Now it's time for... Rights for children and adolescents

WE HAVE AN AGREEMENT

Illustrations by Iago for Ayuda en Acción

Ayuda en Acción
www.ayudaenaccion.org

Teacher's guide

with activitiesfor Pre-school, Primary and Secondary Education

CONTENTS

1. TO APPROACH THE TOPIC 3

2. METHODOLOGY, OBJECTIVES AND DATE 4

3. FAMILY ACTIVITIES 6

- Educació Infantil (de 0 a 3 anys) 6
- Educació Infantil (de 3 a 6 anys) 12
- Educació Primària (de 6 a 9 anys) 21
- Educació Primària (de 9 a 12 anys) 27
- Educació Secundària (de 12 a 16 anys) 37

3. FAMILY ACTIVITIES 45

- Early Childhood Education (0 to 6 years old) 45
- Primary Education (6 to 12 years old) 46
- Secondary Education (12 to 16 years old) 47

4. ADDITIONAL RESOURCES 48

Your opinion matters to us. We invite you to evaluate the material at
programaeducativo.ayudaenaccion.org

Educational material edited by Ayuda en Acción for the Educational Programme Now it's time for...
Activities for doing in class for Pre-school Education (3 to 6 years) and Primary Education (6 to 12 years) extracted from the educational material "Discovering the rights of children and adolescents" conducted by Kidekom for Ayuda en Acción.Activities for doing in class for Pre-school Education (0 to 3 years) proposed by the Princesa Mercedes Infant School (Alicante).

Centro Educación Infantil

Activities for doing in class for Secondary Education (12 to 16 years) and design by En Babia Comunicación Social for Ayuda en Acción. Illustrations by iiago for En Babia.

The reproduction, circulation and use for non-profit purposes of this material is authorised for educational purposes, always making reference to the source and its

1. PARA APPROACH THE TOPIC

Rights for children: from recommendations to laws

In 1989 the General Assembly of the United Nations approved the International Convention on the Rights of the Child and since then special attention is paid to children. This agreement, formed by 54 articles, considers the States to be legally responsible for the lack of attention towards the needs of children and establishes minimum standards, which are internationally accepted, for their development and dignity.

In the 1990s, Spain was one of the first countries to sign the Convention on the Rights of the Child, which would later become the most endorsed international agreement in history. The great progress that this legal text would make with regards to the previous declarations about the Rights of the Child and Human Rights is that its articles were no longer simple moral recommendations, but became law of obligatory compliance for the signatory countries.

Ayuda en Acción would like to say that "this changed everything", but it wasn't like that. It is true that the problems of childhood and adolescence became more visible in countries where nothing was known before, that protocols were created to try to curb the ills of sexual exploitation and slave labour that affect thousands of children in the world, which started to speak about empowering children not only being the subject, but rather subject to rights... But children and adolescents are still the most vulnerable population in times of humanitarian, economic and environmental emergencies. Wars, famines or natural disasters only remind us of the need to know and defend the rights that belong to all and are for all, whoever they may be, wherever they may be.

Children and adolescents that want to change the world

There are small gestures that fill the fight for the Rights of the Child with hope. In 2014, Malala Yousafzai was appointed the Nobel Peace Prize. For the first time, a girl received this award, and it was because she defended her right to receive education and not be discriminated against on the basis of gender. Malala has already become a symbol of the 21st century, where the struggle for children's rights in the world can have children and adolescents as protagonists. In this unit, we would like to highlight an approach focused on gender discrimination faced by girls as a doubly disadvantaged group in many parts of the world.

2. METHODOLOGY OBJECTIVES AND DATES

Methodology

Now it's time for... WE HAVE AN AGREEMENT is an educational proposal with different activities based on the promotion of the Rights of Children and Adolescents in the world, in order to contribute towards the empowerment of children and adolescents and to turn them into the protagonists of the construction of a fairer and more equal world.

Below you will find different activities adapted to each age group in order to carry out group work in class and various proposals for working on in the family. All of them have been created so that children and adolescents can take part in an active and creative manner, with the support of their classmates, teachers and the family.

tthe end of each educational stage reflected in the guide, you will find supplementary worksheets to carry out some of the activities. In this way, we aim to provide you with the preparation work for conducting such activities.

Objectives

- To promote knowledge and understanding of the Rights of Children and Adolescents as a framework of respect and coexistence in our society, to prevent their violation and provide children and adolescents with resources in order to identify and report these cases.
- To raise awareness of other realities of children in the world, where many of the Rights of Children are violated and where on many occasions this fact is aggravated by gender discrimination.
- To promote the participation and cooperation of educational communities with the involvement of teachers, students and families.

Datas

We suggest that you work on this proposal around 20 November, which is when the **International Day of Children's Rights** is celebrated, although it would also be suitable on other dates, like for example on 10 December, which is the **Day of Human Rights;** or on 15 May, the **International Day of Families.**

3. IDEAS FOR DOING IN CLASS

PRE-SCHOOL EDUCATION (FROM 0 TO 3 YEARS)

Description

The purpose of these activities is to bring Children's Rights to the attention of the educational community of the pupils aged between 0-3 years (pupils, teachers and family).

Make its importance be seen and, as much as possible, try to teach the pupils more easily about their existence so that they learn and understand them.

Of all of the Rights of Children we are going to focus on the activities that are closest to their experiences. We will work on 6 rights, and we will name them in the most simple and understandable way for children:

- The right to go to infant school to learn and play.
- The right to eat.
- The right to live in a house.
- The right to go to the doctor if I am sick.
- The right to have clothes to wear.
- The right to be loved.

General objectives

To promote empathy, to put yourself in the place of others; that the pupils deal with the meaning of each one of the rights covered.

Activity 1. We are children and we like it.

Objectives

- That the pupil describes objects.
- That the pupil expresses their experiences.
- That the pupil listens to the responses of their classmates.
- That the pupil uses the proposed plastic materials and techniques to decorate the heart poster.
- That the pupil is capable of empathising in sad situations that may happen to other pupils.

