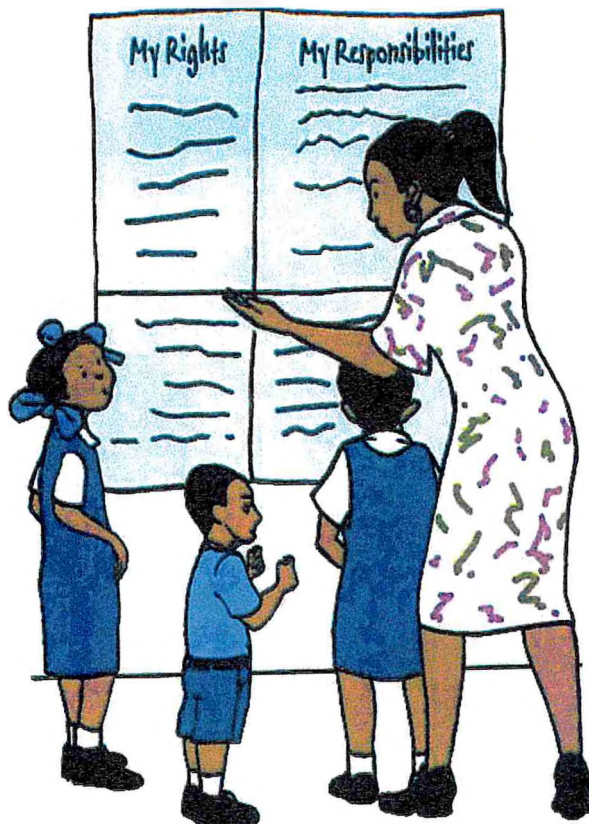


Human Rights Education



Primary Level Resource Manual Grades 4-6

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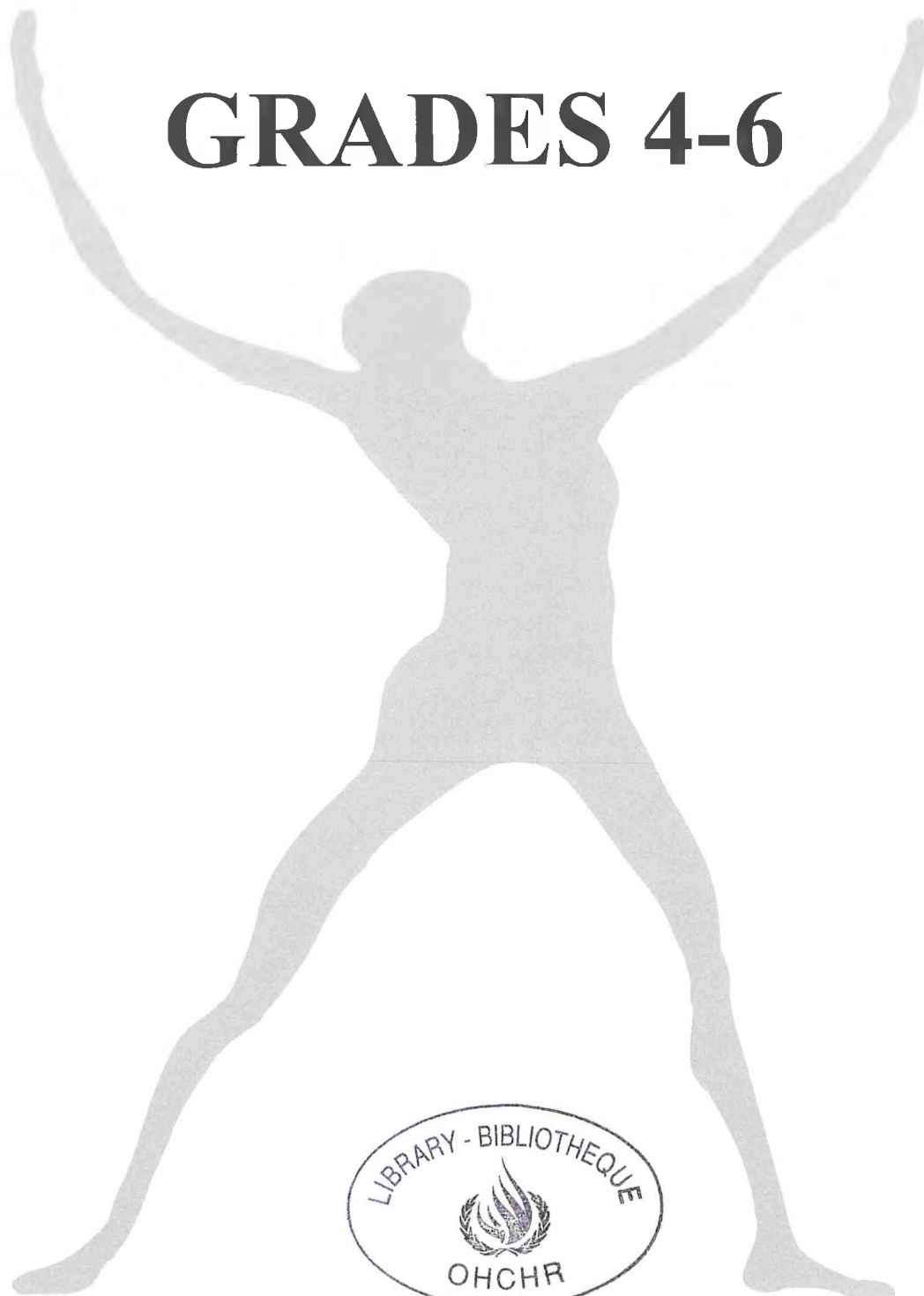
British High
Commission
Kingston



United States Agency for
International Development

HUMAN RIGHTS EDUCATION

GRADES 4-6



DEDICATION

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

ACKNOWLEDGEMENTS

The Independent Jamaican Council for Human Rights (1998) Limited is grateful for the encouragement and assistance of officials in the Ministry of Education, Youth and Culture, in particular:

