A Right	Children will understand that everyone has rights	This is an acting exercise. Children improvise little scenarios that portray ways they benefit from different rights. This might be as simple as doing a very short scene showing happy children in school.
6 Rights and Responsibilities	Reinforce the concept of rights and responsibilities Understand that everyone has rights and responsibilities	Discussion and then children play the Take-A-Stand game to help children understand that for every right there is a responsibility.
7 Who Else Has Responsibilities?	Reinforce the concept of rights and responsibilities. Understand that everyone has rights and responsibilities	Children do their own individual drawing around responsibilities – their own and other peoples. With the teacher’s help they make drawings showing various things they and other people have to do or should to at home.

Activity Number And Title	Objectives	Description Of Topic And Method
8 Our Rights, Our Treasure Part 1	Pupils acquire a deeper knowledge of children’s rights and discover their own ways of explaining those.	This is the first in a sequence of three related activities. It is an art exercise where children make their own individual treasure boxes out of old shoe boxes. Later, with the teacher’s help, they will fill it with symbolic objects or making drawings that represent various articles of UNCRC.
9 Our Rights, Our Treasure Part 2	Pupils acquire a deeper knowledge of children’s rights and discover their own ways of explaining those.	This is the second in a sequence of three related activities. In this activity children show the contents of their treasure boxes.
10 Our Rights, Our Treasure Part 3	Pupils acquire a deeper knowledge of children’s rights and discover their own ways of explaining those.	This is the third in a sequence of three related activities. The children and the teacher work together to organize a little art exhibition so that other children can visit the class and see the treasure boxes.

Activity Number And Title	Objectives	Description Of Topic And Method
11 Sharing my message	To introduce children to the idea that they have a right to express an opinion to adults	Two methods are used within this exercise Think-Pair-Share, and 'Take-A-Stand'. They help children to give examples of when it is a good idea to tell grown-ups what they are thinking. They then share their messages through song.
12 All Children Are Equal - Three Games	To help children understand that within the framework of child rights all children are valued equally regardless of their differences	Three games, all of which serve to highlight similarities and differences between the children. Once you have helped children, through the games, to reflect on the fact that we are all unique and special, you can introduce the idea that regardless of our differences we are all equal.
13 Nobody Is Allowed To Hurt Me.	To build on the concept of equality by adding the principle of non-discrimination	This activity involves a simple game which helps children understand how hurtful it can be for others if they are ignored, excluded or discriminated against. They make a list of rules on how they should treat each other.

Activity Number And Title	Objectives	Description Of Topic And Method
14 We Are Different And We Respect Differences	To enable children to understand that difference and diversity is something natural, and to understand the right of non-discrimination	This uses games and animations to show that everyone has the right to be different and the right not to be treated unfairly just because of that difference. It is natural that people are different. It is a good thing and it is beautiful.
15 It's Good To Be Different	To help position differences and diversity as a positive attribute so that children perceive being different as a source of pride rather than of anxiety.	This uses story-telling and individual drawing to help children take pride in those characteristics that are unique to them and to help them appreciate that it is good to be different.
16 Staying Healthy	To help children understand the meaning of health in a holistic sense and see how this relates to rights and responsibilities.	We use the Take-A-Stand method to help children talk about the sort of things we can all do to feel happy and healthy.
17 Looking After Myself	To begin to explore with children how their own choices can influence their health and safety.	We use the Take-A-Stand method to help children talk about the sort of things we can all do to look after ourselves and stay safe.

Activity Number And Title	Objectives	Description Of Topic And Method
18 Keeping Safe When We Play	<p>To explore with children what is meant by protection.</p> <p>To help children to identify and describe what they think are their own protection concerns.</p> <p>To share that children have the right to be protected.</p>	<p>There is a discussion on how children can keep themselves safe when playing. With the teacher's help children use arts and craft materials to show situations where children are safe.</p>
19 Needs v Wants	<p>To understand that rights and basic needs are the same.</p> <p>To distinguish between basic needs and wants.</p>	<p>We use the Take-A-Stand method to help children think about the difference between things we absolutely need if we are to grow up safe, happy and healthy, and those things that we would like but which we can manage without.</p>
20 The Tree Of Rights And Duties	<p>To recap on some of the main learnings so far concerning rights and responsibilities.</p>	<p>Individual art exercise in which children draw trees. They write down things they can remember about rights on the trunks and things they can remember about responsibilities on the trunks.</p>



Toolkit 2 | 10 – 14 Years

Activity Number And Title		Objectives	Description Of Topic And Method
1	A Perfect Day	To demonstrate that child rights are based on a common sense understanding of the basic building blocks for a happy life lived with dignity.	Children work alone then in groups to create their own descriptions of an ideal world. They then compare this with what the UNCRC says and identify the similarities.
2	Setting the Scene for Childhood	To encourage children to define childhood in their own words.	This activity is the first in a sequence of four. It involves brainstorming to help children explore what we mean by childhood and to agree some definitions.
3	Introducing the UNCRC	To introduce students to the UNCRC and begin looking at some individual articles	This activity is the second in a sequence of four. Children are shown how the different articles can be organized into six clusters and given the chance to practice doing this.
4	Tree Poems – advancing child rights	To familiarize students with achievements made in advancing child rights and with remaining challenges	This activity is the third in a sequence of four. It uses poetry to encourage students to use their own words to summarize what they have learned. It also encourages individual, creative expression

Activity Number And Title		Objectives	Description Of Topic And Method
5	Expressing the future of Childhood	To use arts-based approaches to create visions of what constitutes an ideal future	Students choose their own medium e.g. art, poetry, song, writing or rap – to describe an ideal future in which all children get their rights.
6	A Right Or Not?	To show students that rights are based on fundamental needs. To encourage the critical analysis of different rights.	First in a sequence of three activities. Children work in small groups. They receive a set of 20 cards, ten of which describe actual child rights and ten of which describe things which are desirable but do not constitute rights. They must sort the cards into two groups accordingly.
7	Rights, Wants or Needs?	To help students distinguish between needs and wants and appreciate that rights are based on needs	This is the second in a sequence of three activities. Again, students work in small groups to think about what distinguishes a right (something we have a fundamental need of) from a want (something that is nice to have but which we don't actually need).

Activity Number And Title		Objectives	Description Of Topic And Method
8	Three needs v wants card games	To show students that rights are based on fundamental needs. To encourage the critical analysis of different rights.	This is the third in a sequence of three activities. Today, students play three games with cards and dice to help them think once more about what distinguishes needs from wants.
9	Organizing articles into clusters	To familiarize children with specific articles of the UNCRC and help them understand how these can be organized into clusters	This activity uses the running dictation method to help students look in more detail at some of the different articles from the UNCRC and to learn how UNICEF organizes these into different groups or clusters.
10	Illustrating child rights	To help students gain a deeper understanding of child rights and express them individually	Creating original pieces of visual art. The goal of this exercise is to create an art exhibition in which various visual arts media are used to illustrate as many individual UNCRC articles as possible.

Activity Number And Title		Objectives	Description Of Topic And Method
11	Memory Cards on Rights and Responsibilities	To facilitate a process whereby children understand that every right has a corresponding responsibility	This exercise uses a game called Memory Cards to help children see that although they have rights (e.g. the right to an education) they also have responsibilities (to work hard at school).
12	Linking Rights with Responsibilities – Basic	To facilitate a process whereby children think more deeply on the sorts of responsibilities that various rights imply.	This follows on from Activity 11. Students first brainstorm responsibilities that match different rights then create sets of cards for their peers to play with, attempting to put them into the correct pairs.
13	Linking Rights With Children In The Real World	Students analyse case studies of children living in challenging circumstances, identify what they are lacking and decide whether that constitutes a need or a want.	Students read case studies from the real world then identify the resources those children lack and decide whether those constitute needs or wants.

Activity Number And Title	Objectives	Description Of Topic And Method
14 Rights and Needs in Snapshots. Who is the Duty Bearer?	To help students apply what they have already learned about rights to analysing real case studies. To learn the difference between children who have rights (rights holders) and those people responsible for helping them (duty bearers).	As in the previous exercise, students again read case studies. This time they discuss which adult duty bearers is responsible for helping the children in the case studies.
15 Introduction to Image Theatre	To teach children the Image Theatre method which appears in subsequent exercises	In this exercise you will train children in the use of a drama method called Image Theatre. In other activities, children will use Image Theatre to help them discuss aspects of child rights.
16 Image of Children Whose Rights Have Been Denied	To facilitate analysis and discussion of relevant social issues involving the denial of child rights	In the previous exercise, children learned how to use Image Theatre. Now they apply the method to help them think about children whose rights have been denied.
17 Images of Child Labour	To facilitate analysis and discussion of child labour and differentiate it from child work	In this activity children use the Image Theatre method to analyse and discuss the problem of child labour.