Materials

- Objects that represent these rights: toys, lunches, little houses, beds for siestas, symbolic medical toys, clothes, school pictures, a heart that is drawn or a cuddly toy... Paints, wax crayons, rubbers.... anything that is used to decorate the poster.
- Poster with a large heart. The poster will have the sentence "I HAVE THE RIGHT TO...."
- on one side and on the other side a large heart under the sentence "....BE LOVED".

Time

Two sessions of 25 minutes.

Development

The activity is divided into three parts:

Part 1: Firstly, we are going to familiarise the pupils with Children's Rights. To do this, we will be sat down in a group, with the objects mentioned above in the centre. The teacher will start by asking some questions about the objects presented.

- Do you like to play? What is your favourite game? What is this toy? And what is this one? Here in the infant school, do you have fun? Do you enjoy it? Do you have friends? What is the name of your teacher? RIGHT TO EDUCATION.
- What is your favourite meal? Do you stay for lunch at school? Can we see your lunch for today? Who cooks at home, your dad, mum or both? Do you help with the meals? RIGHT TO NUTRITION.
- Where do you live? What is your house like? Who do you live with at home? Do you share a bedroom with a brother or sister? RIGHT TO A HOUSE.
- Have you ever been sick? Who looks after you when you have a tummy ache? Have you ever gone to the doctor? What are doctors and hospitals for? If you fall or hurt yourself, does someone make you better? Who? RIGHT TO HEALTH.
- Do you have clothes? What is the name of this type of clothing? What is it for? Do you have blankets at home? RIGHT TO HAVE CLOTHING.

Part 2: Now that they know some of their rights, we go on to focus on the Right to be loved. To do so, we will play "I like...."
We will show them a worksheet with a large heart and ask:

- Does anyone know what this is?
- A heart!
- Yes, very good. So I like.... to be loved by others.

We can repeat this with several objects so that they learn how the game works and then, when we say the sentence "So I like...." we let them complete it.

Lastly, when we have ensured that they have learnt the activity we can paint the heart worksheet, decorate it, etc. and the pupils can take it home.

Part 3: Lastly, we will work with them on empathy and we will see that they know how to put themselves in the place of others. To help them understand that they have fulfilled these rights but not all children have the same fate (whether in other countries or even within their own town), questions will be asked such as:

What would happen...

- if you didn't go to school?
- if you didn't have toys?
- if you didn't have food?
- if you didn't have trousers, shirts, etc.?
- And if we were very hurt and there was nobody to make us better?
- Some children experience this and they are sad, do you like that?

Activity 2. I also have the right to dance!

Objectives

- That the pupil learns the song by Rodrigo Herrera.
- That the pupil enjoys it and dances to the song.

Materials

- Music player and digital whiteboard or computer.

Time

20-30 minutes.

Development

The video of the song will be shown to them about Children's Rights by Rodrigo Herrera: https://www.youtube.com/watch?v=xNYTO_rwfql. If we do not have a digital whiteboard or projector, we will listen to it using the music player. The song will be discussed, about if they like the rhythm, if they feel like dancing to it. It can be played two or three times.

Then we will let the pupils move freely and dance to the rhythm of the song. A simple choreography could be suggested, like holding hands in a circle or in pairs. Freedom will be given so that the pupils express themselves and feel with their body and gestures at this time.

The song can be played when the pupils are collected from school, so that families can also listen to it.

Song about Children's Rights

If we all want the world to change
And to see boys play and study
We should all know
That there are rights that you should know about
And I am going to tell you about them
I have the right to be born
And to learn in a country
I have the right to study
And to play somewhere
CHORUS
When I get sick to see a doctor
And a family to give me love
I have the right to safety
And for nobody to hit me
CHORUS
I am very little to be working
To be out in the street instead of studying
It is very dangerous and can be avoided
That something bad happens to me
CHORUS

And I am going to tell you about them (x 5)

Author: Rodrigo Herrera
Link: https://youtu.be/xNYTO_rwfqII

We will find more resources like this in section 5 of this guide.

#tenemosuntrato

Write to us at educacion@ayudaenaccion.org and tell us how the activity worked at your school. We will share it with the rest of the educational community of Ayuda en Acción at programeducativo.ayudaenaccion.org

PRE-SCHOOL EDUCATION (FROM 3 TO 6 YEARS)

Description

The following activities are aimed at bringing the concept of rights closer to children and familiarising them with the most basic Children's Rights to be understood for their age through play, using objects and pictures.

The first activity reviews 6 Rights of the Child, while the second activity relates those same rights to other places in the world and places the pupils in the situation of other children.

Both activities should be conducted in the indicated order.

The majority of the objects and materials that are used in the first activity can be reused in the second activity.

General objectives

To promote empathy, to put yourself in the place of others; that the pupils deal with the meaning of each one of the rights covered.

Activity 1. I keep my rights in boxes.

Objectives

- To familiarise pupils with the concept of rights.
- That pupils understand that they also have rights.

Materials

- 6 shoe boxes (or containers of another type).
- 6 objects:
  - Mandarin (or any other fruit).
  - Rubber and chalks.
  - Bandage.
  - House keys.
  - Gloves and umbrella.
  - A cuddly toy (or something in the class thatillustrates affection).
- 6 photos or pictures of:
  - Food.
  - Adult working.
  - Medicine.
  - House.
  - Clothes.
  - Family.
- Glue stick or sticky tape.

Time

Two sessions of 25 minutes

Development

The activity consists of making the pupils identify what their daily obligations are with the people in their family, community and school environment to understand the obligations that their family, their environment and their school have with them.

To achieve this, instead of words, we will use objects that children live with each day. These objects will represent the rights that we put in the boxes.

During the days prior to the activity, the group or class can look for shoe boxes (or another type of container); as well as pictures or drawings (or they can even make them themselves) that are required for the activity.

With all of the necessary materials in class, the boxes are placed in a line on the floor. Children sit in front of the boxes. The teacher has a bag nearby with the six objects in. When they take an object out, the pupils should express what that object means. With the use of these objects, the teacher leads the pupils on to the daily obligations at home and at school.

The teacher and pupils will complete the six boxes and then will be able to mix them up and review them to remember what right is kept in each box.