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

The Honorable Mrs. Maxine Henry-Wilson
Minister of Education

Mrs. Adell Brown
Chief Education Officer

Human Rights Education

Primary Level Resource Manual

Grades 4-6

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The Independent Jamaican Council for Human Rights (1998) Limited

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HUMAN RIGHTS EDUCATION PROJECT OBJECTIVES AND GOALS

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

Objectives:

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

Goals:

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

FOREWORD

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

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

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

LLOYD BARNETT
CHAIRMAN - IJCHR

TABLE OF CONTENTS

Dedication.....	i
Acknowledgments.....	ii
Human Rights Education Project Goals and Objectives.....	iii
Foreword-Chairman, IJCHR.....	iv
Introduction.....	1
Convention on The Rights of the Child.....	2
The United Nations Convention on The Rights of the Child.....	3
Children Have Rights.....	4 - 5
Children Learn What They Live.....	6
A Children's Chorus.....	7
My Responsibilities.....	8
Why Human Rights Education?.....	9
Attempts to help our children	10
What do we teach as human rights education to Grades 4 - 6?.....	11
How will we teach these rights? (The Infusion Process).....	12 - 13
Highlights of the Grade 4 - 6 Curriculum.....	14 - 15
Suggested points of infusion of Human Rights Education Based on the United Nations Convention on the Rights of The Child in the Revised Curriculum for Grades 4 -6:	
Grade 4.....	16 - 17
Grade 5.....	18 - 19
Grade 6.....	20

Infusing Human Rights Education in the Curriculum for Grades 4 -6:

Sample Unit of Work Grade 4.....	21 - 23
Sample Unit of Work Grade 5.....	24 - 26
Sample Unit of Work Grade 6.....	27 - 31
Appendix 1 Some Effective Teaching Strategies.....	32 - 33
Appendix 2 Some Useful Resources for Teaching Human Rights.....	34
Appendix 3 Exploring the Human Rights Environment in Schools.....	35 - 42
Appendix 4 United Nations Convention on the Rights of the Child.....	43 - 48
Description of The Independent Jamaican Council For Human Rights “IJCHR”.....	49

HUMAN RIGHTS EDUCATION

Grades 4-6 primary

Introduction

This project is inspired by Human Rights principles and in particular an acceptance of the inherent dignity of each human being and that we are each our brother's keeper. This Resource Manual is for use by teachers of Grades 4-6 of the primary level school system. It reflects the aims of the United Nations Convention on the Rights of the Child (CRC) and the objectives of the Revised Primary Curriculum (RPC).

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

There are sample units of work for each grade; teachers should examine these units and adjust them to suit the ability level of their class. The Council anticipates feedback; suggestions of how to respond will be included in the final draft.

This booklet contains:

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

CONVENTION ON THE RIGHTS OF THE CHILD

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

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



THE UNITED NATIONS CONVENTION

The Convention contains 54 Articles, 41 of which deal with different types of rights that can be broken down into four broad categories:

- (i) **Survival rights** cover a child's right to life and the needs that are most basic to existence; food, clothing, shelter, medical care and a safe and clean environment.
- (ii) **Developmental rights** include those things that children require in order to reach their fullest potential. For example, education, play and leisure, cultural activities, access to information and freedom of thought, conscience and religion, the right to a name, nationality, home and family and the right to moral and spiritual guidance.
- (iii) **Protection rights** require that children be safeguarded against all forms of abuse, neglect, discrimination and exploitation. They cover issues such as abuse in the criminal justice system, child labour, drug abuse, sexual exploitation and protection of the disabled.
- (iv) **Participation rights** allow children to take an active role in their communities and nations. These encompass the freedom to express opinions, to have a say in matters affecting their own lives, to join clubs, groups and associations, to assemble peacefully and the right to access information.

**Jamaica's future is only as promising
as its next generation of citizens.**



Source: *The Rights of the Child*
Brochure: *The Independent Jamaican*
Council for Human Rights (1998) Limited

CHILDREN HAVE RIGHTS

Our children are our future. While they are growing into the adults who will develop and lead Jamaica tomorrow, they should have an atmosphere of love, understanding, caring and happiness.

Every child has the right to life and the care and protection necessary for his/her well being and development. Various laws in Jamaica protect these rights of children and the United Nations Convention on the Rights of the Child sets out the range of rights to which all children are entitled. These include:

- The right to be free from discrimination.
- The right to a name at birth and an identity.
- The right to live with his or her parents, unless separation is in the child's best interests, due to abuse or neglect.
- The right to express his or her opinion freely and have the opinion taken into account on matters affecting the child.
- The right to meet with others and to assemble together peacefully and to join clubs, association or other groups.
- The right to protection from unlawful interference with his/her privacy, family, home and correspondence.
- The right to protection from all forms of maltreatment and abuse.
- The right to the highest standards of health and medical care available.
- The right to education aimed to develop the child's personality, talents, mental and physical abilities fully and prepare the child for an active adult life in a free society.
- The right to enjoy his/her own culture and to practice their own religion and language.
- The right to leisure, play and to take part in cultural and artistic activities.
- The right to be protected from work that threatens the child's health, education or development.
- The right to be protected from all forms of exploitation, torture, cruel treatment or punishment.
- The right to legal or other assistance when in conflict with the law.

Source: *The Rights of the Child Brochure: The Independent Jamaican Council for Human Rights (1998) Limited*

WHO IS A CHILD?

The U.N. Convention states that a child is a person under 18 years unless national laws recognize an earlier age of majority. The age of majority in Jamaica is 18 years. The age of sexual consent is 16 years. The legal minimum age for receipt of medical counseling without parental consent is also 16 years.

SPECIAL LEGAL PROTECTION

The law prohibits and provides for the punishment of such acts as cruelty and ill-treatment of children, seduction, abduction, carnal knowledge, procuring the defilement and encouraging prostitution of girls. The law also restricts the employment of children under 15 years in industrial undertakings or under 16 years in night work and prohibits the general employment of children under 12 years.

The State also has a duty to provide special protection for a child deprived of the family environment and to provide alternative family care or suitable institutional placement.