Activity Number And Title		Objectives	Description Of Topic And Method
18	CRC Role Cards	To familiarize young people with the different perspectives that may exist on a rights issue - e.g. child labour - and to consider ways in which a rights conflict might be resolved	Students use role play to look at how they might solve problems arising from the denial of child rights.
19	What Can We Do?	To encourage children to think of ways that they might take action on a rights issue.	Students prioritize different social problems in terms of seriousness and then discuss practical steps they might take to help disadvantaged children in their area.
20	Take Action And Celebrate Your Rights	To encourage students to organize an activity that feeds into UNICEF's annual World Children's Day	This is a planning session in which students work together to organize an activity to promote the concept of child rights.



Toolkit 3 | 15 – 18 Years

Activity Number And Title		Objectives	Description Of Topic And Method
1	Journey To A New Planet	To increase students' sense of ownership of the UNCRC by demonstrating the common sense choices that informed its creation.	Children work alone then in groups to create their own descriptions of an ideal new world. They then compare this with what the UNCRC says and identify the similarities.
2	Why do teenagers have child rights - part one	To address negative reactions teenagers and adolescents might have to being categorized as children.	This is the first or a pair of exercises. It uses a word association exercise followed by a discussion. It helps students to see why they have special rights until they are 18 years old. Sometimes teenagers object to being classified as 'children' and this exercise is designed to set their minds at rest.
3	Why do teenagers have child rights - part two	To show that teenagers and adolescents enjoy protection from both the UDHR and the UNCRC until 18 and to look at the rationale for that.	This is the second of a pair of activities. It uses running dictation. Again, the purpose is to help your students understand that being a beneficiary of the UNCRC does not in any sense mean that they are being described as childish.

Activity Number And Title		Objectives	Description Of Topic And Method
4	Cooperative learning on the UNCRC	To look at the history and creation of the UNCRC and at the four general principles	Here we start to take a closer look at the UNCRC. We will use a cooperative learning exercise to help students learn about the creation of the UNCRC and at the four main principles it contains.
5	What do rights look like?	To help students reflect on the essence of individual articles by thinking of them in visual terms	Students have to match pictures that represent a certain right, with the correct title. They are pairing pictures and texts and thinking in visual terms. The purpose is to help them think about the essence of individual articles and what each means.
6	CRC Clustering Cards	To encourage students to a deeper understanding of individual rights and the extent to which they are inter-connected	This exercise helps students to think about how articles might be organized into different groups or clusters. You want them to explore the interconnectedness of many of the articles and to identify patterns and themes.

Activity Number And Title		Objectives	Description Of Topic And Method
7	Let's Talk About Rights	To gain a deeper, more rounded understanding of rights by discussing individual articles from a variety of perspective	Students will use dice and cards to have a structured conversation. They are talking about rights – their differences and similarities.
8	Art Out Of Articles	To help students internalize the essence of various UNCRC articles and express them in creative and individual ways	In this exciting art exercise students will be creating posters to illustrate various articles.
9	Child Rights Quiz	To help students consolidate what they learned earlier about child rights	This is the ninth exercise so the students are almost half-way through the toolkit. This is a good time to help them recap on what they have learned so far by give them a child rights quiz.
10	Rights Holders and Duty Bearers	To teach how these roles are defined and how they are related to each other	We will use the 'running dictation' method to help students learn that children are classed as 'rights holders' and the adults responsible for helping them as 'duty-bearers'.

Activity Number And Title	Objectives	Description Of Topic And Method
11 Linking Rights With Responsibilities	<p>To help participants appreciate that each right we claim also implies a corresponding element of responsibility on our part</p>	<p>This is the first of a pair of exercises about rights and responsibilities. This exercise involves brainstorming and small group work to help students to link rights with corresponding responsibilities e.g. a child has the right to an education and also has responsibility to study hard.</p>
12 Rights and responsibilities card game	<p>To illustrate that, for every right in the CRC, young people also have related responsibilities.</p>	<p>This is the second of a pair of exercises about rights and responsibilities. This exercise involves some card games to help students think and discuss the issue.</p>
13 Myths and Misconceptions Memory Cards	<p>To tackle some common misconceptions relating to the UNCRC.</p>	<p>Once again, we use the Memory Cards game to help raise some incorrect ideas that people sometimes have about the UNCRC. We can then correct these myths and misconceptions.</p>

Activity Number And Title		Objectives	Description Of Topic And Method
14	Power Walk	To highlight the inequalities in power that exist in society despite the promise of equality through rights	This game involves giving each student a different role card. The card describes a member of society such as a female student or a male bank manager. The game, which involves walking around the room, helps them see the different levels of power different people have and how this can lead to the abuse of rights.
15	An Introduction to Image Theatre	To teach students the Image Theatre method which appears in subsequent exercises	In this exercise you will train children in the use of a drama method called Image Theatre. In other activities, children will use Image Theatre to help them discuss aspects of child rights.
16	Images of Discrimination	To help students analyse examples of discrimination that occur in their communities and experiment with solutions	In the previous exercise, children learned how to use Image Theatre. Now they apply the method to help them think about children who are unfairly discriminated against.

Activity Number And Title	Objectives	Description Of Topic And Method
17 Article 2 - A Focus on Discrimination	To look at some common causes of discrimination before analysing local examples in the next exercise.	Like the previous exercise, this exercise also looks at the issue of unfair discrimination against children. In particular it looks at Article 2 of the UNCRC. This exercise does not use Image Theatre, it uses the running dictation method.
18 Using Image Theatre as a tool for identifying rights abuses	Using Image Theatre to surface local examples of rights abuses that might lead to a campaign by students	By the time you finish working through the toolkit with children you want them to feel ready to launch some sort of campaign. In this exercise you will use Image Theatre to identify ways in which children in the community may have some rights abused. The subsequent campaign can then address those abuses.
19 CRC Role Cards on Child Labour	To familiarise young people with the different perspectives that may exist on a rights issue (in this case, child labour) and to consider ways in which a rights conflict might be resolved.	Here we use role play to help children think more deeply about the problem of child labour.

Activity Number And Title		Objectives	Description Of Topic And Method
20	Work versus school	To distinguish between child work and child labour	Here children read case studies that help them understand how work must never cause their education to suffer.
21	Becoming agents of change	To help students reflect on the characteristics needed to become an agent of positive change within their own communities.	This toolkit wants children to do more than learn about child rights. It wants them to become agents of change within their own communities. Here students engage in group brainstorming and planning on how to launch such campaigns.
22	The Change Making Bank	To enable students to investigate what young people can do to come agents of positive change in their communities	This exercise further helps students to think about launching their own campaigns to change their communities for the better.
23	Tree Poems	To help students internalize the essence of various UNCRC articles and express them in creative and individual ways	The final exercise in the toolkit uses a brief poetry-writing exercise to help children consolidate all that they have learned about child rights.

Appendix vii | Sample Toolkit Exercises For The Drill-Down Activity



Toolkit 1
6 – 9 Years

[Exercise 12 - All Children Are Equal](#)



Toolkit 2
10 – 14 Years

[Exercise 6 - A Right or Not?](#)



Toolkit 3
15 – 18 Years

[Exercise 4 - Cooperative Learning on the UNCRC](#)

Exercise 12

All Children Are Equal



Objectives



To help children understand that within the framework of child rights all children are valued equally regardless of their differences.

Material



None

Note to educators

This exercise aims to familiarize children with Article 2 of the UNCRC. If you are working with children from the lower end of the 6 - 9 age bracket you may choose not to reference the UNCRC at all. What is important is helping children grasp the essence of Article 2 i.e. that all children are treated equally and the all children enjoy the same rights all of the time regardless of other differences.

Below you will find three games, all of which serve to highlight similarities and differences between the children. Once you have helped children, through the games, to reflect on the fact that we are all unique and special, you can introduce the idea that regardless of our differences we are all equal. How many of the games you choose to play will depend on the time available to you and on how gradually you wish to build up the realization that we are all unique but equal.



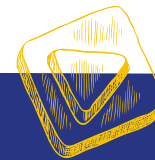
1. After a few minutes, ask every to sit down (making sure now that there are enough chairs for everyone in the circle!) for a quick chat.