Description of the content of the boxes:

Box 1

Rights of children to be fed

OBJECT: Mandarin (or any fruit). Eat to grow, to be healthy, to have energy, etc.
RELATED CHILDREN'S RIGHTS: Children need food to grow strong and healthy.
AN OBLIGATION AT HOME: "I should eat without protesting".

A volunteer puts the mandarin in the box and another sticks the photo of the food/s to the front of the box.

Box 2

Dereito dos nenos e nenas a non traballar

OBJECT: Eraser and chalks. Teacher, architect, doctor, electrician, hairdresser, etc.
RELATED CHILDREN'S RIGHTS: Children study, but they do not work.
AN OBLIGATION AT HOME: "I should study and learn to be able to work when I am older".

A volunteer puts the rubber in the box and another sticks the photo of an adult working to the front of the box.

Box 3

Rights of children not to work

OBJECT: Eraser and chalks. Teacher, architect, doctor, electrician, hairdresser, etc.
RELATED CHILDREN'S RIGHTS: Children study, but they do not work.
AN OBLIGATION AT HOME: "I should study and learn to be able to work when I am older".

A volunteer puts the rubber in the box and another sticks the photo of an adult working to the front of the box.

Box 4

Rights of children to live in a house

OBJECT: Keys. A house, a roof, to have shelter, somewhere to sleep, etc.
RELATED CHILDREN'S RIGHTS: Children should have a house to live in, which is dignified and comfortable.
AN OBLIGATION AT HOME: "I should not leave home without letting my family or an adult know".

A volunteer puts the keys in the box and another sticks the photo of a house to the front of the box.

Box 5

Rights of children to have clothing

OBJECT: Gloves. Cold, clothing, to be warm, coat, dress, etc.
RELATED CHILDREN'S RIGHTS: Children need clothing to be suitably dressed so that they don't get cold.
AN OBLIGATION AT HOME: "I should learn to dress myself by myself each morning".

A volunteer puts the gloves in the box and another sticks the photo of a garment on the front of the box.

Box 6

Rights of children to be loved and protected

OBJECT: Cuddly toy. Heart, love, family, affection, care, protection, etc.
RELATED CHILDREN'S RIGHTS: Children need their family, need to be loved and care for by them.
AN OBLIGATION AT HOME: "I should behave well with my dad, mum and brothers and sisters".

A volunteer puts the gloves in the box and another sticks the photo of a family on the front of the box.

Activity 2. Open the box of your rights.

Objectives

- To familiarise the pupils with 6 Rights of Children.
- That they understand that there are children living in very different situations in other countries and that they are empathetic to these children.
- That pupils gain awareness about gender inequality.

Materials

- The same materials will be used as those from the previous activity and we will add the following ones:
- Photos or drawings (provided by the pupils):
  - A boy eating.
  - A girl with her family.
  - A girl studying.
  - A boy cared for by a doctor.
  - A girl wearing warm clothes playing in the snow.
  - A boy being hugged by his family.
- Photos or drawings (provided by the teaching staff):
  - A girl working with an adult.
  - A girl with her family.
  - A girl studying.
  - A boy cared for by a doctor.
  - A girl caring for her brothers and sisters.
  - A sick girl.
  - A very thin girl.
  - A boy without a coat in the snow.
  - A boy in a very modest house (mud hut/woven).
  - A girl that is alone and sad.

Time

40 minutes.

Development

The pupils are going to try to match each picture that the teacher shows them with one of the boxes where in the previous activity they kept a Right of Children.

During the days prior to the activity, the group or class should bring drawings that cover the theme of the first 6 images that are indicated in the list. They must be drawings of boys and girls from any country, of any race or age and in the situations described or similar. It is important to respect the genders of the drawings that are specified in order to be able to work on gender inequality.

The teacher should provide photographs of children in difficult situations suffering from malnutrition, cold or illness, which show the reality of other children, but they need not be too harsh or tragic.

When we have all the materials prepared, the boxes are arranged in a line, just like in the previous activity, and the pupils sit in front.

The boxes contain objects that the pupils put in them in the previous activity: mandarin, gloves, keys, etc.

Step 1: Identify a right.

A volunteer takes an object out of the box and reminds the rest of their classmates what the object means. The same is done with the rest of the boxes.

- MANDARIN: the right of children to be fed.
- RUBBER: the right of children to go to school and not to work.
- BANDAGES: the right of children to health.
- KEYS: the right of children to live in a house.
- GLOVES: the right of children to be able to wear clothes.
- CUDDLY TOY: the right of children to be loved and protected.

Step 2: Keep the 6 rights in mind.

The drawings provided by the children are mixed up. The teacher extracts the first drawing and the pupils should decide which box it belongs in; this phase should not take very long. All of the drawings will be put into the boxes.

Step 3: Identification with children in different situations.

In order to finish completing the boxes, the teacher uses their photos and shows them one by one. Let the children discuss the situation that the girl or boy in the photo finds themselves in. These pictures will be a point of introduction to the fact that not all boys and girls live in the same houses, or dress the same, or have the same food, etc.

Step 4: Understanding the concept of discrimination.

The teacher takes out some of the pictures placed in the boxes and simply asks the same question: Is this child different from us?"

The answers should always be: "No".

Other ideas that should be expressed are:

"Girls and boys are all the same, but sometimes we are in very different and very difficult situations".

"All girls and boys have the same rights".

Step 5: Understanding the concept of gender discrimination.

Finally, the teacher separately gathers the pictures of children in disadvantaged situations.

They show the class how there are more pictures of girls, because in the most disadvantaged countries there are more girls than boys in difficult situations due to the obligation they sometimes have to be in the care of younger brothers and sisters and to perform domestic work.

If wished, an option is that the teacher can create a poster or mural with the pictures of these disadvantaged girls and also with photos or drawings of the pupils themselves, with the title: GIRLS HAVE THE SAME RIGHTS AS BOYS.