BEST INTERESTS OF THE CHILD

The paramount consideration and primary concern in all actions concerning children, by the State, parents, public or private social welfare institutions, courts or other agencies must be the best interests of the child. This principle is reaffirmed in the Children (Guardianship and Custody) Act which states that in all questions relating to the custody or upbringing of a child or the administration of any property belonging to or held in trust for a child, the Court must regard the welfare of the child as the first and paramount consideration.

ADOPTION

Adoption must also be done in the best interests of the child. It must be done only with the authority of the Adoption Board. If a Jamaican child is adopted by a person in another country, the Board must ensure that there are safeguards for the child and such standards of care for the child are as equivalent to those in Jamaica.

EDUCATION

The law imposes a duty on the parent of every child of compulsory school age residing in a compulsory education area to see to it that he or she receives full-time education suitable to his age or ability.

DISABLED CHILDREN

A disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and to achieve the greatest degree of self-reliance and socialization possible.

Source: *The Rights of the Child Brochure: The Independent Jamaican Council for Human Rights (1998) Limited*

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism, she learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with ridicule, she learns to be shy.

If a child lives with shame, he learns to be guilty.

If a child lives with tolerance, she learns to be patient.

If a child lives with encouragement, he learns confidence.

If a child lives with praise, she learns to appreciate.

If a child lives with fairness, he learns justice.

If a child lives with security, she learns to have faith.

If a child lives with approval, he learns to like himself.

If children live with acceptance and friendship,
they learn to find love in the world.

Source: *The Rights of the Child Brochure: The Independent Jamaican Council for Human Rights (1998) Limited*

A CHILDREN'S CHORUS

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

(The TEN PRINCIPLES from "A Children's Chorus" E.p. Dutton, for AI-USA, 1987)

Source: *Human Rights Education for Citizenship: Teachers' Manual for Caribbean Schools 1999*



MY RESPONSIBILITIES

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

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

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

WHY HUMAN RIGHTS EDUCATION?

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

Our children suffer from:

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

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

ATTEMPTS TO HELP OUR CHILDREN

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

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

There are also internationally funded agencies such as:

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

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

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

WHAT DO WE TEACH AS HUMAN RIGHTS EDUCATION TO GRADES 4-6?

The various human rights for specific groups of people provide a guide for what is to be taught as human rights education. An examination of the Grades 4-6 Revised Primary Curriculum will show that many aspects of the Convention on the Rights of the Child are contained in, or overlap with, many of the themes and topics of the curriculum. However, a more deliberate effort is needed to bring some concepts or rights and responsibilities of the child to the fore, even at this level. This is where the process of infusion is important. We must teach the primary curriculum, but at the relevant places especially where the content is similar, particular aspects of human rights can be emphasized. In Grades 4-6 all aspects of the CRC do not have to be presented to the children, as at this stage only an awareness is necessary. This will provide a basis for further development of human rights issues.

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

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

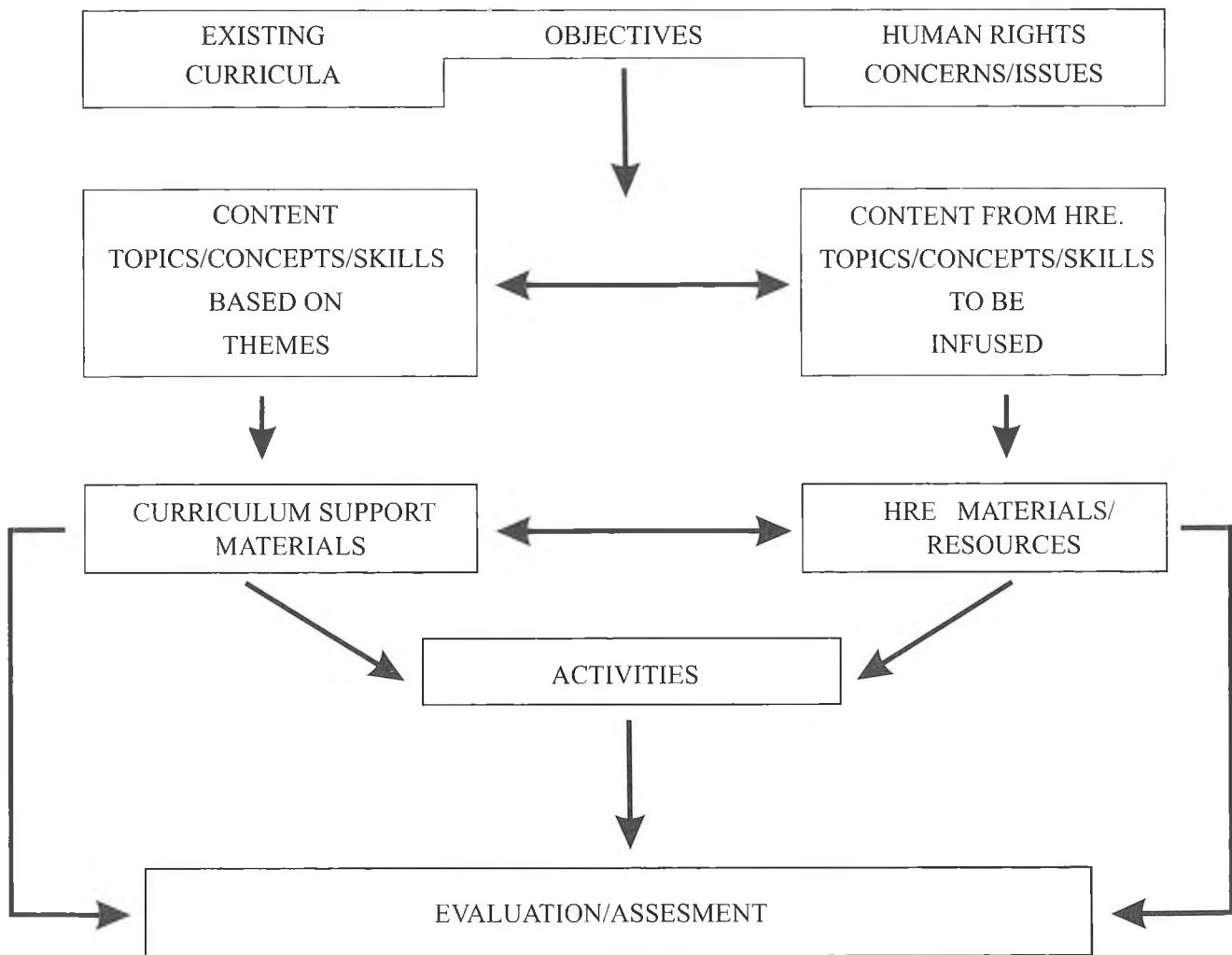
HOW WILL WE TEACH THESE RIGHTS?