2. Ask them,

- What were some of the differences in the group?
- Which statement made the most children stand up and find a new chair?



3. Summarize simply by saying that in any group there are things about us that are also true of others and things about us that make us different.



Part 2: Things in Common.

1. Now invite children to play a second game with you. This game is called 'Things in Common'.

2. Ask the children to form groups of three.



3. Explain that each group has five minutes to discover three things that they have in common with each other.

4. Call everyone back into the circle and ask each group to present the things they have in common to the whole group.

5. Summarize by saying that whilst we are all different, whilst we are all unique and special, nevertheless there are some things that we share. So we are all different in many ways, but some things make us the same.



Part 3: What Do We Share?

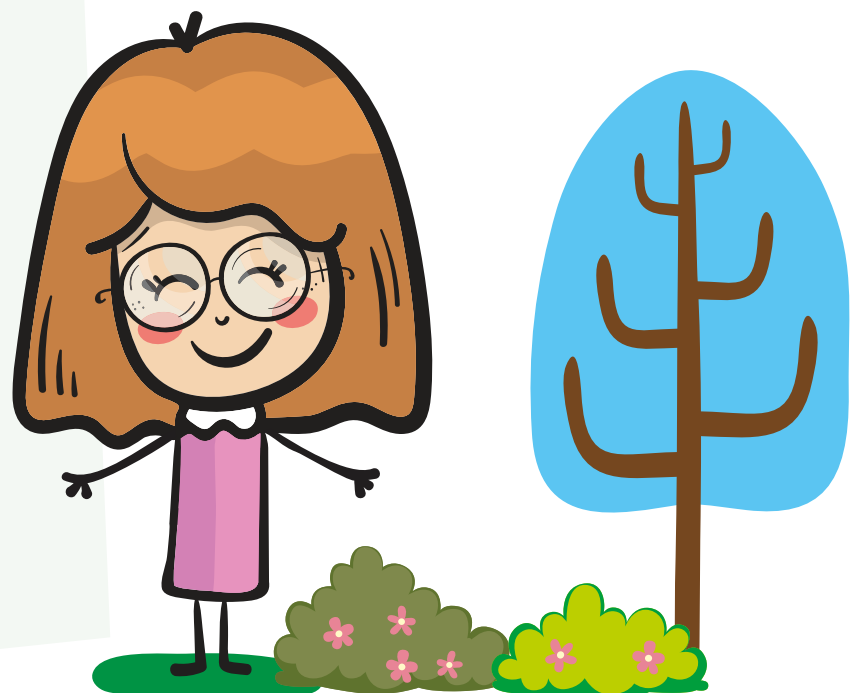
1. Finally, invite children to play a third game with you. This game is called 'What do we share?'

2. Ask children to walk around the room filling up all the space. Explain that you are going to shout out a question (see suggestions below). When participants hear the question (for example, 'What's your favourite food?') they move around the room, repeating their answer as they go.

3. When participants meet people with the same answer they team up with them and continue walking.

4. Repeat the activity with other questions. For example, you can select a child to think of a question to shout out for the others to answer.

- Suggested questions:
- Favourite food?
- Favourite colour?
- Number of people in your family?
- Favourite TV program?



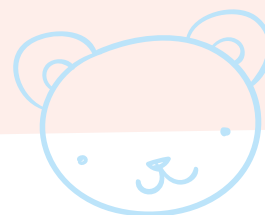
1. Favourite book? Ask children to suggest ways in which children around the world are different. Try and elicit the following:

- Clothes they wear.
- Languages
- Skin colour
- Height
- Houses they live in
- Religion
- Nationality
- Games they play
- Food they eat



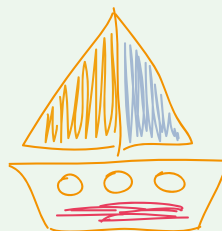
2. Now remind children that there are many things that make us all special and different. But we also share some very important things. Ask:

- When children all around the world look up at the sky during the day what do they see?
- Is it the same sun?
- And when children all around the world look up at the sky during the night, what do they see?
- Is it the same moon?



3. Ask what are some things that all children need, regardless of where they live? Try and elicit the following:

- Food
- Water
- Shelter
- Clothes
- Love



كلمة السر في صندوق الأحرف

ابحثوا عن الكلمات واشطبوها في كل الاتجاهات . يبقى عدة احرف ستؤلف كلمة السر

ا	ر	ع	ا	ي	ة	خ	ا	ص	ة
ح	ل	ن	ا	ل	ت	ع	ب	ي	ر
ع	ر	ا	ل	ع	ا	ئ	ل	ة	ا
ا	د	ي	س	ا	ل	هـ	و	ي	ة
ل	ي	م	ة	ت	ل	ل	ت	ف	س
ا	ل	ف	ر	ا	غ	ص	ك	ق	😊
م	ل	ط	ف	ل	ي	ل	ح	ل	و
ا	ل	ت	س	ل	ي	ة	ا	ة	ي
ن	ا	ل	ت	ع	ل	ي	م	ل	و
ع	د	م	ا	ل	ت	م	ي	ي	ز

للصحة	لكل
عدم التمييز	طفل
عدم	الأمان
الاستغلال	التعليم
الهوية	العائلة
حرية	رعاية خاصة
التعبير	التسلية
	وقت
	الفراغ



1. Hand children the template below to finish off and realise, rights are for every child (p.26 in the UNICEF project colouring book (Arabic only).

2. Finish up by saying that all children around the world, no matter how different they might seem to be, need the same things to be happy and healthy. All children are equal and worth the same no matter how different they might seem to be. Nobody is more important than anyone else.



Exercise 6



10-14
Years



A Right Or Not?

Objectives



To help students begin to see that rights are needs and that these are more fundamental than wants. To encourage them to think critically about the importance of various rights.

Material



One set of the Children's Rights Activity Sheet per student.

Note to educators

Before the class, cut out copies of the Children's Rights Activity Sheet to make a set of cards - ideally one set per pupil.

At Steps 3 and 4 below it would be helpful to clarify why children have rights of their own. Children and young people have the same general human rights as adults and also specific rights that recognize their special needs. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights. Reassure them that children have all the same human rights as adults. There are no rights that adults have that children don't have. However, because they are vulnerable and because they do not yet have full control over their own lives, they need special protection. The UNCRC provides them with that special protection up until they are 18 years old. For example, children are sometimes made to do work that might interfere with their education and so need a right to education in a way that adults don't. Or, for children to grow up happy and healthy they need to play and that is protected too. Adults are less in need of this protection. Adults have more control over their own lives than children do and are therefore less vulnerable. The UNCRC recognizes children as individuals.

1.

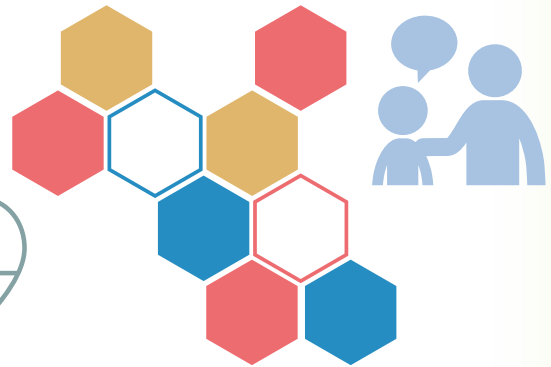
Ask pupils to sort the cards into two piles or mark with a tick or cross: those which are children's rights, and those which are not. 10 of the 20 cards are rights and 10 are not. You have been provided with an answer key below to help you.

2.

Then, as a class, discuss each right and let pupils correct their answers, as the image shows below.

3.

In pairs, ask pupils to think of two rights children might have that adults do not have.

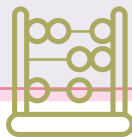


4.

Then ask the pairs to give feedback to the class and discuss why children have some different rights to adults.

5.

Now ask the pairs to give each of the rights a number from one to ten, and rank them according to importance (with one being the most important).



6.

Discuss their views as a group, and encourage explanation of why their number one right is more important to them than their number ten right. There are no correct answers, so simply encourage pupils to express their views.