#tenemosuntrato

Write to us at educacion@ayudaenaccion.org and tell us how the activity worked at your school. We will share it with the rest of the educational community of Ayuda en Acción at programeducativo.ayudaenaccion.org

PRIMARY EDUCATION (FROM 6 TO 9 YEARS)

Description

The following activities to be carried out in the classroom aim to show the pupils what the Rights of Children and Adolescents are and to identify them with difficult situations that other children of the same age experience in their own country, or countries where these rights are not always respected and where, in addition, gender discrimination is more present in the violation of their rights.

Said activities are related with the "Proposal for doing with family", that appears in section 4 of this guide.

The activities should be carried out in the order indicated. The majority of the objects and materials that are used in the first activity can be reused in the second activity.

General Objectives

- To make pupils aware of their fundamental rights.
- To familiarise the pupils with other realities where the Rights of the Child are violated and that should not exist, because all children have the same rights.
- Raise awareness among pupils about gender discrimination through scenic examples that help them to empathise.

Activity 1. My rights with letters and colours.

Materials

- 12 cards in different colours.
- 2 large shoe boxes or similar.
- Adhesive tape.
- Scissors.
- Colouring pencils, crayons and pens.
- Drawings provided by the children (or pictures collected by the teacher).
- Worksheet with the sentences "Our rights" that you will find at the end of the proposal.

Time

50 minutes.

Development

This part of the activity can be conducted at home, over the days before the activity and with the help of the family.

The teacher will form 12 groups (groups of 2 or 3 boys and girls). Then they will give each pupil of the same group a piece of cardboard of the same colour that contains the same written sentence, which will be a right.

Each pupil in the same group should do a drawing that can describe the Right of the Child that they have received. In the "Our rights" worksheet there are 12 sentences that the teacher can adapt to the age of the pupils. At the end, there will be 3 different drawings for each right.

When the activity to socialise the work is done in the classroom, the tables will be arranged in a circle and an empty box will be placed in the centre.

Step 1: I organise the rights.

All of the cards will be put in the box where the words "RIGHTS WITH LETTERS" have previously been written. The cards are mixed up inside the box.

Step 2: I organise the drawings.

The pupils' drawings are mixed in the box on which "RIGHTS WITH COLOURS" will be written.

Step 3: I match a right and a drawing.

Now, the teacher will form 4 teams. Each team will consecutively have 3 minutes to match 3 rights, taken at random from the box RIGHTS WITH LETTERS, with one or several drawings from the box RIGHTS WITH COLOURS.

Step 4: And the winner is...

The team that manages to match up the most rights with drawings in the least time will be the winner of the game. The teacher will announce the results at the end of the game, in this way the teams will not be able to copy each other.

Activity 2. Guess your rights.

Materials

- 12 cards of colours in the size of a page.
- 2 large shoe boxes or similar.
- Drawings provided by the children (or pictures collected by the teacher)
- Worksheet with the sentences "Our rights" that you will find at the end of the proposal.

Time

50 minutes.

Development

We will prepare two boxes: the first one, with the cards where previously we will have labelled the rights that appear in the worksheet "Our rights"; and the second, with the drawings provided by the pupils in the "Proposal for doing with family" (section 4 of this guide), or with images collected by the teacher, to represent those same rights.

We will clear the classroom so that a silent scene can be represented.

Next, the pupils divided into teams should guess what right their classmates are representing.

Step 1: Preparation.

2 teams are formed. A volunteer from each team will put their hand in one of the boxes and draw a card with a right. Then go to the box of the drawings and match this right with one or more drawings. This volunteer will turn away from their group.
The second team will proceed in the same way. At no time shall the rights or drawings drawn from the boxes be shown to the rest of the team.

Step 2: Representation with mime.

This volunteer will be in charge of quietly performing the right to their team. They have 1 minute to do this. They will not be able to speak or write during the performance.
Their team should guess which right that performance corresponds with.
During that time they will have 1 wild card (drawing) that they can use to help their team.

Step 3: And the winner is...

The team that has guessed the most performances.

Step 4: The last scene!

The teacher will introduce the concept of gender discrimination through the following scenic example that they will carry out and that all pupils should guess. They will ask the girls to get up from their chairs and stand on one side of the class. The teacher will count the empty desks and ask the class to think about the rights that would be violated if these girls were working instead of studying.

#tenemosuntrato

Escríbenos a educacion@ayudaenaccion.org e cóntanos que tal foi a actividade na vosa escola. Compartirémolo co resto da comunidade educativa de Ayuda en Acción en programeducativo.ayudaenaccion.org

WORKSHEET OUR RIGHTS

Sentences to make cards with the Rights of the Child.

Right to live happily and grow up healthily.

Right to have a name and their own country.

Right not to do dangerous work or activities that don't let me go to school.

Right to learn things that help me to grow well and to be a good person

Right to be treated the same as all the other girls and boys.

Right to be listened to by adults and for my opinion and interests to be taken into account.

Right to learn things that help me to grow well and to be a good person.

Right for noboy to hurt me or mistreat me.

Right tobe looked after when I am sick or have a physical or mental problem.

Right to rest, to play and to do sports.

Right to grow up in a healthy and natural environment that is not polluted.

Right to be with my friends or be able to go to special places for children.

PRIMARY EDUCATION (FROM 9 TO 12 YEARS)

Description

The following activities to carry out in the classroom are intended to show the pupils what the Rights of Children and Adolescents are and to identify them with difficult situations experienced by other children of the same age in their country, or in countries where these rights are not always respected and gender discrimination is more present.

The activities should be carried out in the order indicated. The majority of the objects and materials that are used in the first activity can be reused in the second activity.

These activities are related with the "Proposal for doing with family", which are included in section 4 of this guide.

General Objectives

- To make pupils aware of their fundamental rights.
- To familiarise pupils with other realities where rights are violated.
- To introduce the concept of gender discrimination and reflect on it.

Activity 1. Knowing my rights.

Materials

- Worksheet with the sentences "Our rights" that you will find at the end of
- the proposal.
- 12 cards in different colours.
- 2 large shoe boxes or similar.
- Adhesive tape.
- Scissors
- Glue.

Time

50 minutes

Development

Over the days prior to the activity, the pupils will prepare the material with the help of their mothers, fathers or guardians.