The infusion process

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

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

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

AN INFUSION MODEL

Developed by Fraser and Vassell 2005 for IJCHR

HIGHLIGHTS OF THE GRADES 4 - 6 CURRICULUM

Whereas the Grades 1-3 curriculum is integrated, the Grades 4-6 curriculum has distinct subject areas. However, there are in some instances a higher level of integration which spans common topics across subject areas such as Science, Language Arts, and Social Studies. Interdisciplinary themes are investigated through research and project work. There is also an emphasis on Language Arts across the curriculum where other subjects are used as the basis for teaching Language Arts skills.

The curriculum is child centered and based on the premise that every child can learn. As such, it sets out to empower the child to face the challenges of adulthood and the age in which he/she lives.

The curriculum aims at developing certain aspects of the child's life such as

- coping skills
- a greater sense of responsibility
- identity as a citizen of a community, country and the world
- a foundation for life-long learning
- social and moral principles through spiritual awareness and
- positive attitudes and values

All this can be achieved not only through the content of the curriculum but also through the various teaching strategies that the teacher is encouraged to use, which help students to express themselves, identify and work through issues and problems and to cooperate and share ideas.

Teachers are also challenged to adopt the curriculum to suit the ability levels and learning styles of their students and to make use of the local environment.

As in the Grades 1 -3 curriculum, several aspects of human rights are dealt with, though without a specific, deliberate reference to any particular right. Concerns such as health, safety, environment, diversity of religious beliefs, culture and the aesthetics are addressed. These are similar issues to those dealt with in Human Rights Education. The curriculum therefore provides several opportunities for the infusion of Human Rights Education.

Again the appeal is that the demands of the curriculum must be met in the process of infusion and repetition must be avoided. Some rights can continue to be infused at the relevant places in the

curriculum, remembering that a foundation is being established on which more in depth knowledge can be based in the higher grades.

The attributes of some of the subjects are given below and serve to convey the important commonalities of the subjects with Human Rights Education.

Drama encourages creativity, fosters imagination, allows for the exploration of values and heightens pupils' awareness of themselves and their environment.

Music, Dance, Drama and the **Visual Arts** do more than provide recreational outlets for the child. They build skills of adaptability, innovativeness, problem solving and play a role in the emotional development of the child.

Physical Education enhances physical fitness and a variety of motor skills as well as enhances self direction, self esteem, cooperative behaviour and attitudes necessary for a healthy lifestyle.

Religious Education aims to help pupils learn from and about religion as they:

- appreciate religious ideas, beliefs and practices
- develop an openness and sensitivity towards people whose religious beliefs and practices are different
- become aware of the role of religion in shaping religious cultural and social life in the region

Science at the primary level aims to make learning fun as students satisfy their curiosity about the environment, themselves, and their role in society and the world. Opportunities are provided for the development of positive attitudes and values and regard for the safety of self and others.

Social Studies covers the study of people, their activities and relationships as they interact with each other and with the environment to meet their needs. This helps the children feel valued and valuable.

Students are expected therefore to read, write and analyze, develop information-gathering skills, ask questions about information gathered, organize information logically and simulate given situations. It is hoped that the development of positive attitudes and values will allow students to participate as active citizens in a democratic society.

Source: Revised Primary Curriculum Grades 4-6, Ministry of Education & Culture 1999.

SUGGESTED POINTS OF INFUSION OF HUMAN RIGHTS EDUCATION BASED ON CRC IN THE REVISED CURRICULUM FOR GRADES 4-6

The following pages aim to illustrate what can be infused at the Grades 4-6 levels. The Grade 4 curriculum allowed for several points of infusion but the process became more difficult at the Grades 5 and 6 levels as we tried to avoid repetition. However, several of the rights of the child can still be taught in an integrated manner.

Grade 4

Term		Subjects
1	Unit Title:	<u>Physical Education</u>
	Focus:	Physical Education & Lifestyle
	Questions:	<ol style="list-style-type: none"> 1. How does P.E. help me to develop and maintain a healthy life style? 2. How and why should I practice good personal hygiene?
	Right:	The right to leisure, play and participation in cultural and artistic activities.
	Unit Title:	<u>Religious Education</u>
	Focus:	What is Religion?
	Questions:	<ol style="list-style-type: none"> 1. Do people in my community practice their faith in the same ways and for the same reasons as those who first worshipped? 2. Are there some things that all religious people do?
	Right:	Right to religious and moral guidance.

Grade 4

Term		Subjects
2	Unit Title:	<u>Language Arts</u>
	Focus:	Friends
	Question:	1. In what ways do we interact with our friends?
	Right:	Freedom to associate with others.
	Unit Title:	<u>Science</u>
	Focus:	Water & Air: Pollution
	Questions:	1. What is water and why is it important to life? 2. How can I make water safe for drinking? 3. How can the air I breathe be unsafe?
	Right:	Right to a healthy, safe and clean environment.
	Unit Title:	<u>Social Studies</u>
	Focus:	How do we affect the environment as we meet our economic needs?
	Questions:	1. How do we affect the environment as we meet our needs in agriculture, tourism, mining, manufacturing? 2. How do we preserve our environment?
	Right:	Right to a healthy, safe and clean environment.