Children's Rights Activity Sheet:

Governments must do all they can to make sure every child can enjoy their rights.	Every child has the right to a reasonable amount of pocket money to spend as they like.	Children have the right to stay in bed twice a week.
Every child has the right to leisure time.	Children have the right to meet other children.	Every child has the right to do what they want.
Every child has the right refuse to do their homework.	Every child has the right to nutritious food.	Discipline in schools must respect children's dignity and their rights.
Children have the right to cake on their birthday.	Every child has the right to an education that develops their personality, talents and abilities.	Every child has the right to a holiday twice a year.
Every child has the right to reliable information.	Every child has the right to their own bedroom.	Governments must protect children from work that is dangerous.
Every child has the right to express their views in all matters affecting them and to have their views taken seriously.	Children with disabilities have the right to have a full and decent life.	Every child has the right to a mobile phone.
Children have a right to a haircut once a month.	Children who have a sore throat have the right to chocolate ice-cream.	



Educator's answer key:

<p>Governments must do all they can to make sure every child can enjoy their rights.</p>	<p>Every child has the right to a reasonable amount of pocket money to spend as they like.</p> <p>This is not a right</p>	<p>Children have the right to stay in bed twice a week.</p> <p>This is not a right</p>
<p>Every child has the right to leisure time.</p>	<p>Children have the right to meet other children.</p>	<p>Every child has the right to do what they want.</p> <p>This is not a right</p>
<p>Every child has the right refuse to do their homework.</p> <p>This is not a right</p>	<p>Every child has the right to nutritious food.</p>	<p>Discipline in schools must respect children's dignity and their rights.</p>
<p>Children have the right to cake on their birthday.</p> <p>This is not a right</p>	<p>Every child has the right to an education that develops their personality, talents and abilities.</p>	<p>Every child has the right to a holiday twice a year.</p> <p>This is not a right</p>
<p>Every child has the right to reliable information.</p>	<p>Every child has the right to their own bedroom.</p> <p>This is not a right</p>	<p>Governments must protect children from work that is dangerous.</p>
<p>Every child has the right to express their views in all matters affecting them and to have their views taken seriously.</p>	<p>Children with disabilities have the right to have a full and decent life.</p>	<p>Every child has the right to a mobile phone.</p> <p>This is not a right</p>
<p>Children have a right to a haircut one a month.</p> <p>This is not a right</p>	<p>Children who have a sore throat have the right to chocolate ice-cream.</p> <p>This is not a right</p>	

Exercise 4



Cooperative Learning on the UNCRC

Objectives



To help students learn more about the creation of the UNCRC and the four guiding principles.

Material



One set of Experts Groups Cards for every five students.



Note for educators

This exercise uses a cooperative-learning strategy that is sometimes called ‘the jigsaw method’ and sometimes called ‘experts’ groups’. Why not watch this video first?

<https://www.youtube.com/watch?v=u8XOWMZK1nA&t=10s>

1. Tell the students that for this exercise they will be working in teams of five. Each team will be responsible for their own learning and at the end of the exercise there will be a short test. For a team to pass the test, each member must be both a good teacher and a good student.

2. Put the students quickly teams of three counting them off 1 – 2 – 3 – 4 – 5. Give each team a name, such as ‘Red Team’, ‘Blue Team’, ‘Green Team’ etc.

3.

Give each team a set of the five cards and ask each member to take one card.

4.

The next thing you do is break up the teams. Ask all those students with Card 1 to sit together, all those with Card 2 to sit together and all those with Card 3 to sit together etc.

5.

Tell them they have five minutes to become experts on the piece of information they have on their card. They should read it, ask each other questions if they need to, discuss it and memorize it.



6.

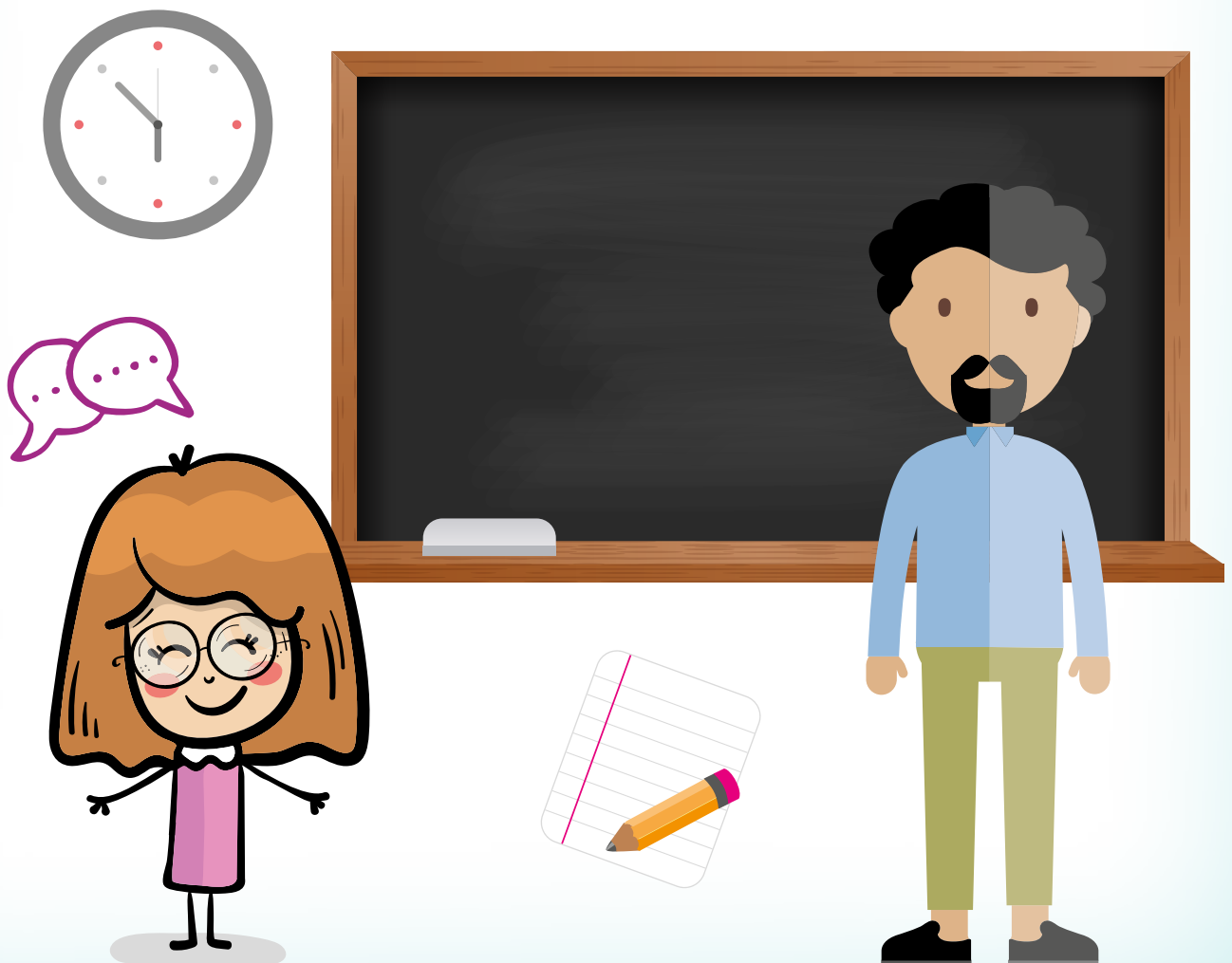
After five minutes bring them back into their original teams. Explain that each will now take it in turns to be teacher. The student with Card 1 goes first. She tells the other two students in her team all about her card. They listen, ask questions and make notes. When she's finished it's the turn of the next student to be teacher. He tells the other two about the information on his card. They listen, ask questions and make notes. When he's finished it's the turn of the third student to be teacher and so on.



7. Once all five members in each team have played the role of teacher take the cards off them. Make sure they have pen and paper and give them the following test. They can help each other and they are allowed to use the notes they kept.

8. Read out the test questions giving the students about 30secs to agree their answer to each and to write it down.

9. When you have finished, have the groups hand their answers to another group to mark as you read out the answers.



For Educator: Quiz questions, answers and marks

Question	Answer	Mark
1. When was the UNCRC drafted?	1989	1
2. How many countries ratified (signed) the convention?	196	1
3. How many different articles are contained within the UNCRC?	54	1
4. What right is provided by article 31?	The right to play	1
5. Which right is provided by article 28?	The right to education.	1
6. Which right is provided by article 19?	The right to be safe from violence	1
7. What does article 2 forbid?	Discrimination	1
8. How would you explain article 12?	Any answer along these lines: 'It says that children have the right to give an opinion'.	1
9. How would you explain article 3?	Any answer along these lines: 'It says that people making decisions affecting children should consider their best interests'.	1
10. How would you explain article 6?	Any answer along these lines: 'It states that children have the right to life, survival and development.'	1
Total		10

Card One

History and creation.