The teacher will form 12 groups (of 2 or 3 children). Each pupil from the same group will take home a piece of cardboard of the same colour that contains the same written sentence, which will be a Right of Children and Adolescents. In the supplementary worksheet "Our rights" there are 12 sentences that the teacher can adapt to the age of the pupils.

The pupils will look for any graphic element (drawing or photo) that has something to do with the sentence that they have taken home. They can contribute as many elements related to the sentence as they wish, even objects.

For example, if the sentence is "RIGHT TO BE LOOKED AFTER WHEN I AM SICK OR HAVE ANY PHYSICAL PROBLEM" the pictures or objects may be: a girl in a hospital, a child walking with crutches, a plaster, a drawing of a doctor, etc. If the sentence is "RIGHT TO LEARN THINGS THAT HELP ME TO GROW WELL" the pictures can be: boys and girls in a school, a girl studying in her room, a book, a teacher, etc.

The classroom furniture will act as support for the activity being carried out. The tables will be arranged in a circle and an empty box will be placed in the centre.

Step 1: I organise the rights.
All of the cards will be placed in a box that has previously been written on with the words "THE BOX OF MY RIGHTS". The cards will be mixed up. Each group will choose a card at random, read its content aloud and choose a table or desk and will stick it to the front of it, so that it can be easily seen.

Step 2: I organise the pictures.
The photos, drawings, objects or pictures that they have brought will be mixed in the box that will be written on with the words "THE BOX OF GIRLS AND BOYS".

Step 3: I match rights and pictures.
Each pupil will come up to the box and without looking will remove a picture, drawing or object. They will show it to the class and between them all will decide which table (sentence) that picture should be associated with.

Step 4: I explain what I see and read to my classmates.
Once the pictures, clippings, etc. are on the right table, the pupils (teams) responsible for each sentence, with the help of the teacher, explain to their classmates what the meaning of the sentence is using the associated pictures.

Step 5: I choose my "FAVOURITE RIGHT".

The teacher asks several pupils to choose the right that they liked most and the reason for that choice.

Step 6: Let's talk about "GIRLS AND THEIR RIGHTS".

The teacher asks various girls to choose from among the rights, for the ones that they think are most violated for girls and why. The teacher will take the chance to guide the reflection on gender discrimination.

#tenemosuntrato

Write to us at educacion@ayudaenaccion.org and tell us how the activity worked at your school. We will share it with the rest of the educational community of Ayuda en Acción at programeducativo.ayudaenaccion.org

WORKSHEET OUR RIGHTS

Sentences to make cards with the Rights of the Child.

Right to live happily and grow up healthily.

Right to have a name and their own country.

Right not to do dangerous work or activities that don't let me go to school.

Right to learn things that help me to grow well and to be a good person

Right to be treated the same as all the other girls and boys.

Right to be listened to by adults and for my opinion and interests to be taken into account.

Right to learn things that help me to grow well and to be a good person.

Right for noboy to hurt me or mistreat me.

Right tobe looked after when I am sick or have a physical or mental problem.

Right to rest, to play and to do sports.

Right to grow up in a healthy and natural environment that is not polluted.

Right to be with my friends or be able to go to special places for children.

Activitat 2. Els teus drets són els meus drets.

Materials

- Cartolines de frases amb drets (de «La caixa dels meus drets»).
- Dibuixos, fotos i objectes relacionats (de «La caixa dels infants»).
- Escenes per representar que podràs localitzar al final de la proposta.
- 2 targetes/cartolines taronges.

Temps

50 minuts.

Desenvolupament

El mobiliari de classe es disposarà en forma de teatre. Buidarem l'aula perquè es puga representar una escena per equips. A continuació, els alumnes hauran d'endevinar quin dret estan representant els companys i les companyes.

Pas 1: L'assaig.

Es formen 3 equips. Cada equip haurà de representar l'escena que li ha tocat. L'alumnat té 10 minuts per llegir, entendre i assajar l'escena. Si l'aula ho permet, els equips hauran d'estar el més allunyats possible els uns dels altres.

Step 2: Rights for the public.

Once the scene has been prepared, the first team that is going to perform will withdraw and the teacher will hand out the 6 rights at random and an orange card to the other two teams that will be the audience. This process will be repeated provided that a new representation is started; in this way the different rights will circulate among the pupils.

Step 3: The representation.

3 teams are formed. Each team should represent the scene that they have been given. The pupils have 10 minutes to read, understand and perform the scene. If the classroom allows it, the teams should be as far as way from each other as possible.

Step 4: Guess the right.

At the end of each representation, the pupils (audience) should show their card with the right that is violated in the scene being represented. It is possible that the scene refers to various rights and various cards need to be shown. It is also possible that there are indications or evidence in the scene that gender discrimination is happening (scenes 1 and 2). In this case, the groups should also show the orange card.

Step 5: The applause is for...

The teacher will choose the team that has best represented the scene and the team that has been the fastest to identify the scenes with one or various rights; in other words, to the best audience.

Scene 1: "Boys and girls should not work".

WHAT DOES IT REPRESENT?
Girls working in the countryside in Peru, pushing a cart full of potatoes.

CHARACTERS AND PROPS
- 4 girls and the teacher.
- 1 cart full of potatoes (it can be imaginary).

GIRL PUPIL 1: *I am very tired, we have been working for hours.*

GIRL PUPIL2: *I am very hot and thirsty.*

GIRL PUPIL3: *I would love to go home and eat and rest.*

GIRL PUPIL4: *I would love to be able to go to school with my brother instead of being here all day long.*

TEACHER: *Stop talking, you need to keep pushing the cart, don't complain so much, come on, come on...!*

GIRL PUPIL1: *You haven't let us rest for ages and we haven't had any water either. I won't work any more. If we keep going, we are going to sick!*

GIRL PUPIL2: *I'm not going to work like this either, we should be at school with the others.*

Scene 2: "A cold afternoon on the street".

WHAT DOES IT REPRESENT?
Boys and girls on the street in a city in India.

CHARACTERS AND PROPS:
3 girls and 3 boys.