Term		Subjects
3	Unit Title:	<u>Social Studies</u>
	Focus:	Population Movement
	Questions:	1. Why do people move from one place to another? 2. What are the effects of migration on people and places?
	Right:	Right to enter or leave a country to be united with family.

SUGGESTED POINTS OF INFUSION OF HUMAN RIGHTS EDUCATION BASED ON CRC IN THE REVISED CURRICULUM FOR GRADES 4-6

Grade 5

Term		Subjects
1	Unit Title: Focus: Questions: Right:	<u>Music</u> Music in Everyday Life 2. How can I appraise music and recognize the difference in musical styles? 3. How do I select sounds to create music which characterizes mood, messages in stories and poems? Right to leisure, play and participate in cultural & artistic activities.
	Unit Title: Focus: Questions: Right:	<u>Visual Arts</u> Making Art Work 1. How can I use the elements of Art to create composition? 2. How can I use the principles of design to unify composition? Right to leisure, play and to participate in cultural & artistic activities.

Grade 5

Term		Subjects
2	Unit Title:	<u>Science</u>
	Focus:	Nutrition
	Questions:	1. What are nutrients and why are they important? 2. How can I know what nutrients are present in food?
	Right:	Right to proper health care and good health. Right to proper standard of living, survival and development.
	Unit Title:	<u>Social Studies</u>
	Focus:	Resources of the Caribbean
	Question:	1. How can the use of Caribbean resources be protected?
	Right:	Right to a healthy, safe and clean environment.

SUGGESTED POINTS OF INFUSION OF HUMAN RIGHTS EDUCATION BASED ON CRC IN THE REVISED CURRICULUM FOR GRADES 4-6

Grade 6

Term		Subjects
2	Unit Title: Focus: Questions: Right:	<u>Drama</u> Culture & Drama 1. How aware am I of my culture? 2. Does culture affect my dramatic work? Right to enjoy his/her own culture and be involved in cultural and artistic activities.
	Unit Title: Focus: Questions: Right:	<u>Language Arts</u> Folk Tales 1. How do I respond to Anancy Stories? 2. How do I express and respond to other Jamaican folk stories? Right to enjoy his/her own culture and be involved in cultural and artistic activities.

Term		Subjects
3	Unit Title: Focus: Questions: Right:	<u>Science</u> The Environment and Us 1. What is a communicable disease and how does it become widespread? 2. Why is it important to say no to drugs? 3. Why is it important to care for the environment? Right to preventative health care. Right to be protected from use, production and distribution of drugs. Right to clean and healthy environment.

INFUSING HUMAN RIGHTS EDUCATION IN THE CURRICULUM FOR GRADES 4-6**Sample Unit of Work****Grade 4****Subject:** Social Studies**Term:** 2**Unit:** 2**Unit Title:** How we affect the environment as we meet our economic needs**Focus Question:** How can we preserve the environment while meeting our economic needs?**Human Rights emphasis/issue:** The child's right to a clean and healthy environment**General Objectives**

Pupils will be aware of:

- The interaction between people and their environment as they exploit earth's resources to meet their needs.
- The consequences of these interactions.
- Their right to a clean and healthy environment.

Objectives:

Pupils will:

- Identify the activities that may harm the environment and make it unhealthy.
- Describe steps that have been taken or that can be taken to minimize/prevent damage to the environment.
- Identify and use relevant information.
- Discuss the part they can play in minimizing/preventing environmental damage in their homes, school and community.
- Identify the effects of an unclean and unhealthy environment on the pupils themselves.
- Begin to develop the habit of behaving in ways that will minimize/prevent environmental damage.
- Develop a commitment towards stewardship of the environment as they try to ensure that their right to a clean and healthy environment is enforced.

Materials/Resources

- Multimedia materials (such as photographs) on environmental damage brought about by economic activities in particular, including manufacturing, mining, tourism and agriculture.
- Story “*Willy's River is Dying*” from *Juice Box and Scandal* by Hazel Campbell.
- Resource Persons from one of the following:
 - National Environment Planning Agency (N.E.P.A)
 - Rural Agricultural Development Authority (RADA)
 - Hotels
 - Manufacturing establishments
 - Caribbean Cement Company
 - A Bauxite Company
 - One of the farming groups
- Material for making posters and flyers.

Activities/Procedures

Pupils will:

- List some economic activities that give rise to an unhealthy environment (if care is not taken to prevent it happening).
- Explain how these activities affect the environment.
- Go on “walk about” on the school compound or in the community and identify areas where damage to the environment is evident e.g. area where garbage is burnt, area littered with garbage especially containers that can collect water, waste water flowing from drains.
- In class make a poster to show how what observed are creating an unclean and unhealthy environment for them.
- Make flyers and posters to inform the school community about the problems identified and how they contribute to an unclean and unhealthy environment then suggest corrective measures to be taken.
- Develop a class plan and share with school population, then implement the plan. Plans could include sorting waste from school into **biodegradable** and **non biodegradable** waste, then disposing of the waste appropriately and making compost in school garden.
- Read or listen to story “*Willy's River is Dying*” and discuss the ways in which the economic activities made the environment unhealthy and what the citizens did.
- Listen to and ask questions of resource persons from organizations concerned with environmental preservation, speak on matters of environmental care as this relates to sustainable development. Create “Did you know?” fact sheets from information from

pamphlets and oral presentation.

- Write letters to hotels, mining establishments, manufacturers of chemicals for household use and agricultural use and farmers requesting information on:
 - a) The kinds of waste generated by the establishment
 - b) How the waste is disposed of
 - c) How the product(s) they produce should be used
 - d) Measures that they have in place to reduce the negative effects of their waste disposal methods or production activity on the environment
- Discuss the information received from the establishments and create a table of the measures taken that have been put in place to preserve the environment and make suggestions where they think more can be done.
- With teacher's help, invite a representative of one of the establishments to speak with the class regarding the students' concerns about keeping the environment clean and healthy.