The Convention on the Rights of the Child is an agreement made between all the governments of the world through the United Nations. Its aim is to recognize the rights of children and young people and ensure that they grow up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity. The UNCRC was drafted in 1989. It is the mostly widely ratified human rights treaty in history. 196 countries have ratified it. The fact that a country has ratified the UNCRC does not guarantee that the rights within it shall be respected, protected and fulfilled. That only happens when a country implements the Convention into domestic law, policy and practice.

Card Two

Overview.

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights whatever their ethnicity, gender, religion, language, abilities or any other status.

The Convention must be seen as a whole: all the rights are liked and no right is more important than another. The right to play (Article 31) for example, and the right to freedom of expression (Article 13) have equal importance as the right to be safe from violence (Article 19) and the right to education (Article 28).



Card Three

General principles.

Even though all the rights are linked, and no right is more important than another, there are four articles that are seen as special. These are known as the ‘General Principles’ and the reason that they are special is that they help to explain all the other articles. They are;

- Article 2 which is about non-discrimination
- Article 3 which states that all decisions affecting children should be in their best interests
- Article 6 which spells out the right to life, survival and development
- Article 12 which states that children have the right to have their opinions listened to.

Card Four

Articles 2 and 3 in greater detail.

Article 2 says that all children have all the rights laid out in the Convention and that they shouldn’t be discriminated against. Discrimination happens when a person is treated different because of the way they are – such as if someone doesn’t get a job because of their gender, or isn’t treated equally because of their race.

Article 3 says that adults should think about the best interests of children and young people when making choices that affect them. So parents, guardians or teachers should think about what is best for children when they make decisions. And adults in position of power – such as those who work in the government or in the courts should think about what is best for children when making laws.



Card Five

Articles 6 and 12 in greater detail.

Article 6 recognizes that all children and young people have the right to survive and the right to develop. Children should be able to grow up in conditions that don't impact negatively on their physical and mental well-being. It says the government should make sure they can live in these conditions.

Article 12 says children have the right to opinions and that those opinions matter. When adults are making decisions that affect children, they have a duty to ask children their opinion and to take that opinion seriously. That applies at home, at school and in the workplace. This is true no matter how young a child is, although the weight their opinion is given should change the more they grow up and become mature.



Appendix viii | Running Dictation Wall Slips

1. The CRC guarantees children all those things that they absolutely need if they are to survive and develop and grow up happy, healthy, safe and educated.
2. We can explain the idea of rights to children as being those things we need as opposed to those things we merely want.
3. There are four guiding principles
 - i. Non-discrimination
 - ii. The best interests of the child.
 - iii. The right to survive and develop.
 - iv. Children have a right to have their opinions heard and taken seriously.
4. UNICEF has created three separate Child Rights Awareness Toolkits.
5. These are for children aged 6 – 9, 10 – 14 and 15 – 18.
6. Each toolkit has roughly 20 exercises in it.
7. Each exercise takes between 15 minutes and 45 minutes to do in the classroom.
8. The exercises use active-learning methods or play.
9. We use participatory methods because they are efficient for learning, and because children have a right to participate.

Appendix ix | Running Dictation Wall Answer Template

1.

2.

3.

4.

5.

6.

7.

8.

9.

Appendix x | Learning Through Play Memory Cards

Set A

Emotional skills

A

Understand, manage and express emotions by building self-awareness and handling impulses, as well as staying motivated and confident in the face of difficulties.

A

Cognitive skills

B

Concentration, problem solving and flexible thinking by learning to tackle complex tasks and building effective strategies to identify solutions.

B

Physical skills

C

Being physically active, understanding movement and space through practicing sensory-motor skills, developing spatial understanding and nurturing an active and healthy body.

C

Social skills

Collaborate, communicate and understand other people's perspectives through sharing ideas, negotiating rules and building empathy.

D

D**Creative skills**

Coming up with ideas, expressing them and transforming them into reality by creating associations, symbolising and representing ideas and providing meaningful experiences for others.

E

E

Set B**Joyful**

A

Understand, manage and express emotions by building self-awareness and handling impulses, as well as staying motivated and confident in the face of difficulties.

A**Actively engaging**

B

Concentration, problem solving and flexible thinking by learning to tackle complex tasks and building effective strategies to identify solutions.

B**Meaningful**

C

Being physically active, understanding movement and space through practicing sensory-motor skills, developing spatial understanding and nurturing an active and healthy body.

C

Socially Interactive

Collaborate, communicate and understand other people's perspectives through sharing ideas, negotiating rules and building empathy.

D

D**Iterative**

Coming up with ideas, expressing them and transforming them into reality by creating associations, symbolising and representing ideas and providing meaningful experiences for others.

E

E

Appendix xi | Exercises For Session Seven: Micro Teaching



Toolkit 1

6 – 9 Years

[Exercise 14 - We Are Different And We Respect Difference](#)



Toolkit 2

10 – 14 Years

[Exercise 11 - Memory Cards Game on Rights and Responsibilities](#)



Toolkit 3

15 – 18 Years

[Exercise 18 - Using Image Theatre as a tool for identifying rights abuses](#)

Exercise 14

We Are Different and We Respect Difference



Objectives



To enable children to understand that difference and diversity is something natural, and to understand the right of non-discrimination.

Material



Coloured pens, a rope, audio-visual equipment i.e. speakers, a laptop, a projector possibly.

Note to educators

This exercise aims to familiarize children with Article 2 of the UNCRC. If you are working with children from the lower end of the 6 - 9 age bracket you may choose not to reference the UNCRC at all. What is important is helping children grasp that all children are treated equally and that all children enjoy the same rights all of the time regardless of other differences.



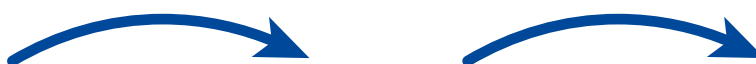
1.

Ask the children to stand in one line. Point out an imaginary line down the middle of the space, or use rope or chalk or other means to create a real line.



2.

Ask the children to listen to expressions that we will say one after the other. Whoever this expression applies to should come forward and cross the line.



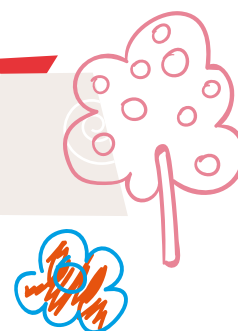
3.

Explain that we will do this in silence first and talk about it afterwards.



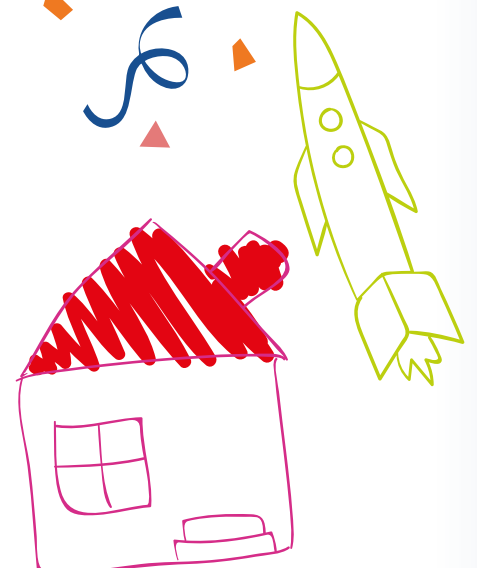
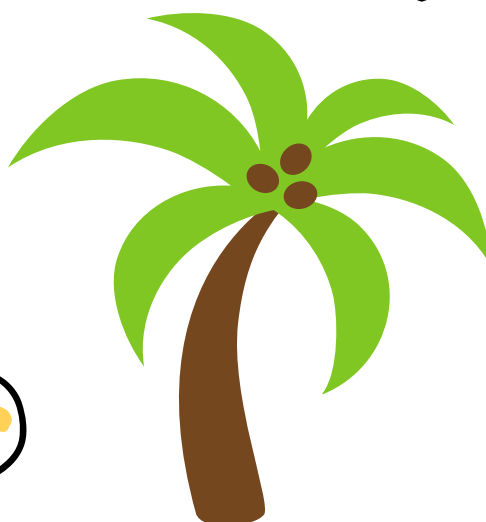
4.

Begin with the following expressions.