GIRL PUPIL 1: *I'm cold, I have never had a coat.*

GIRL PUPIL 2: *My feet hurt from being on the street all day long.*

GIRL PUPIL 1: *I liked going to school...*

GIRL PUPIL 2: *Me too, but now there isn't a school, they closed it.*

GIRL PUPIL 3: *I never went to school, I had to work at the shop that my grandparents had.*

GIRL PUPIL 1: *Me neither, because they told me that girls couldn't go...*

GIRL PUPIL:3 *I have a cough, the air is polluted,*
I have never left this city,
I would like to discover the countryside.

Scene 3: “Where do I live?”.

WHAT DOES IT REPRESENT?
Boys and girls in a school in Ethiopia, muttering among themselves in class.

CHARACTERS AND PROPS:
- 3 boys, 2 girls and the teacher.
- Notebooks and pencils.

BOY PUPIL 1: *I would like to have a house with a strong roof, because when it rains it leaks a lot.*

GIRL PUPIL 1: *I don't have a house, we live in a stable with the animals. For me this school is the best place that I know.*

BOY PUPIL 2: *I do have a house, I live with my aunt and uncle, but I live far away from my sisters, my motherand my father.*

BOY PUPIL 1: *I cough a lot because of the humidity, the rain makes my bed wet and when I get up in the morning I feel ill.*

GIRL PUPIL 2: *I live with my family in the shop belonging to Ms. Tandi. To thank her I work until very late for her and in the mornings I am very tired to come to school, I always arrive late.*

BOY PUPIL 3: *It is the first day that I come to class, I have been sick all year, my family did not have any money for medicine.*
¡Silencio! Que non estades a prestar atención.campo.

TEACHER: *Silence, you're not paying attention!*

SECONDARY EDUCATION (FROM 12 TO 16 YEARS)

Description

The following proposal of activities tries to deepen the knowledge of the Rights of Children and Adolescents, through group and participatory experiences that promote the critical and reflexive dialogue of the girls and boys on the issues that affect them.

All activities are planned to be carried out within one hour, so we recommend that you complement them with some of the resources that you will find in section 5 of this guide.

General objectives

- To present Human Rights as an inherent category of human beings, as a means to achieve reasonable states of happiness and dignity.
- To know the Convention on the Rights of Children and Adolescents, adopted by the United Nations (UN) on 20 November 1989. It is the most endorsed international treaty in history and represents a radical paradigm shift in the understanding of childhood as subject and holder of rights.
- To know the four guiding principles of the Convention: survival and development, best interests of the child, participation and non-discrimination.
- To understand the importance of the Human Rights of Children and Adolescents as great historical progress and as a collective social conquest, within the process of singling out Human Rights.
- To foster the exercise of a critical, active and participatory citizenship, committed to the defence and protection of the Human Rights of Children and Adolescents with a universal vision.

Activity 1: The Bingo of rights.

Description

After the introduction that each teacher considers to be the most appropriate as a means to addressing the issue and objectives set out in this block (you can find resources for this in section 5 of this guide), the class is proposed with encouraging the acquisition of knowledge through collective play.

Objectives

To retain historical and legal information related to the Rights of Children and Adolescents with small anecdotes linked to positive stimuli.

Materiais

A blank page and a pen for each team.

Time

Between 25 and 45 minutes.

Development

The students sit at their tables in pairs. A blank page is distributed to each pair and the following numerical sequence is written on the board: 5, 10, 54, 10, 18, 193, 18, 263. These numbers are related with the different milestones of the Convention. Each pair should choose 6 numbers and make a table with two rows of 3 numbers, similar to a bingo card.

One of the pairs will be asked to play the role of the "master of ceremonies" in the bingo game, in charge of announcing the "numbers" of the bingo game. In order to do so, a box will be available to ask questions related to the Convention and the Human Rights of Children and Adolescents. Each question is matched with a numerical answer. One member of the pair will read the question aloud and the other member will respond with the number associated with that question, in addition to the supplementary information in each case. Each pair in the class should look on their card if they have that number and cross it out.

In addition, you have to take into account two rules:

- Pairs who say they have a row should provide complementary information on the milestone related to the Rights of Children and Adolescents, alluded to in the number struck out on their card (at least one piece of information of interest). If they don't guess correctly, they will start a new card.

- Pairs who announce bingo should provide additional information on the milestone related to the Rights of Children and Adolescents, alluded to in the number struck out on their card (at least three pieces of information of interest). If they don't guess correctly, they will start a new card.

At the end of the game of bingo, the teacher initiates the right to speak on the information referred to and completes them with the information that they consider to be the most relevant in each case.

Questions, numerical answers (and curious facts):

How many articles were there in the first Declaration on the Rights of the Child? 5

It was called the Geneva Declaration on the Rights of the Child and was drafted in 1924 by a woman, Eglantyne Jebb, founder of the Save the Children charity.

How many articles were there in the second Declaration on the Rights of the Child? 10

It was approved in 1959. The world had already experienced two World Wars in less than half a century, and although it was a breakthrough, children were still considered as objects and not as subjects of rights.

How many articles were there in the United Nations Convention on the Rights of the Child of 1989? 54

All articles have been drafted taking into account these four principles: principle of child survival and development, principle of non-discrimination of any child for any reason, principle of the best interests of the child and principle of child participation. The Convention is the first International Treaty on the Rights of the Child that recognises children as full subjects of rights.

How many years did it take to prepare the Convention on the Rights of the Child? 10

The CRC was adopted in 1989, although it began to be drawn up with the initiative of Poland at the UN in 1979. The process was so long, because the maximum possible consensus was sought to be achieved and for this reason companies and countries with very different visions and traditions needed to come to an agreement. That is why it is the UN international treaty that has been endorsed by the most States.

Until what age are children and adolescents deemed to be minors? 18

The legal age contemplated by the CRC is 18 years; however, despite a minor being able to be tried for a criminal offence from the age of 14 in Spain, and can obtain a work permit or can marry at the age of 16, in other countries, a minor can go to jail, work or get married (especially girls) much younger.

How many countries have endorsed the Convention on the Rights of the Child? 193

Until 2015, every country in the world except Somalia and the United States of America had endorsed the Convention. The USA is currently the only country that has not committed to respect the Rights of Children and Adolescents.