Assessment

- List of economic activities and the resulting damage to the environment
- List of observations made during walk about
- Fliers and posters
- Completed plan
- Did you know? Fact sheets
- Suggestions of additional measures
- Oral expressions of their concerns

Evaluation

Were pupils able to:

- Relate environmental damage to specific economic activities?
- Detect through observations aspects of environmental concerns?
- Produce fliers and posters that were clear and informative?
- Develop a feasible plan and carry this out?
- Develop fact sheets that were accurate from the information?
- Make suggestions where necessary for additional measures to preserve the environment?
- Express their concerns respectfully and convince the adults about their rights to a clean and healthy environment?

Sample Unit of Work

Grade: 5

Term: 2

Subject: Science

Unit: 2

Unit Title: Nutrition

Focus Question 1: What are food nutrients and why are they important?

Human Rights emphasis/issue: The right to the highest standards of health.

N.B. This falls under the broad category of survival rights. That of the child's right to life and the needs that are basic to existence: food, clothing, shelter and medical services.

General Objectives:

Pupils will:

- Recognize the importance of a balanced diet.
- Recognize that living things need certain conditions to sustain life.
- Be aware of their right to a good standard of health and living.

Objectives

Pupils will:

- Identify the food nutrients and state what each supplies to the body.
- Analyse meals to determine which has the widest range of nutrients.
- Formulate a menu for different meals reflecting the components of a balanced diet.
- Recognize the part good nutrition plays in maintaining a good standard of health.
- Explain why good health can be considered an important right of each individual.

Materials/Resources

- Food group chart
- Labels from food packages
- Multimedia materials on food nutrients and food groups
- Pictures/Drawings of main dishes for different meals
- *Cajanus* (Magazine) and other Caribbean Food and Nutrition Institute (CFNI) publications

- Multimedia materials on persons suffering from diseases due to the lack of particular nutrients
- Copy of “A Children's Chorus” from *Human Rights Education for Citizenship: Teachers' Manual for Caribbean Schools*

Activities/Procedures

Pupils will:

- Review the food groups with teacher, record the main points of the discussion then name which food(s) from each group they ate the previous day.
- Examine the food group chart and list the nutrients that each group supplies.
- Discuss whether foods they ate the previous day supplied the nutrients needed.
- Discuss what is a balanced diet. Make up a one-day menu naming the nutrients present in food selected. Decide if the menu is balanced or not giving reasons.
- Identify the food groups in each meal and list them. Choose the meal that provides the widest range of nutrients. Report information.
- Collect labels of different food packages and list the nutrients present in each. Discuss the uses of the nutrients to the body and record these uses in a table. List the nutrients in a snack of milk and biscuits and a snack of 'cheese trix' and bag juice. Compare the list and determine which is more nutritious.
- Observe, then discuss pictures/drawings/multimedia materials on children and adults suffering from disease related to the lack of a particular nutrient in their diet. Given the scenario of someone suffering from a particular deficiency disease whose symptoms are stated, name the nutrient that is lacking.
- Research and develop a portfolio on nutrient-deficiency diseases.
- Participate in discussion on the contribution of good nutrition to good standard of health as it relates to physical development and mental development.
- Develop a poster on **dos** and **don'ts** for eating right.
- In groups talk about why it is important to maintain a good diet and why the right to food is such an important one. Write a paragraph on the importance of a good diet to be displayed on the class bulletin board.

Assessment

- List of food groups and corresponding nutrients
- Oral identification of foods eaten and the nutrients they supplied
- Menu
- Reasons given on whether menu is balanced or not

- Uses of nutrients (table)
- Comparisons made on the two snacks
- Identified diseases and nutrients lacking.
- Portfolio
- Poster
- Paragraph

Evaluation

Were pupils able to:

- Identify the food groups correctly and make the correct relationships with the nutrients supplied?
- Develop menu for meals and give valid reasons for the menu being balanced or not?
- Complete table of nutrients?
- Select the snack that provides the widest range of nutrients giving valid reasons?
- Correctly identify the disease and the nutrient lacking giving valid reasons for choice?
- Develop a portfolio showing evidence of research?
- Produce a poster that (adequately) clearly and simply shows what should be done and not done?
- Write a paragraph that brings out the link between eating the right food and development of the child and that explains why this should be included in the rights of the child?

Sample Unit of Work

Grade: 6

Subject: Language Arts

Term: 2

Unit: 2

Unit Title: Folk Tales

Focus Questions

1. How do I express and respond to Anancy stories?
2. How do I express and respond to other Jamaican folk stories?

Human Rights emphasis/issue:

The right to enjoy his/her own culture.

General objectives:

Pupils will :

- Read for fluency and enjoyment.
- Respond critically and aesthetically to literature and other stimuli.
- Enjoy the rich variety of folk tales which are part of the Jamaican culture.

Objectives

Pupil will:

- Define culture, folk tales, folk culture and explain the origins of Anancy stories .
- Recognize folk tales as part of the Jamaican culture.
- Read and enjoy the rich variety of the Folk Tales.
- Identify and use ideas and information at the literal inferential and critical levels.
- Identify and respond with voice to distinctive features of oral language e.g. songs, stories, poems.
- Listen critically to ideas expressed and react appropriately.
- Speak confidently as a member of a team on an agreed position.
- Assume roles when reading a range of unfamiliar texts.
- Apply comprehension skills across content area noting main points, key words, summarizing etc.
- Write stories with an opening, setting and characters which engage the reader.

- Discriminate between Creole and Standard English usage.
- Use Standard Jamaican English (SJE) confidently in speech and story writing.

Materials/Resources

LMW readers Year 2 Term 3

LMW Story Time 2

Selection from Libraries, teacher's and pupil's collection.