Cross the line everyone who:

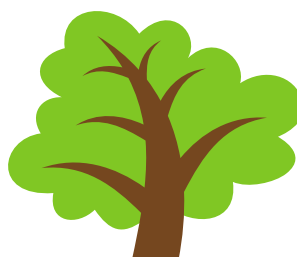
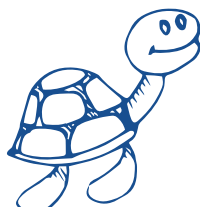
- Has dark-coloured eyes
- Is a girl
- Likes sports
- Has light-coloured eyes
- Is a boy
- Likes football
- Likes swimming
- Likes to draw
- Has long hair
- Likes to sing
- Lives with his/her parents
- Lives with relatives
- Is an only child of his/her parents?
- Has more than five brothers and sisters



5.

Now have a discussion with the children using the following questions to guide you:

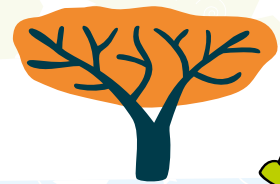
- Did everyone cross the line every time?
- What sentences made most people cross the line?
- What sentences made least people cross the line?
- What sentences saw lots of people on both sides of the line?
- Why are people different from each other (because this is natural)
- Can we change some things that make us different?
 - Educator explanation: Some things can't be changed, either because they do not change - such as eye colour, or because they suit the person and make her/him comfortable and happy, such as playing football or drawing)
- Is there any need to change anything if that thing doesn't bother us or doesn't hurt or bother others?
 - Educator explanation: Every person has a right to be different and has a right not to be treated unfairly just because they are different. We must all respect others who are different from ourselves.



6.

What are some more examples of the ways people are different from one another? Try and elicit the following;

- Different languages
- Different skin colour
- Different ages
- Different sex
- Different religions
- Different food
- Different jobs
- Different amounts of money
- Where they live
- Different physical abilities
- Different talents



Make use of the one of these audio-visuals.

7.

- Explanation for educator: Both animations remind us that we cannot truly be happy if we are not free, and at the heart of this story is the message that freedom should never be restricted on any basis. The audio-visual makes a great resource for learning about inclusion, equality and non-discrimination in lessons with younger children: UNICEF produced: <https://youtu.be/yzl0uqqkpKU> or this one: <https://youtu.be/cKkfOUiu2NA> (In English only)



8.

Summarize by telling children again the following key messages:

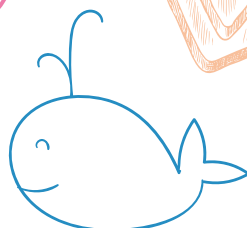
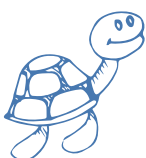
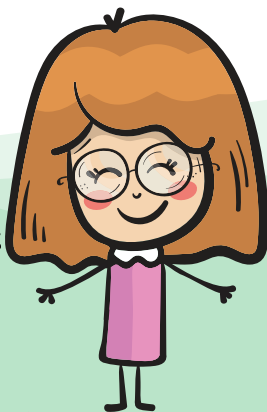
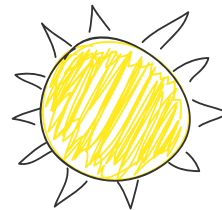
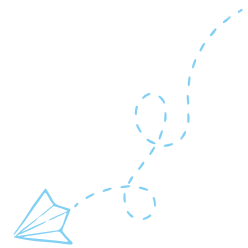
- Everyone has the right to be different and the right not to be treated unfairly just because of that difference.
- It is natural that people are different. It is a good thing and it is beautiful. Think of how beautiful a rainbow is because it has so many different colours. Imagine if everything in the world was just one colour? How boring would that be?



9.

Optional action after the activity: Hang up this image in your classroom to remind everyone that all children have the promise to be treated fairly and are supported by the rights you're tackling in your activities:

UNCRC Article 2: All children have these rights



Exercise 11



Memory Card game on rights and responsibilities

Objectives



To help students gain a deeper understanding of individual rights and express them individually.

Material



Paper, pens, paints, magazine photographs, paint, brushes, felt tip pens etc.

Information for the teacher/facilitator

This is a memory game. The idea is to help reinforce the link between rights and responsibilities. You will need one set of cards for every four players. Memory Cards games featured in the three-day workshop you received earlier this year. Why not watch the following refresher video before class just to remind you of the basic rules?

Refresher training resource: <https://www.youtube.com/watch?v=Ioo0-AV3di4&t=5s>

There are two different sets of cards included below. When groups of students, finish playing with the first set, give them the second.

This exercise wants to encourage children to understand that having rights also implies certain responsibilities. If a child has a right to an education, she has a responsibility to do her best at school for example. However, bear in mind that rights are not conditional. They are not earned. They cannot be granted as a reward for good behaviour or withdrawn as a punishment for bad behaviour. If a child has the right to an education and doesn't study hard or do her best at school, she still has a right to education regardless.

1. Put players into groups of four and give each a set of cards.



2. Explain that half of these are 'rights' cards and half are 'responsibilities' cards. For each right card there is a matching responsibility card.



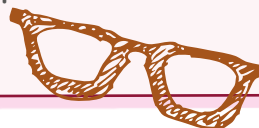
3. Ask them to shuffle these and spread them out on the table/floor, face down.



4. The first player turns up a card and reads it aloud. She then turns a second card over and reads that aloud. If the two make a matching pair she takes them off the table/floor and keeps them.

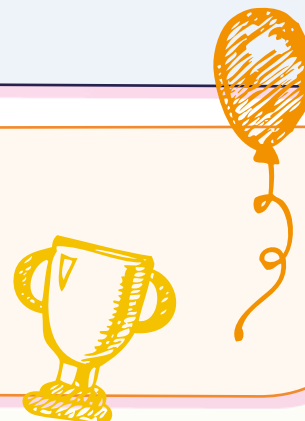


5. If the two cards do not make a pair, she must turn them back face down.



6. It is now the turn of the second player. He too turns over two cards and reads them aloud. If they make a pair he can keep them. If they don't make a pair he must turn them over face down again.

7. Players can tell if they have a matching pair by checking the printed letters at the bottom of each card. So Rights card (a) will match with Responsibilities card (a).



8. The game requires each player to try and remember the position of each card.

9. The game ends when all the cards have been removed.

10. The winner is the person with the most cards.

11. When everyone has finished playing, bring the students back together again and summarize by saying that for every right we also have a duty. Point out that whilst all of us have the same rights, we need to take care that in exercising our rights we do not prevent others from doing the same. For example, if your siblings are trying to concentrate on their homework (Article 28 Right to Education) you should not distract them by playing noisily (Article 31 Right to Play).



Student Answer Template:

Article 12

You have the right to say what you think. If people are making decisions that affect you, at school or in court, for example, they should ask you what you think.

A

You have a responsibility to speak up and let people know what you think.

Think about what you need to say first, then say it in a clear voice. You shouldn't be afraid to ask questions if you are confused about anything.

A

Article 13

You have the right to say what you think and share ideas with children and adults around the world. You have the right to find out what they think.

B

You should respect other people's opinions. Just because they think something different to you doesn't mean that they are wrong. Sometimes people just see things in different ways. And be careful not to hurt people's feelings when you give your opinion.

B

Article 15

You have the right to meet other children and to form associations like unions. And clubs - like the Aflatoun Club!

C

You have a responsibility to join in with other children and to take part in clubs and associations that help children play and share ideas together. Of course, there are times when it's nice to be alone, but it's good to play together too.

C



Article 2

All children are equal. All children have the same rights and should not be treated unfairly. Nobody should treat you badly because of your appearance, your color, your gender, your religion or opinions.

D

Remember that everyone is unique and special. Even though we are all different, we are all special. You have a responsibility not to treat other children badly because of how they look, the color of their skin, their gender or religion.

D

Article 19

Nobody should beat you, or touch your private parts, or make you touch their private parts. Nobody whose duty it is to look after you, either parents or other grownups should beat you or fail to give you the food and water and clothing you need.

E

Remember the eight rules for your safety! If someone tries to touch you in a way you don't like;

SAY 'NO'! GET AWAY! YELL FOR HELP!

Don't keep secrets from your parents. Tell them about people who scare you.

E

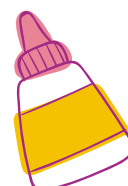
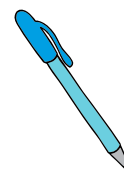
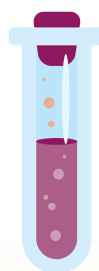
Article 30

The thoughts and beliefs of every child should be respected. If you belong to a minority you have the right to your own language, your own culture and your own religion.