How many members form the Committee of the Rights of the Child? 18

4 members from Africa, 5 from Western Europe, 4 from Asia, 3 from Latin America and the Caribbean, and 3 from Eastern Europe. Spain has one member within this Committee:
Jorge Cardona Llorens; Lawyer, Professor of International Law and President of UNICEF Valencia.

How many millions of children and adolescents in the world still do not have access to education? 263

According to UNESCO data for 2016, of which more than 200 correspond with the age range of 12 to 17 years old.

Activity 2. Letter to the Chair of the USA

Description

It is a matter of informing the pupils of the information already addressed in the previous activity, by means of a proposal that consists of writing a letter and request that asks the President of the United States to see that their country endorses the Convention.

Objectives

To encourage the pupils to be owners of rights, acting as activists for the protection and defence of the Human Rights of Children and Adolescents.

Time

45 minutes.

Development

The United States of America is the only State in the world that has not committed to respecting by law the Rights of Children and Adolescents. This fact will surely surprise and outrage the pupils, who, exercising their right to freedom of expression, opinion and participation, must write a structured text, that is well-argued and based on the knowledge acquired in the activities to be done in class.

The teacher can take this opportunity to propose to write the text in English.

The letters can be read in public to the classmates, to choose which of them is the one that best represents the request.

Finally, this letter or all of them can be published in the school's blog, sent to the United States Embassy in Spain or even to the White House in the USA. They can also be published on platforms such as Change.org to gather support in relation with this demand.

#tenemosuntrato

Write to us at educacion@ayudaenaccion.org and tell us how the activity worked at your school. We will share it with the rest of the educational community of Ayuda en Acción at programeducativo.ayudaenaccion.org

4. PROPOSALS FOR DOING WITH FAMILY

Description

Actividades para que os nenos e as nenas fagan na casa coa axuda da familia, tendo en conta que os adultos xogan un papel innegable na educación dos seus fillos e as súas fillas e son o núcleo na construción de valores.

General objectives

- Dar a coñecer ás familias o tema que se está a traballar na clase; neste caso, os Dereitos da Infancia e da Adolescencia.
- Solicitar a súa colaboración para axudar aos seus fillos e fillas a identificar os dereitos e as responsabilidades que implican.
- Conseguir que os nenos, as nenas e os/as adolescentes empaticen con distintas realidades nas que se vulneran estes dereitos, sensibilizalos perante as inxustizas e promover o activismo pola defensa dos Dereitos Humanos.

Worksheets for working on with family

- From 0 to 6 years.
- From 6 to 12 years.
- From 12 to 16 years.

For working on with family (0 to 6 years)

Ayuda en Acción
www.ayudaenaccion.org

Now it's time for... is an educational programme of Ayuda en Acción that aims to involve the whole educational community (pupils, teachers and families) in the construction of a fairer world, by means of different awareness activities focused on the reflection and promotion of Human Rights.

WE HAVE AN AGREEMENT covers the Rights of the Child, an international agreement that since 1989 has been committed to for compliance on behalf of every country in the world (except the United States), and which recognises the respect, protection and voice of every girl, boy and adolescent, wherever they come from and wherever they are.

Your son or daughter is working on a topic in class. Therefore, we invite you to continue reflecting at home on this simple activity, which once done, we would like you to hand in to the teacher. Thank you for your support!

You can tell us your experience taking part in this activity on the Now it's time for... blog, the educational programme of Ayuda en Acción:

programaeducativo.ayudaenaccion.org

Every boy and girl in the world has the right to...

- Be loved.
- Go to infant school to learn and to play.
- Eat.
- Live in a house.
- Go to the doctor if we are sick.
- Have clothes to wear.

**Help your son or daughter to draw choosing one of these rights.
You can also stick a photo where you are seen making the most of that right.
Write the right you have chosen and take the result to class to share it on a mural.**

For working on with family (6 to 12 years)

Ayuda en Acción
www.ayudaenaccion.org

Agora toca... Now it's time for... is an educational programme of Ayuda en Acción that aims to involve the whole educational community (pupils, teachers and families) in the construction of a fairer world, by means of different awareness activities focused on the reflection and promotion of Human Rights.

WE HAVE AN AGREEMENT covers the Convention of Rights for Children and Adolescents approved by the United Nations on 20 November 1989. It is the International Treaty that recognises the Human Rights of Children and Adolescents under four main guiding principles: the principle of survival and development of childhood and adolescence, the non-discrimination, the best interests of the child and participation of children and adolescents.

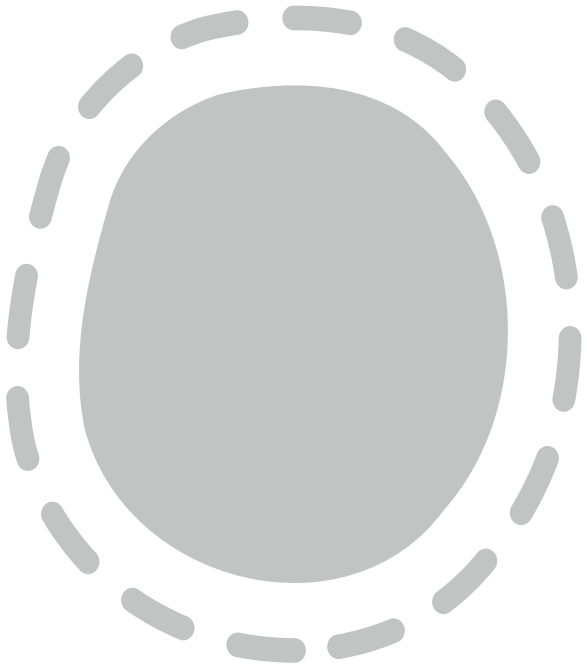
To date it is the International Treaty that has been most endorsed in the world (every State except the United States of America). The States must comply with it and it represents a full recognition of childhood and adolescence as subjects of rights.

Your son or daughter is working on a topic in class. Therefore, we invite you to continue reflecting at home by means of a creative and participatory activity targeting the whole family, which will later be shared by the teacher in class. Thank you for your support!