Teacher Resources

Jamaican Folk Tales and Oral Histories by Laura Tanna

Encyclopedia of Jamaican Heritage by Oliver Senior

Activities/Procedure

Pupils will:

- Listen to Anancy Story telling by older member of community.
- Discuss history of Anancy Stories.
- Describe how the family participated in story telling sessions
- Express their views about Anancy and other characters in the stories.
- Share stories that they know.
- Collect Anancy Stories and other folk tales.
- Create a Story map from a story.
- Change story endings to reflect what they would like.
- Make up Anancy Stories about some happenings in Jamaica today.
- Illustrate one of the stories.
- Listen to and tell other Jamaican folk stories duppy stories, legends, stories about unusual characters, places, situations.
- Discuss the qualities of some of these characters in stories in “Monkey's Heart”, “Golden Table”.
- Classify folk tales according to type e.g. slavery, place, names, personalities, Spanish occupation.
- Take the role of different characters and retell stories.
- Give their views on characters.
- Fill in story frame.
- Read Arawak Story and suggest what the gifts exchanged tell about the people.
- Discuss how the Arawaks felt about the Spaniards then discuss the students' personal feelings about the Arawaks and the Spaniards.
Rewrite the Arawak Story as Shining Star would tell it.
- Identify examples of adjectives, adverbs, prepositions, conjunctions and punctuation marks, and have the children use them in writing their own stories.
- Identify rhyming words in the poem “Legend of the Golden Table”.
- Replace words in stories with multi-syllable words e.g. happy/exuberant.
- Use KWL to find out about
 - mermaids
 - old higue

- ghosts
 - 3 footed horse
 - superstitions about Cotton Trees and other plants
 - 3 fingered Jack
 - Spanish Jar
 - Tombstone Lacovia
- Share findings with the class.
- Complete the web of “The Golden Table” and use part of it that refers to Jackson to write a full story, adding new ideas. Then proofread and revise the story.
- Use 'herringbone' technique to plot the story ‘Lovers Leap’ and ‘The White Witch of Rose Hall’.
- Invite resource persons from JIS/JCDC to present films or make presentations on aspects of folk culture.
- Watch T. V. programmes on folk culture and write reports on the information presented.
- Read newspapers to find other advertisements of folk culture events.
- Make a poster to advertise an imaginary folklore session at school.
- Work in pairs to interview older persons in the community about folk tales.
- Use information gathered to create skits.
- Translate Creole sections into English.

Assessment

- Participation in story telling
- Story versions
- Character analyses and views on characters
- Multi-syllable words
- Written story
- Story map and story frame
- Booklet of folk tales and legends
- Advertisement for folklore session
- Interviews
- Skits
- Correct translations

Evaluation

Were pupils able to:

- Listen and respond to story teller's language?
- Tell stories capturing character and mood?
- Express personal views and give reasons?
- Read to understand and enjoy stories?
- Write new endings?
- Represent a story on a story map or frame?
- Show awareness of character, conflict and plot in their stories?
- Show ability to create interesting plots, settings and outcomes etc.?
- Tell a variety of stories?
- Identify story types?
- Express their views based on what the character says, does, and looks like?

Appendix 1

SOME EFFECTIVE TEACHING STRATEGIES

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

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

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

Appendix 2**SOME USEFUL RESOURCES FOR TEACHING HUMAN RIGHTS**

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

These can be very useful:

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

Appendix 3

EXPLORING THE HUMAN RIGHTS ENVIRONMENT IN SCHOOLS

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

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

What is the present climate in the school?

Please read the following questions and think about your school. The aim of these questions is not to attack the discipline and order of the school, but to make teaching/learning easier by creating a climate of respect throughout the school.

Relations between students:

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

Are there prejudices against students? For example, against religious groups, girls, or students from a specific community?

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

Relations between teachers, principal and students:

Are students expected to obey teachers without understanding the orders?

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

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

Are students humiliated by teachers? Is discipline humane?

Is there a student council?

When do students see the principal?

Is the principal's office door opened or closed?

Does the principal know the students' names?
 Are all students treated equally?
 Is there a student council? Are students elected/selected democratically for this council?
 Do students have a voice in decision making?
 Do teachers show respect for students and vice versa?

Relations between teachers and principals:

Are teachers afraid to complain or to give suggestions to the principal?
 Are teachers given a voice in policy decisions?
 Are teachers treated equally?
 Is promotion based on performance or on political or personal considerations?
 What about relations between teachers and educational authorities?

Relations between teachers:

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

Relations between teachers and parents:

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

School rules and procedures:

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

The physical environment:

Are living conditions in the school building healthy?

Is there a playground?

Are students involved in making their classroom comfortable?

Are students' paintings, poems and writings displayed on the walls?

Is the work of less able students also displayed?

Are learning materials and equipment equally available for students regardless of gender or social status?

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

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

Violence, conflicts and prejudices among students:

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

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

Rules:

If students find some rules unnecessary, unfair or without reason why not allow them to suggest changes? Rules in school are necessary if we want to avoid confusion and chaos, but each rule can be examined to see if it is fair.

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

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

Class Meetings

(Adapted from Educating for Character” by T. Lickona p. 149. 151)

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

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

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

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

Types of Class Meetings

- **Good news meeting:** Here, ask questions like “Who has some good news to share?”
- **Circle:** Go around the circle using one of the “sentence starters” below.
Everyone can choose to speak or not to speak. After everyone has had a turn, the teacher can use individual students' contributions as a starting point for discussion. Some sample sentence starters are:
 - “Something I like about this class...”
 - “Something I think would make our class better...”
 - “A decision I think we should make...”
 - “I am wondering why...”
 - “It worries me that...”
 - “I wish that...”
- **Compliment time:** One or two children are chosen; taking one child at a time, the teacher invites classmates to say something they like or admire about that person.
- **Goal-setting meeting:** Discuss the goals for the morning, the day, the week, a curriculum unit, the academic year.
- **Rule-setting meeting:** Here, ask questions like “What rules do we need for our classroom?” “For going to the gym?” “For going to the canteen?”
- **Rule-evaluating meeting:** Have students write about, then discuss the following questions: “What are the school rules? Why do we have them? Are they good rules? If you could change one rule, what would it be? Do any of our classroom rules need changing to make them work better?”
- **Evaluation:** Here, ask questions like “What was good about today?” “How can we make tomorrow a better day?” “How can we make that activity work better next time?”