F

Always show respect for the thoughts and beliefs of other children, including children whose language, culture or religion is different than yours. Remember we are all different, we are all special, we are all equal.

F



Set Two:

Article 34

No one should touch your body in a way that you don't like, or make you try and touch theirs in a similar way.

G

Remember the eight rules for your safety! If someone tries to touch you in a way you don't like;

SAY 'NO'! GET AWAY! YELL FOR HELP!

If you are scared to tell your parents something, then tell a teacher, an uncle, an aunt or anyone you trust. Don't feel scared - you've done nothing wrong.

G

Article 28

You have the right to attend school and not to be beaten there.

H

You have a responsibility to work hard at school. Listen to your teacher and respect him or her and all the other children in the class. Always try and behave well.

H

Article 29

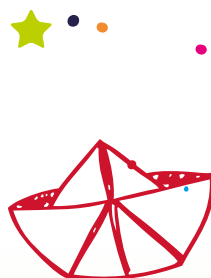
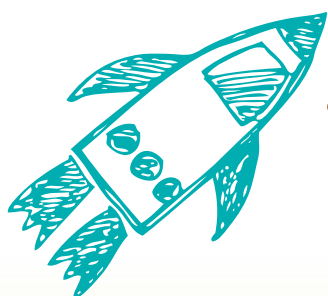
School shall help you to grow up happy and healthy and make the most of your talents. It should help you understand and respect your parents, your own culture and language, and the culture and language of other children.

I

Make the most of your time at school to learn as much as you can. Get to know yourself and your friends. Find out about your own culture and language, and the language and culture of other children.

You have a responsibility to use your time at school wisely.

I



Article 31

You have the right to play, rest and join in with music and art and other cultural activities.

J

Remember to have fun playing and get enough rest when tired. Join in with any music or art that people in your community are doing. Don't be shy!
Have a go!

J

Article 24

When you are sick you have the right to receive all the help and care you need.

K

You have a responsibility to take good care of your health. Try to eat what is good for you. Take care of yourself and don't play dangerously. Remember, you're the only one like you in the world, so take good care of yourself!

K

Article 27

You have a right to a home, clean drinking water and good, nutritious food.

L

You have a responsibility to help keep your home tidy, not to waste food and not to waste water

L



Exercise 18



15-18
Years



45
Min

Using Image Theatre as a tool for identifying rights abuses

Objectives



To help students analyse examples of discrimination that occur in their communities and experiment with solutions.

Material



A table prepared before the lesson to document issues surfaced by the Image Theatre exercise.

1.

Ask participants for examples of people having their rights denied or abused that the group has looked at in previous sessions.

2.

Next ask students to form groups of five. Explain that they have five minutes to create an image of local under-18s whose rights are denied or abused.

3.

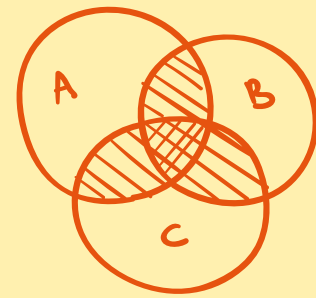
Whilst students are practicing their images be sure to circulate amongst them. Try and identify which images are most likely to produce rich and illuminating discussions about discrimination, as you probably won't have time to see all images.

4.

Ask for a group to come to the front and show their image without explaining what they are trying to show. Now facilitate a discussion and analysis of the image using the following prompt questions.

Questions the facilitator might ask:

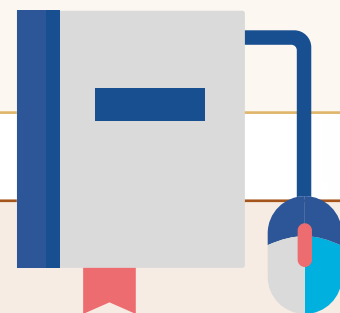
- What do you see?
- Who are these people?
- What is happening? Why do you say that?
- Where are they? Why do you think that?
- Who is having their rights abused or denied? Why do you say that?
- Which rights specifically are being denied or abused?
- Who is the most powerful person in the image? And the weakest?
- Is this a realistic situation? Is it an image you recognize from your own lives or communities?
- Who is the most relevant duty bearer in this instance?
- What is something we could do to help protect this person/ these people?



Keep asking ‘Why do you think that?’ and ‘Who has a different idea?’

5.

See as many images as time permits then direct students’ attention to the following table which you will need to have prepared earlier on the board or on flipchart paper or copied as a handout for all adolescents. A quick example has been included in the template below.



6.

Try and fill out the table to include a brief rights-based analysis of each of the images that the students showed.

7.

Place this table on the wall and let students know that they will return to it in the next exercise.

Handout Template:

What was the issue we saw in this image?	What right was being denied or abused?	Who was the most relevant duty-bearer to involve in solving this issue?	What might be some steps we could take as campaigners to solve this problem?
Children out of school	Article 28	Local education authorities/ parents	As a first step, research the problem to find out why these children are not attending school.

Appendix xii | What Sort Of Teachers Do We Want To Be?

As the educator you should neither dominate the discussion nor passively observe. Make sure to be attentive towards equal treatment of all children. Throughout the programme your role should include intervening in the discussion to:

- Provide reminders about respecting the right of others to have differing opinions,
- correct misinformation,
- ask for clarification,
- review the main points, and
- make reference to relevant experiences or course content
- remind all that are no wrong questions
- and to have fun.

We hope you enjoy this and feel encouraged to apply the active learning methods in other subjects that you teach, or with other groups where you are an educator.



■ Creating A Safe And Inclusive Environment

Children all over the world and of all abilities seek the same things: to learn, have friends, feel valued, have fun and experience success. Hence, the activities found within the curricula will require you to ensure an inclusive environment, where children of differing abilities feel seen, heard and have the space to participate. Make sure the learning environment is one of mutual respect, trust and enjoyment.

It is important that you know your children well and learn more about them, their challenges, hopes and goals. This will help you adapt activities to fit their needs. When preparing or delivering an activity, be mindful that everyone is able to participate. Slow down, modify activities and ask questions to ensure everyone is able to participate.

By providing a safe and inclusive space, you might face some unexpected discoveries from both genders. It could be about any topic, physical and or mental health, (S)GBV, domestic violence or some other difficult situations lived by the children. As an educator, never hesitate to request help or to consult a specialist, like a psychologist in order to get quick advice and help and to orient the children if needed.



■ Child & Adolescent Health

Several exercises within the CRAAT address issues of Child and Adolescent Health. Enabling children to achieve their full developmental potential is a human right and an essential prerequisite for sustainable development. Children and adolescents experience rapid physical, cognitive and psychosocial growth. This affects how they feel, think, make decisions, and interact with the world around them. To grow and develop in good health, children and adolescents need information, the awareness of their right to health, including age-appropriate comprehensive sexuality education; opportunities to develop life skills; health services that are acceptable, equitable, appropriate and effective; and safe and supportive environments. They also need opportunities to meaningfully participate in the design and delivery of interventions to improve and maintain their health. Expanding such opportunities is key to responding to children and adolescents' specific needs and rights.

How To Ensure Active Teaching

Here are seven essential tips to bear in mind before and during each activity that you go through with your children, to ensure you maintain an inclusive lens while facilitating actively:

1. *Know your audience and understand the different needs in your class or activity.*

Working with children is about building a culture of comfort with them, which starts with understanding their wide range of abilities. Before starting your programme, consider sitting down with your children to get to know them and learn more about their similarities and differences, their challenges, and their hopes and goals. This will help you adapt and modify activities to fit each of their needs and goals.

Consider asking:

- What adaptations have you used or seen that make it easier for you to participate in activities?
- What advice would you give to an educator to ensure you have fun whilst participate in the activities?
- What do you want to get out of these CRAAT exercises?

2. *Set the stage: Displaying activity rules*

In order for children to express their opinions and participate in classroom participation and discussions about sensitive subjects, they need to feel safe and not fear retaliation for comments they make during the discussion. It is best to establish a supportive classroom atmosphere with ground rules for participation before you start any activity, however particularly before beginning a activity discussion about a sensitive issue. Offer these rules in order to foster a more productive discussion:

- Listen carefully and respectfully, without interrupting.
- Respect one another's views.
- Raise your hand when you'd like to share an opinion.
- Criticize ideas, not individuals.
- Avoid blame and speculation.
- Avoid inflammatory language.