You can tell us your experience taking part in this activity on the Now it's time for... blog, the educational programme of Ayuda en Acción:

programaeducativo.ayudaenaccion.org

With the help of the family (mother, father, brothers, sister, grandparents, etc.) you should collect the following things to take to class, in relation with the right that you have been assigned. Write down your right inside the circle and let's get to work.



- Photos or drawings
- An everyday object
- A positive example
- A negative example

For working on with family (12 to 16 years)

Ayuda en Acción
www.ayudaenaccion.org

Now it's time for... is an educational programme of Ayuda en Acción that aims to involve the whole educational community (pupils, teachers and families) in the construction of a fairer world, by means of different awareness activities focused on the reflection and promotion of Human Rights.

WE HAVE AN AGREEMENT covers the Convention of Rights for Children and Adolescents approved by the United Nations on 20 November 1989. It is the International Treaty that recognises the Human Rights of Children and Adolescents under four main guiding principles: the principle of survival and development of childhood and adolescence, the non-discrimination, the best interests of the child and participation of children and adolescents.

To date it is the International Treaty that has been most endorsed in the world (every State except the United States of America). The States must comply with it and it represents a full recognition of childhood and adolescence as subjects of rights.

Your son or daughter is working on a topic in class. Therefore, we invite you to continue reflecting at home by means of a participatory activity targeting the whole family, which will later be shared by the teacher in the class. Thank you for your support!

You can tell us about the experience of taking part in this activity on the Now it's time for... blog of the Ayuda en Acción programme:

programaeducativo.ayudaenaccion.org

Photo diary:

"A day in my rights".

Get your whole family involved and show us how your rights are respected by means of photos that are taken of you (or by yourself) over the course of the whole day.

Choose a different right to represent each time of day (morning, afternoon, evening, class, free time, etc.). They can be details from objects that are related with that right, portraits and family scenes, situations that you experience with friends, etc.

Choose the best ones with your family and take them to class as your teacher has asked (in digital format to project them, print outs, as if it were a personal diary, etc.).

5. RESOURCES FOR DELVING DEEPER

In this section, we collect proposals that we recommend for teachers in order to expand the activities to promote the Rights of Children and Adolescents by means of a set of bibliographical references and materials and audiovisual resources.

Childhood

Rights and the Obligations of Children (worksheets to colour in)
https://goo.gl/6CraFI

Boys, girls and their rights (illustrations)
Alejandro Bonasso, Inter-American Institute of Children and Adolescents
https://goo.gl/74y5Io

Rights and Obligations of Children (videos)
Blog "Una ventana al aula infantil" (A window to the children's classroom)
https://goo.gl/I9zQBN

Los Derechos de la Infancia (song) (The Rights of Children)
Los Lunnis for UNICEF
https://goo.gl/oqpnyk

Books

"Los derechos del niño" collection (The rights of children)
(Teresa Sabaté and Carme Solà)
Reference: Salvatella, 2002. Barcelona (Spain). From 3 to 6 years.

"Los derechos del niño" collection (The rights of children)
(various Spanish and Latin American authors)
Reference: Alfaguara Editorial, 2000. Madrid (Spain). From 6 to 12 years.

"Tengo derecho a..." ("I have the right to...") collection
(Katie Duckworth, Nicola Edwards and Jean Harrison)
Reference: Editorial Edelvives, 2005. León (Spain). From 8 to 10 years.

"Defiende tus derechos: un libro sobre los derechos humanos, escrito, ilustrado y editado por jóvenes de todo el mundo" (Defend your rights: a book about human rights, written, illustrated and edited by children across the world)
Reference: Ediciones La Vasija, 2005. Mexico. From 9 to 14 years.

"Los derechos del niño" (The rights of the child) collection
(Elena Presas Villalba and Macarena Smerdou Picazo)
Reference: Editorial Palabra, 2013. Primary.

Online games

"Derechos de la Infancia" (Rights of Children) with Enrédate.org from UNICEF
http://www.enredate.org/retrocd/flash/CD5/unicef_04_juegos/unicef_04_juego3.swf

"La educación en juego" (Education at play)
Online educational game about education and the Worldwide Campaign for Education.
http://desarrollo.imaxin.com/ayudaaccion/xogos/so_unha/index_es.php

Audiovisual resources

"La niña que silenció al mundo" (The girl that silenced the world) (duration 6 minutes 30 seconds)
Speech by Severn Suzuki at the Earth Summit (Río de Janeiro, 1992) In English, with Spanish subtitles.
https://youtu.be/Hhciwpc2yx0

"Malala en las Naciones Unidas" (Malala at the United Nations) (duration 17 minutes 26 seconds)
Speech by Malala Yousafzai at the UN headquarters (New York, 2013) In English, with Spanish subtitles.
https://youtu.be/UJZHFlao88Y

Recommended websites

"La Convención de los Derechos del Niño" (The Convention on the Rights of the Child) of the Children Platform"
Friendly versions adapted by age: from 6 to 8 years, from 9 to 12 years and from 13 to 17 years.
Link: http://plataformadeinfancia.org/que-hacemos/la-convencion-de-los-derechos-de-la-infancia/

"Derechos" (Rights) with Rayuela.org from the Spanish League of Education and Popular Culture
Animations, games, stories, tongue twisters and much more for each one of the rights of children. Recommended for Primary.
http://www.rayuela.org/derechos/igualdad/sabias-que/

Ayuda en Acción
www.ayudaenaccion.org

Ayuda en Acción is an international development cooperation organization.

We have been working for 34 years to improve the living conditions of the most impoverished communities and to promote effective enforcement and protection of human rights.

We have more than 100 programs for sustainable and comprehensive development, and carry out awareness raising and advocacy campaigns, which benefit more than 2.5 million people in 22 countries throughout Latin America, Africa, Asia and also Spain.

Education plays a key role in all our programs, given its importance in the process of social change and developing fair-minded and caring people.

RIGHT NOW...

is an educational programe from Ayuda en Acción

Follow the latest on Right Now... at:

programaeducativo.ayudaenaccion.org

EducacionAeA

@EducacionAeA