- **Reflections:** Here, ask questions like “What did you learn from this activity (unit, project, book)?”
- **Student presentation:** One or two students present a piece of their work, such as a project or a story.
- **Problems:**
 - Individual problems: “Who's having a problem that we might be able to help solve?”
 - Group problems: “What's a class problem that we should talk about?”
 - Complaints and recommendations: “You can make a complaint about a problem, but you have to offer a recommendation for correcting it.
 - Fairness meeting: “How can we solve this conflict in a way that is fair to everybody?”
- **Academic issues:** Here, ask questions like “Why do you think we to study this?” “What would help you do a better job on homework?” “On the next test?” “How could the last test have been improved?”
- **Classroom improvement meeting:** Here, ask questions like “What changes would make our classroom better?”
- **Follow up meeting:** Here, ask questions like “How is the solution/change we agreed upon working? Can we make it work better ?”
- **Concept meeting:** Here, ask questions like “What is a friend? How do you make one?” “What is a conscience? How does it help you?” “What is a lie? Is it ever right to tell one?” “What is trust? Why is it important?” “What is courage? How do people show it?”
- **Suggestion box/ class business box:** Any appropriate item students have suggested for discussion.
- **Meeting on meetings:** Here, ask questions like “What have you liked about our class meetings? What haven't you liked? What have we accomplished? How can we improve our meetings?”

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

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

Ideas for a model class meeting:

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

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

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

Form the class into pairs

- **Pose the problem or question:** For example, “Several people have said that there is a lot of name calling on the playground. What can we do to solve this?”
- **Partner talk:** Have partners share thoughts with each other (3 to 5 minutes); move around and help those who may be slow to interact.
- **Signal for quiet:** Establish a signal for stopping talk in pairs, ready to begin whole group discussion.
- **Whole-group discussion:** Invite several pairs of students to share their ideas with the group; invite reactions to these ideas; ask further questions; if appropriate, reach and record agreement on action. Plan what to do and set a time for a follow-up meeting.
- **Close the meeting:** Here you can go around the circle for final comments, summarise what happened, ask the students to think what they remember most about the meeting, or evaluate it.

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

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

Things to think about

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

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

(Adapted from: “First Steps: A Manual For Starting Human Rights Education”, produced by Amnesty International, 1996)

Appendix 4

Summary

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

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

Article

1. **Definition of a child**

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

2. **Non-discrimination**

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

3. **Best interests of the child**

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

4. **Implementation of rights**

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

5. **Parental guidance and the child's evolving capacities**

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

6. Survival and development

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

7. Name and Nationality

The right to have a name from birth and to be granted a nationality.

8. Preservation of identity

The State's obligation to protect and, if necessary, re-establish the basic aspects of a child's identity (name, nationality and family ties).

9. Separation from their parents

The child's right to live with his/her parents unless this is deemed incompatible with his/her best interests; the right to maintain contact with both parents if separated from one or both; the duties of States in cases where such separation results from State action.

10. Family reunification

The right of children and their parents to leave any country and to enter their own in order to be reunited or to maintain the child-parent relationship.

11. Illicit transfer and non-return

State's obligation to try to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.

12. The Child's opinion

The child's right to express an opinion, and to have that opinion taken into account, in any matter of procedure affecting the child.

13. Freedom of expression

The child's rights to obtain and make information, and to express his or her views, unless this would violate the rights of others.

14. Freedom of thought, conscience and religion

The child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance and national law.

15. Freedom of association

The right of children to meet with others and to join or set up associations, unless the fact of doing so violates the rights of others.

16. Protection of privacy

The right to protection from interference with privacy, family, home and correspondence, and from libel/slander.

17. Access to appropriate information

The role of the media in disseminating information to children that is consistent with moral well-being and the knowledge and understanding among peoples, and respects the child's cultural background. The State is to take measures to encourage this and to protect children from harmful materials.

18. Parental responsibilities

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

19. Protection from abuse and neglect

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

20. Protection of children without families

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

21. Adoption

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

22. Refugee children

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

23. Handicapped children

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

24. Health and health services

The right to the highest level of health possible and to access health and medical services, with special emphasis on primary and preventive health care, public health education and the

diminution of infant mortality. The State's obligation to work towards the abolition of harmful traditional practices. Emphasis is laid on the need for international cooperation to ensure this right.

25. Periodic review of placement

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

26. Social Security

The right of children to benefit from social security.

27. Standard of Living

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

28. Education

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

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

29. Aims of education

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

30. Children of minorities or indigenous peoples

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

31. Leisure, recreation and cultural activities

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

32. Child labour

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

33. Drug Abuse

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

34. Sexual exploitation

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

35. Sale, trafficking and abduction

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

36. Other forms of exploitation

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

37. Torture and deprivation of liberty

The prohibition of torture, cruel treatment or punishment, capital punishment, life imprisonment, and unlawful arrest or deprivation of liberty. The principles of appropriate treatment, and unlawful arrest or deprivation of liberty. The principles of appropriate treatment, separation from detained adults, contact with family and access to legal and other assistance.

38. Armed conflicts

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

39. Rehabilitative care

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

40. Administration of juvenile justice

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

41. Respect for existing standards

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

The provisions of articles 42 -54 notably foresee:

- (1) The State's obligation to make the rights contained in this Convention widely known to both adults and children.
- (2) The setting up of a Committee on the rights of the Child composed of ten experts, which will consider reports that State Parties to the Convention are to submit two years after ratification and every five years thereafter. The Convention enters into force and the committee would therefore be set up once 20 countries have ratified it.
- (3) State Parties are to make their reports widely available to the general public.
- (4) The Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluation known to each State party concerned as well as to the UN General Assembly.

THE INDEPENDENT JAMAICAN COUNCIL FOR HUMAN RIGHTS “IJCHR”

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

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

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

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

- Human Rights Education
- Advocacy
- Constitutional and Legal Reform

Human Rights Education

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

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

Contact Details

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Acronym: **IJCHR**

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