3. Be creative and involve children: how to plan for and adapt activities

Be creative. Once you know your audience, you can adapt activities to be appropriate for all of your children. There are three important considerations when adapting an activity:

3.1 Applicability:

Will the activity work with everyone? Are the rules inclusive? Do they involve things that will be difficult for some children, like running or jumping and reading or writing? It is important that as an educator, you're always aware of the above questions. The activities include adaptations when possible. For example, make sure to read out the introduction of each activity or write it out with colourful chalk on the board before starting an activity, for those that have difficulty hearing or struggle to listen attentively.

3.2 Safe space:

Creating a safe space is an extremely important aspect when working with children who have not experienced a safe learning space in a long time and or have been traumatised in the young lives by the circumstances of their context. Is the space accessible for all children? Are there obstacles/dangers that make it difficult for children to attend, speak up, engage and share their experiences?

3.3 Involve children:

When preparing or delivering a activity, slow down to ensure that all children are able to participate. Ask yourself, "Is this working for everyone?" If the activity is not working, do not hesitate to ask the children for suggestions about how to modify the activity to include everyone. Children with diverging levels of learning abilities know their ability/ insecurities better than anyone. Asking for their ideas fosters an open culture and allows for children to give you on-going feedback. This will ultimately help you deliver the best and most fun and interactive activities. Additionally, be particularly cautious with young girls, are they used to socializing with the opposite gender (their peers and the educator), do they feel comfortable or not, etc. Ensure safe means for children to give their feedback on whether or not they feel safe, like a self-made 'mail box' where you can receive notes from them anonymously.



4. Reflect and summarise on key learnings together.

Reflecting plays a key role in children's learning. Throughout the activities encourage children to actively reflect on the comments made by other children, especially those they may disagree with. This can be in the form of open group discussion or individual note taking. This will allow quieter children an opportunity to respond privately to the educator, and allow everyone a chance to unwind and think calmly about his or her views on the Right discussed.

5. Use questions effectively

Often as teachers we can fall into the habit of asking too many 'closed' or 'yes/no' questions. An over-reliance on asking closed questions often reflects a teaching atmosphere where we are 'teaching to the test', and under pressure to make sure our students pass high-stakes exams. We feel responsible for their success in such exams and want to ensure they have memorized correct answers. There will always be a need for such questions just as there will always be a need for students to memorize information. But our teaching needs also to help students to learn to think in ways beyond mere recollection. We want students to learn how to think critically and how to communicate their ideas and opinions cogently. That requires using 'open' or wh-questions of the sort sometimes called 'higher-order thinking questions' e.g. 'How?' and 'Why?' Many of the exercises in the CRAAT encourage children to discuss and to offer their pinions. With such activities, of course, it is not our role to seek out a 'correct' answer, but rather to challenge students to think more deeply and to clarify their thinking. Questions such as 'Why do you think that?' and 'Who has a different idea?' can be very effective. These questions require time for students to think about and formulate answers so be patient.



6. *Be aware of how much you are talking.*

As teachers there are times when we need to lecture, or to give instructions to an activity, or to offer explanations and answers to questions. We can call this Teacher-talking-time (TTT). At such times we are talking and students are listening and that's as it should be. However we must be careful also to provide plenty of opportunity for students to voice opinions and engage in discussions. We can call this Student-talking-time (STT). It's all about finding an appropriate balance. Let's try to reflect and be more aware of the ratio of TTT and STT. We can get in the habit of asking ourselves, 'Am I dominating too much here? Do I need to be silent and give students more opportunity to talk?'

7. *Keeping children 'on-task'*

When children are 'on-task' it means that they are actively and productively engaged with the task that the teacher has set them. The following table offers some examples. When using exercises from the CRAAT try to be aware of any children who might not be 'on task' and intervene to support them.

ON TASK	OFF TASK
Productive Noise	Unproductive Noise
Children are discussing the subject in accordance with your instructions, or asking questions. Other examples include reading aloud or taking part in role play.	Children are talking about things other than those related to the lesson e.g. side chat with a friend about something they saw on t.v. the previous night. Children are misbehaving or being disruptive.
Productive Silence	Unproductive Silence
Children are reading because you have asked them to, or are thinking.	Children are sitting in silence perhaps because they have not understood your instructions, or are unsure of how to proceed with the task or do not have a text book or other essential resource.

Appendix xiii | Pre And Post-Workshop Evaluation Forms

TRAINER & TEACHER PRE-TRAINING SURVEY

Place Of Training:

Date:

REACTIONS

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. Before you arrived, the objectives of the training were clearly communicated.					
2. I am confident that I understand the United Nations Convention on the Rights of the Child (CRC) and the various provisions it makes for children.					
3. I am confident of my ability to explain the concept of child rights successfully to the children that I teach.					
4. I can comfortably use the CRAAT, being familiar with its structure and content and with the layout of the individual exercises.					
5. I am confident that I know how to use the following active learning methods:					
a. Take-a-Stand					
b. Think-Pair-Share					
c. Image Theatre					
d. Memory Cards					
e. Running dictation					
f. Experts Groups					
g. Cubing					

6. To improve its training, UNICEF GAO should:

■ Knowledge

7. Please list the four 'General Principles' of the CRC:

8. Which of the following are rights guaranteed to children under the CRC?
(Check all relevant boxes)

The right to Non-Discrimination

The right to relax and play

The right to a laptop

The right to express an opinion

The right to an education

The right to a bicycle

9. What three age-groups does the CRAAT target?:

10. Please give your own example of children in UAE whose rights have not been realized:

11. What are two reasons that child-rights education requires an active, child-centred pedagogy?

ATTITUDES

12. Which of the following statements are true and which are false:

	True	False
a. Children can learn from play		
b. Teachers should promote activities in class other than lecturing		
c. Children cannot lead class activities		
d. Children should be the centre of learning		
e. It is stressful to let children participate in class activities		

13. Which of the following statements do you agree or disagree with:

	Agree	Disagree
a. Children who misbehave should have their rights withdrawn or suspended		
b. Children should not be allowed to talk during class time		
c. Children are able to learn through making their own discoveries		

d. Educating boys should be given priority if resources are limited		
e. Girls should participate in after-class activities or their own projects		

BEHAVIOUR

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
14. I feel ready to use the CRAAT in my school					
15. I feel comfortable explaining the CRAAT to other teachers					

16. The main obstacles to using the CRAAT in my school are:

It can't fit into the curriculum

Teachers are already overloaded

School management won't approve

Parents won't approve

I don't feel confident enough

There aren't enough educational materials

Children are not ready

Other, please specify:

17. Other Comments:

TRAINER & TEACHER POST-TRAINING SURVEY

Place Of Training:

Date:

REACTIONS

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. Before you arrived, the objectives of the training were clearly communicated.					
2. I am confident that I understand the United Nations Convention on the Rights of the Child (CRC) and the various provisions it makes for children.					
3. I am confident of my ability to explain the concept of child rights successfully to the children that I teach.					
4. I can comfortably use the CRAAT, being familiar with its structure and content and with the layout of the individual exercises.					
5. I am confident that I know how to use the following active learning methods:					
a. Take-a-Stand					
b. Think-Pair-Share					
c. Image Theatre					
d. Memory Cards					
e. Running dictation					
f. Experts Groups					
g. Cubing					

6. To improve its training, UNICEF GAO should:

■ Knowledge

7. Please list the four 'General Principles' of the CRC:

8. Which of the following are rights guaranteed to children under the CRC?
(Check all relevant boxes)

The right to Non-Discrimination

The right to relax and play

The right to a laptop

The right to express an opinion

The right to an education

The right to a bicycle

9. What three age-groups does the CRAAT target?:

10. Please give your own example of children in UAE whose rights have not been realized:

11. What are two reasons that child-rights education requires an active, child-centred pedagogy?

■ ATTITUDES

12. Which of the following statements are true and which are false:

	True	False
a. Children can learn from play		
b. Teachers should promote activities in class other than lecturing		
c. Children cannot lead class activities		
d. Children should be the centre of learning		
e. It is stressful to let children participate in class activities		

13. Which of the following statements do you agree or disagree with:

	Agree	Disagree
a. Children who misbehave should have their rights withdrawn or suspended		
b. Children should not be allowed to talk during class time		
c. Children are able to learn through making their own discoveries		

a. Educating boys should be given priority if resources are limited		
b. Girls should participate in after-class activities or their own projects		

BEHAVIOUR

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
14. I feel ready to use the CRAAT in my school					
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Other, please specify:

17. Other Comments: