

## Human Rights Curricular Framework

### PRIMARY LEVEL

<b>Subjects</b>	<b>Topic</b>	<b>Human Rights Concepts</b>
Social Studies	Self-esteem and Human dignity	Human dignity
Moral Education	My Neighborhood	Respect for Others
Moral Education	I am a Little Master	Right of participation Political rights, Constitutional rights and obligations
Integrative Activities	Happy Childhood	Right to recreation and leisure
Integrative Activities	Rules in the classroom	Right to freedom of expression
Social studies	Introducing Human Rights	Human rights in general
Life Curriculum (including Social Studies, Arts and Humanities, Science and Technology)	Human Rights for All	Rights of the child
Social studies	Respect and Responsibility	Rights, rules and responsibility
Integrative Activities	Respect and Protection	Right to preservation of identity, right to life
Integrative Activities	Rights of the Child	Right to protection from all forms of violence
Social Studies	Human Rights Violations	Right to protection
Social Studies	Human Rights Protection	Duty of the government Protection of rights

**LOWER SECONDARY LEVEL**

<b>Subjects</b>	<b>Issues</b>	<b>Human Rights Concepts</b>
Thought and Morality	Cherish Life	Right to life
Extracurricular activity	Right to Protection	Right to protection/ care
Extracurricular activity	Caring for Each Other	Human rights violations in school
Social Studies	Family and Social Security	Right to social security Equal opportunity Social protection Social welfare system
Social Studies	Taking Human Rights Action	Rule of law and human rights Legal aspects of human rights

## UPPER SECONDARY LEVEL

Subjects	Issues	Human Rights Concepts
Liberal Studies, Human Rights Education, Civic Education	Human Rights Principles	Inalienable, interrelated, interdependent & indivisible rights Equality Legal protection Lack of precondition for enjoying human rights Respect
	Universality of Human Rights and “Asian Values”	Human rights are universal, inalienable and of equal importance Equality of rights
	Human Rights and Underprivileged People	Equality Non-discrimination Economic and social rights
	Public Place: Protestors, Street Performers, and Hawkers	Political rights including freedom of expression Economic and social rights
	Burning the National Flag and Freedom of Expression	Freedom of expression
	Freedom of Expression and Assembly	Concept and limit of freedom of expression Right to hold peaceful assembly

## PRIMARY LEVEL



## **Self-esteem and Human Dignity**

We are all different, yet we are all the same. Even though each person has diverse background, we, human beings, have the same dignity. Human dignity is inherent when we are born. It must be respected and protected. The 1948 Universal Declaration of Human Rights enshrined this principle in its preamble: 'Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world'.

<b>Topic</b>	: Self-esteem and Human Dignity
<b>Level</b>	: Primary
<b>Subject</b>	: Social studies
<b>Human Rights Concept</b>	: Human dignity
<b>Time Allotment</b>	: One session

### **I OBJECTIVES**

Students will be able to explain the concept of self-esteem and human dignity.

### **II RESOURCES**

- Different kinds of fruits or vegetables
- Gu Jung Hwa, Seol Gu Ju, Song Hyun Jung, **Understanding for Human Rights Education for Teacher** (Seoul: National Human Rights Commission of Korea, 2007).

### III PROCEDURE

#### A. Opener

The teacher hands out fruits and vegetables to the students (one fruit or vegetable per student) and asks them to give them names and observe their features. The teacher encourages the students to think of any connection between the fruits and vegetables to people such as friends or family members, or to imaginary characters.

After the students have given names to the fruits and vegetables, the teacher pretends to have made a mistake, and gathers all the fruit and vegetables and put them in one pile.

#### B. Development of Activities

The teacher asks the students to get their own fruit or vegetables from the pile and tell the class their respective names and characteristics. The teacher lists on the board the positive descriptions of the fruits and vegetables by the students.

#### Examples of stories of the students:

##### Example 1

I'd like to name it 'Tiny'...

My carrot is as small as my little finger...

I think my 'Tiny' like traveling before because it has soil on the face...

I want to become a friend of 'Tiny'. I like traveling too.

##### Example 2

I like this banana a lot, because it has a lot of spots like me...

Sometimes I don't like my freckles. This banana's spots are bigger than mine...

I hope it can be my brother or sister.

I am the only one who has freckles in my family...

After the students have introduced them to the class, the teacher asks:

#### **How were you able to find your fruit/vegetable?**

The students are expected to say that they can easily know each fruit/vegetable and thus can find their own fruit/vegetable quickly.

The teacher asks another question: **What if these were human beings, will you be able to easily find them also?**

The expected answer to this question is yes.

Thus the teacher makes these statements:

Everybody is special in the same way that each fruit or vegetable is special. And because of the special quality of each person or human being, each one has good value.

The teacher further adds:

Each person is not only different from each other but has value like anyone else. Thus each person is unique and also equally important.

You are all individually unique and important. You should be proud of yourself.

**C. Closure:**

The teacher concludes the session by asking the students to remember that each student is important. And also to remember that each person must recognize his/her value as much as he/she recognizes the value of other persons.

**IV EVALUATION**

The teacher observes the whole process of learning and teaching to evaluate the session.



## My Neighborhood

People normally live with their families in small neighborhoods. In some cases, traditional ties among neighbors provide much support in caring for children and old people, in maintaining cleanliness and order, and in continuing old traditions such as festivals. In other cases, neighborhoods are places where people hardly know each other, especially in big cities where people from various places gather to reside. Good relations among neighbors provide the best opportunity for people to live with a sense of security and satisfaction as members of the same neighborhood.

<b>Topic</b>	: My neighborhood
<b>Level</b>	: Primary
<b>Subject</b>	: “Virtue & Society” – Moral education
<b>Human Rights Concept</b>	: Respect of others
<b>Time Allotment</b>	: One session

### I OBJECTIVES

Students will be able to express the importance of the good relations among people in the neighborhood.

### II RESOURCES

- Big pieces of paper, colored pens/crayons



### **III PROCEDURE**

#### **A. Opener**

The teacher asks some students to tell the class where they live and who their neighbors are. The teacher asks other students about the activities that neighbors do.

The teacher lists on the board the answers of the students.

#### **B. Development of Activities**

Using the responses of the students to the questions raised at the start of the class, the teacher points out several characteristics of neighbors. They can be similar to the following:

- Families consist the neighbors
- Neighbors are the people they meet everyday
- There are many types of people in the neighborhood
- Activities are sometimes held by members of the neighborhood such as traditional festivals.

The teacher also points out that the students come from different neighborhoods, that consist the many neighborhoods of their town. And since different types of people are in the neighborhood, there are also different activities happening in the place.

The teacher tells the students to form small groups (not more than 5 per group) and discuss how different types of neighbors relate to each other. The teacher provides a big piece of paper and colored pens/crayons to each group where they draw how neighbors relate to each other.

The teacher asks the groups to report to the whole class the results of the discussion using the group drawings.

Based on the group reports, the teacher highlights points that show the value of good relationship among neighbors, such as:

- Neighbors can extend help to each other when needed
- Neighbors work together to keep the neighborhood clean and hold festivities
- Good neighborhood helps ensure that young and old people members are cared for.

#### **C. Closure:**

The teacher concludes the session by saying that mutual respect among neighbors creates a good neighborhood where people can do their activities freely and without conflict.

#### IV EVALUATION

The teacher observes the whole process of learning and teaching to evaluate the session.

##### Notes

Under the Universal Declaration of Human Rights (UDHR), the community is the place where the “free and full development” of a person’s personality is possible. (Article 29) It also provides that each person has duty to the community. Another article of the UDHR states: “Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.” (Article 27) The neighborhood is part of the larger community where a person lives. And thus good relations among the people in the neighborhoods enhance life in the community as a whole, including realization and protection of human rights.

The Convention on the Rights of the Child also mentions the role of the community. It provides in Article 5:

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.



## **I Am the Little Master**

The classroom is a small version of the society. There is a need for a system to make the society decide on matters such as who should lead the government and what should the government do for the people. Students have to learn the idea of electing leaders in order for them to understand their right to vote, their right to be elected into office, and the responsibility of being leaders. Having an election exercise to choose the members of the class “government” can provide the experience of the elections in society.

<b>Topic</b>	: I am the little master
<b>Level</b>	: Primary
<b>Subject</b>	: Virtue and Society - Moral education
<b>Human Rights Concept</b>	: Right of participation, political rights, constitutional rights and obligations
<b>Time Allotment</b>	: Two sessions

### **I OBJECTIVES**

Students will be able to

- Put into practice the idea of collective life within the class, and discuss the importance of the group to the individual, and the individual to the group
- Explore everyone’s potential leadership capability.

## II RESOURCES

- Photos of class activities

## III PROCEDURE

### A. Opener

The teacher gives a small lecture about the concept of class committee and the policy of the school in encouraging each class to have one. The teacher may show photos of previous class committees and explain their activities.

### B. Development of Activities

The teacher informs the students that they will do an exercise of forming a class committee.

The teacher explains the following rules in forming the class committee:

- Several (not more than 7) students have to express willingness to become members of the class committee, and they become the candidates
- The candidates will explain to the whole class why they want to become class committee members and what they will do as members
- All students in the class will participate (vote) in electing who should be the members of the class committee. Three candidates will be chosen as members of the class committee.
- Each student will write on a piece of paper (the ballot) the names of three students who she/he is choosing to become members of the class committee, fold the paper, and put it inside a box
- After all students have put their ballots inside the box, the teacher will count all ballots one by one, and will write on the board the number of votes for each candidate.

The teacher will proclaim as members of the class committee three candidates with the highest number of votes.

In the exercise, several students have to volunteer as candidates, and prepare what they will say to the class why they are candidates.

After the exercise, the teacher asks the students to form small groups (not more than 5 per group) to discuss the following:

- Is the process of electing members of the class committee a good process? Why? Why not?
- Who should be the head of the class committee?
- What are the most important tasks for the class committee?

The teacher tells the groups to report the results of their discussion to the whole class. The teacher summarizes the group reports and points out the similarity of ideas among them.

The expected ideas from the groups are the following:

1. Having an election of members of the class committee is good because
  - it gives every student a fair chance to decide who to vote for
  - it gives every student the chance to become a candidate
  - it is a process that involves every student in class
2. The candidate who received the highest should become the head of the class committee because she/he has the support of many voters (students), and probably the one considered as leader
3. The class committee should do activities for the benefit of the class such as leading class discussions, making preparations for class or school activities, keeping the room clean, turning lights off after class, etc.

The teacher stresses that the exercise of electing members of the class committee is an important experience because it shows how the students are able to show leadership (as candidates) and sense of responsibility to the whole class (as voters).

The teacher also points out that this exercise is part of the system of the society according to law. This is part of what is called democracy, which means people have the power to decide on who their leaders should be and what they want the leaders to do as elected officials.

### **C. Closure:**

The teacher concludes the two sessions by saying that

- it is good for the students to think of the welfare of the whole class by engaging in an exercise such as electing the members of the class committee
- it also means that each student's decision is important and considered by the whole class during the exercise
- the exercise means that class leaders are elected to serve the needs of the whole class.

## **IV EVALUATION**

The teacher observes the whole process of learning and teaching to evaluate the session.

### **Notes**

The system of electing leaders of government is part of human rights. Article 21 of the Universal Declaration of Human Rights provides:

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right of equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

The need for candidates to explain to the voters why they are seeking to be elected as leaders in government is also supportive of the right to freedom of opinion and expression as stated in Article 19:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.



## Happy Childhood

Because of limited time, places and facilities for children to play, there are more concerns on the issue of the provision of safe and appropriate recreational activities to children who are supposed to enjoy their childhood by living carefree and happy. Therefore, it is important to promote the right to recreation/leisure and encourage children to express their opinions and engage in play creatively. It is hoped that children will choose appropriate activities and balance work and play through this lesson plan.

<b>Topic</b>	: Happy childhood
<b>Level</b>	: Primary
<b>Subject</b>	: Integrative Activities
<b>Human Rights Concept</b>	: Right to recreation and leisure
<b>Time Allotment</b>	: Two sessions

### I OBJECTIVES

Students will be able to

1. Explain the necessity of the right to recreation and leisure and to express one's opinions and expectations
2. Choose appropriate activities and understand the balance between work and play
3. Use the facilities and follow the regulations in the neighborhood parks and recreation centers

4. Develop social skills and relationship with peers through play and games.

## II RESOURCES

- Convention on the Rights of the Child, Child Welfare Bureau, Ministry of Interior, [www.cbi.gov.tw/CBI\\_2/internet/main/index.aspx](http://www.cbi.gov.tw/CBI_2/internet/main/index.aspx)
- Have Fun after School, ECPAT Taiwan (NGO), <http://www.ecpat.org.tw/children/knowledge.asp?qbld=167>
- Mei-Ying Tang, editor, 2005. **Issues on Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans** (Taiwan: Ministry of Education, 2005)
- Worksheets

## III PROCEDURE

### A. Opener

The teacher introduces the daily lives of children in different parts of the world. Audio-visual aids, such as powerpoint presentation, would be useful for this purpose.

### B. Development of Activities

The teacher divides the students into several groups (not more than 5 for each group), and asks students to discuss the following question: Comparing the situation of children living in different places with your own situation, what are the similarities and differences?

The teacher asks the students to share their experience and opinions by answering a number of questions such as the following:

- What do you usually do every day?
- Can you share with us the happiness you felt in one day?
- How would you like to arrange your daily life?
- What role does play have in your daily activities?
- Is play/rest a necessity for kids?
- How would you balance work and play?

The teacher writes on the board a summary of the common and unique responses of the students.

The teacher brings the students to a neighborhood park and allows them to play games. The teacher asks the students to find out and take notes about the rules or regulations of the park.



The teacher distributes the worksheets “My Favorite Game” and “Create Your Own Game” and asks the students to individually write their answers in the two worksheets.

The teacher instructs them to form several small groups to discuss the answers in the worksheets. The students discuss the rules that have been modified, and answer several questions:

- How and why rules/regulations are so important to the game?
- If there are rules, can we change them?
- Why should the rules be modified or be followed?
- How should we use facilities and follow the regulations in the game and the neighborhood parks?

**C. Closure**

The teacher emphasizes that children should be allowed to enjoy their childhood by having the time and a safe place to play and do other activities (such as participation in cultural activities of the community). All children have the right to play, leisure and participation in cultural and artistic activities.

**IV EVALUATION**

The teacher asks the students to compare their own answers on the worksheets with those of the group discussion and encourages the students to reflect on how to choose appropriate activities and to balance work and play.

**Worksheet no. 1**  
**My Favorite Game**

Name:

Number:

Date:

Name of the game	
Where to play	
How to play	
Resources	
Rules or instructions	
Note	

**Worksheet no. 2****Create Your Own Game**

Group:

Name:

Number:

Date:

Name of the original game	
Changes/modifications	
Name of the new game	
How to play	
Number of players	
Resources	
Rules or instructions	
Note	

**Notes**

According to Article 31 of the Convention on the Rights of the Child, children have the right to play, leisure and participation in cultural and artistic activities. It is of importance to provide safe and healthy environments for children to rest and play.

Play is one of the most distinctive features of early childhood. Through play, children both enjoy and challenge their current capacities, whether they are playing alone or with others. The value of creative play and exploratory learning is widely recognized in early childhood education. Yet realizing the right to rest, leisure and play is often hindered by a shortage of opportunities for young children to meet, play and interact in child-centered, secure, supportive, stimulating and stress-free environments. Children's right-to-play space is especially at risk in many urban environments, where the design and density of housing, commercial centers and transport systems combine with noise, pollution and all manner of dangers to create a hazardous environment for young children.

Children's right to play can also be frustrated by excessive domestic chores (especially affecting girls) or by competitive schooling. Accordingly, the Committee appeals to States parties, non-governmental organizations and private actors to identify and remove potential obstacles to the enjoyment of these rights by the youngest children, including as part of poverty reduction strategies. In all these respects, States parties are encouraged to pay greater attention and allocate adequate resources (human and financial) to the implementation of the right to rest, leisure and play.

Center for Human Rights, **Human Rights: The Rights of The Child**, Fact Sheet No.10 (Rev.1)) (Geneva: United Nations, 2001), page 29.



## Rules in the Classroom

“Children only have ears but no mouth” is an old Taiwanese saying, which means children should listen carefully instead of talk nonsense. However, the assumption of this popular saying should be examined and challenged. This lesson plan is significant in providing an opportunity for students to practise the right to express their own opinions and to participate in classroom activities.

<b>Topic</b>	: Rules in the classroom
<b>Level</b>	: Primary
<b>Subject</b>	: Integrative Activities
<b>Human Rights Concept</b>	: Right to freedom of expression
<b>Time Allotment</b>	: Two sessions

### I OBJECTIVES

Students will be able to

1. Make and implement classroom rules
2. Express one's own opinions and listen to other's thoughts while participating in classroom activities
3. Explain that participation in classroom activities is part of the right to express one's own opinions
4. Develop self-esteem and respect each other.

## II RESOURCES

- **The Foundations of Democracy Series, Authority** (Chinese version), Civic and Law-Related Education Foundation, <http://www.lre.org.tw/newlre/english.asp>.
- Mei-Ying Tang (ed.), **Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans on Social Studies** (Taiwan: Ministry of Education, 2005).
- Relevant information and teaching materials from Human Rights Education Advisory and Resources Center, <http://hre.pro.edu.tw/2-3.php>.

## III PROCEDURE

### A. Opener

The teacher explains an old Taiwanese saying, “children only have ears but no mouth” implying that children should follow the rules or listen to what they are told to do. Then the teacher asks students to share their experience and viewpoints about this old saying.

### B. Development of Activities

The teacher divides the students into several groups (not more than 5 for each group), and asks each group to discuss the following questions:

- What kind of rules do we have in the classroom?
- Why do we have these classroom rules?
- What would happen if these rules did not exist in the classroom?
- Is there any rule in the classroom that is inappropriate or should be changed, why do you think so?

The teacher informs the students to feel free to share with members of their respective groups their opinions on why following classroom rules is so important and how to make appropriate rules.

Each group brainstorms, debates and agrees on a list of rules that are appropriate. The groups report their respective lists of rules.

The teacher helps the students adopt a list of rules that all students will agree to practice and follow in the classroom.

The teacher asks the students to reflect on the process of participating in making classroom rules and share their experiences and feelings in taking part in classroom activities.

To help the students in thinking about their experience, the teacher provides the following questions:

- How do you express your own opinions?
- Do you listen to other’s thoughts?

- If you do not agree with the other's viewpoints, what would you do?  
Do you think participation in the group is important?
- Why do you think so?
- How would you feel if you were not allowed to take part in the group?
- How should we participate in classroom activities?
- Why should we have the right to participation?

### **C. Closure**

The teacher emphasizes that freely expressing their own opinions is important in making every student participate in the learning process.

## **IV EVALUATION**

The teacher asks students to reflect on how to express own opinions and respect others' thoughts while participating in classroom activities as decision-makers.

### **Notes**

Children have the right to express their opinions freely and to have these opinions taken into account in any matter affecting them, as stated in Article 12 of the United Nations Convention on the Rights of the Child. Therefore, parents and teachers shall respect children's right to freedom of expression and provide them opportunities to participate in activities and communities as decision-makers under appropriate guidance.

Children have the right to hold their own opinions and to express them freely without government interference. This includes the right to express your views aloud or through: published articles, books or leaflets, television or radio broadcasting, works of art, communication on the internet.

Text based on Equality and Human Rights Commission, [www.equalityhumanrights.com/human-rights/what-are-human-rights/the-human-rights-act/freedom-of-expression/](http://www.equalityhumanrights.com/human-rights/what-are-human-rights/the-human-rights-act/freedom-of-expression/)



## Introducing Human Rights

We all are aware of the importance of human rights, but it is hard for young students to capture this abstract concept. However, the educator and teacher can gain and use human rights materials from the world around us, because human rights are related to our every day's life. Story comes from our daily life which contains many meanings. With story, we can explore the vivid human rights in authentic situation, rather than abstractive phenomenon. It can provide students with fun and lessons as human rights materials.

<b>Topic</b>	: Introducing human rights
<b>Level</b>	: Primary
<b>Subject</b>	: Social studies
<b>Human Rights Concept</b>	: Human rights
<b>Time Allotment</b>	: One session

### I OBJECTIVES

Students will be able to

- Explain the concept and importance of human rights
- Cite situations in which human rights are violated.

### II RESOURCES

- Old Korean tale, 'Konjui and Patjui' – text of the story in the Annex of this lesson plan as well as online.

### III PROCEDURE

#### A. Opener

The teacher reads the story of Konjui and Patjui, the old Korean tale, to the class using the text of the story in the Annex.

In case the classroom has internet connection, the teacher shows the animation of the story of Konjui and Patjui available online.

#### B. Development of Activities

The teacher asks the students to identify the characters in the story, and say what the theme of the story is.

After the students have answered, the teacher follows up with another set of questions:

- What happened to Kongjui? Give examples of what she suffered from, and what good things happened to her.
- What did Patjui do to Kongjui? Give examples. Does Kongjui deserve to suffer? If yes, why? If no, why not?
- Did Kongjui go to school?
- Did Kongjui eat well?
- Did Kongjui play adequately or enjoy her leisure time?
- Was Kongjui free to choose what she wants?
- Did Kongjui get the pay for her labor?
- Did the stepmother offer protection to Kongjui?
- Could Kongjui ask help from outside the house?
- Was Kongjui raised with love?
- Were Patjui's mother and Patjui right in doing what they did to Kongjui? If yes, why? If no, why not?

The teacher writes on the board the responses of the students, and highlights responses that say that Kongjui does not deserve to suffer from Patjui's mother and Patjui's behavior.

The teacher explains that each person should not suffer what Kongjui suffered because that would be against human dignity. The teacher stresses the following points:

- a. Every person's human dignity is enhanced as well as protected by what we call human rights.
- b. Because they are based on human dignity, human rights are inherent in all human beings. Regardless of the personal characteristics, source of livelihood, or status in life, each person has human rights that should be enjoyed, and protected from any infringement (especially by the government).
- c. Actions that cause people to suffer and violate their human dignity can be considered as violations of human rights.

d. A basic human right is right to life. Kongjui deserves to live, and has a right to live, just like anyone else and thus saving her life when she fell into the water is necessary. No one should deprive her of her life, or of her right to life.

e. Another human right is freedom to do many things. Kongjui wants Patjui to enjoy her freedom and so she (Kongjui) pleaded with the Governor (her husband) to release her (Patjui) from prison.

### **C. Closure**

The teacher closes the session by giving the final word about the story of Kongjui and Patjui:

All human rights should be enjoyed by all human beings. Even those who committed something wrong should enjoy their human rights, and try not to do the wrong thing again. This is the message the story of Kongjui and Patjui wants to express.

## **IV EVALUATION**

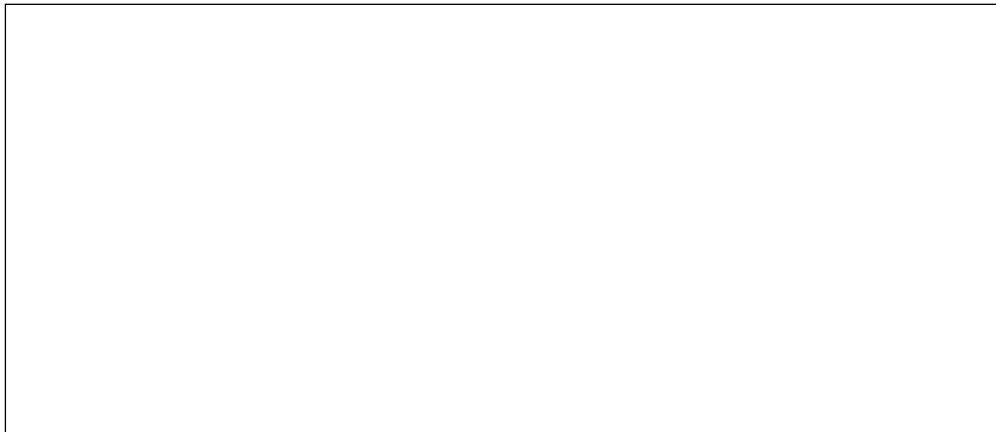
Observation evaluation on the whole process of learning and teaching.

The teacher asks the students to complete the worksheets below.

Let's discuss our feelings when our human rights are violated and why human rights are important.

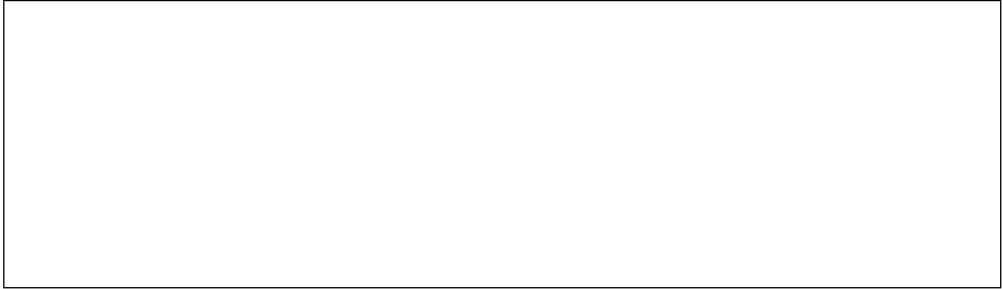
"If I were Konjui, I would feel like..."

Let's express our feelings and thinking by drawing something

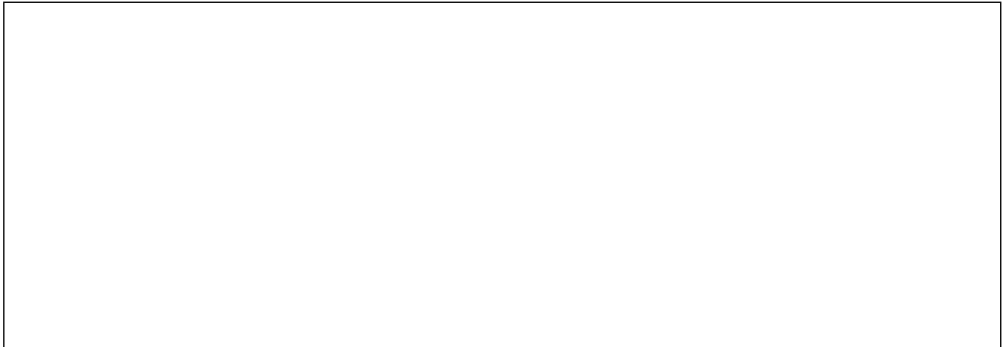




Let's find common ground among the feelings and thinking shared by everyone



If my human rights are important, what should I do for the other people?  
Let's discuss about it.



## Annex

### THE STORY OF KONGJUI AND PATIJUI

A baby girl is born “Waaahhh!” The baby’s father and mother are so happy. They look at the baby. “Oh, she is so small,” says the mother. “And beautiful,” says the father. They name her Kongjui.

Shortly after Kongjui’s birth, her mother gets very sick. She does not get better. “Take good care of Kongjui for me,” she says to her husband and passes away. Kongjui’s father has no time to be sad. He has to take care of little Kongjui by himself.

Years pass, Kongjui is now fourteen years old. She has turned into a beautiful girl. All the villagers talk about Kongjui. “Kongjui is such a lovely girl,” says a woman. “And kind,” says a man. Everyone loves Kongjui. Still, Kongjui’s father is always worried. “Um, Kongjui needs a mother,” he thinks.

One day he brings a woman and her daughter home. “Kongjui, this is your stepmother and stepsister,” he says. Kongjui is very excited. She is happy to have a new mother and sister. “Hi! My name is Kongjui,” she says to the girl. “Blaaaa!” the girl says and sticks out her tongue at Kongjui. The girl’s name is Patjui. Kongjui and Patjui are the same age. But they are so very different. Kongjui is a kind and loving girl. Patjui is not. She is mean and greedy. Kongjui’s stepmother is nice to Kongjui when Kongjui’s father is at home. But when he goes out to work, she makes Kongjui do all the housework. Patjui does nothing. Still Kongjui does not complain. She does not want to worry her father. But Kongjui’s father gets sick and also passes away. Kongjui is now all alone.

Today there is a big feast in the village. Everyone is invited. Kongjui also wants to go. So she asks her stepmother, “Can I go to the feast too, mother?” “You can go after you fill this vat with water, thresh all the rice, and weave a large cloth,” she answers. Poor Kongjui! Patjui goes to the feast with her mother, Kongjui stays home.

“Boo-hoo-hoo! I can’t do all this by today!” she cries. There is a big hole in the vat. Just then, a toad comes by. “Croak! Croak!” “Don’t worry, Kongjui. I’ll help,” he says. He covers the hole with his body. Kongjui fills the vat with water. A flock of sparrows fly down. “Chirp, chirp, chirp!” Don’t worry, Kongjui. We’ll help,” they say. They thresh all the rice. Then a fairy appears. “Don’t worry, Kongjui. I’ll help you,” she says. She weaves a large cloth. She even gives Kongjui a new dress and a new pair of shoes. Kongjui puts on the new dress and shoes. She looks even more beautiful. Miracles really do happen.

On her way to the feast, Kongjui comes to a river. She is about to cross it when she hears soldiers shout. "Make way! Make way for the governor!" Kongjui slips and a shoe comes off. "Oh no! My shoe!" she cries. The shoe goes down the river. The governor picks up Kongjui's shoe. "It is so beautiful! The owner must also be beautiful," thinks the governor. "Find the owner of this shoe," he says to his soldiers. The soldiers search around the village. They can't find the owner. Finally, they come to Kongjui's house. Patjui tries on the shoes. It is too small. "Please try it on," says a soldier to Kongjui. Kongjui tries it on. It fits perfectly. Patjui and her mother can't believe their eyes. They shout, "Kongjui? It can't be!" Kongjui marries the governor. Patjui is very jealous.

One afternoon, Patjui visits Kongjui. They walk to a pond together. There, Patjui pushes Kongjui into the water. "Help me, Patjui," Kongjui shouts. "Help me! I cannot swim!" But Patjui just runs away. The governor's soldiers hear Kongjui's cry and run to the pond. They save Kongjui just in time. Thank goodness! The governor is very angry. He puts Patjui in prison. But Kongjui asks him to free Patjui. "Patjui is my only sister. Please free her!" she says. Patjui feels ashamed. "Please forgive me, Kongjui, I will be a good sister from now on," she says.

Patjui is truly sorry. Kongjui and Patjui hug each other and promises to become good friends.

Source:

Kongjui and Patjui

Retold by Kang Yoong-jun

(Junior Naver)

<http://study.jr.naver.com/donghwa/view.nhn?donghwaNo=1514&categoryId=7&donghwaSort=regDate&ageType=ALL&viewAgeType=ALL>

## Notes

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language or any other status. We are all equally entitled to our human rights without discrimination. ([www.ohchr.org/en/issues/Pages/WhatAreHumanRights.aspx](http://www.ohchr.org/en/issues/Pages/WhatAreHumanRights.aspx)). All human beings are holders of human rights, therefore human rights are universal. The member-states of the United Nations adopted the Convention on the Rights of the Child to prevent the violation of the rights of children. This convention stresses that every child has rights to life, survival and development. For more details, see below.

A common approach to the UNCRC is to group these articles together under the following themes:

- Survival rights: include the child's right to life and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and access to medical services.
- Development rights: include the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.

- Protection rights: ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.
- Participation rights: encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their abilities develop, children are to have increasing opportunities to participate in the activities of their society, in preparation for responsible adulthood ([www.childrensrights.ie/childrens-rights-ireland/un-convention-rights-child](http://www.childrensrights.ie/childrens-rights-ireland/un-convention-rights-child))



## Human Rights for All

Human rights are universal, inalienable and indivisible, which means all people everywhere in the world are entitled to all the rights with equal status. While the significance of human rights principles is well-recognized, there are still children who suffer discrimination on the basis of race, ethnicity, gender, religion, birth or other status. It is important for children to understand that the rights of the child apply to all children without exception. Thus this lesson plan focuses on how to protect the rights of the children and help them develop their potential.

<b>Topic</b>	: Human rights for all
<b>Level</b>	: Primary
<b>Subject</b>	: Life Curriculum (including social studies, arts and humanities, science and technology)
<b>Human Rights Concept</b>	: Rights of the child
<b>Time Allotment</b>	: Four sessions

### I OBJECTIVES

Students will be able to

1. Discuss how families and schools influence the growth and development of children
2. Explain the need to protect the rights of the child and to help children grow and develop their potential
3. Identify specific rights of the child.

## II RESOURCES

- **Convention on the Rights of the Child**, Child Welfare Bureau, Ministry of Interior. [www.cbi.gov.tw/CBI\\_2/internet/main/index.aspx](http://www.cbi.gov.tw/CBI_2/internet/main/index.aspx)
- **What we all should know: Understanding the UN Convention on the Rights of the Child**, ECPAT Taiwan. [www.ecpat.org.tw/children/knowledge.asp?qbld=167](http://www.ecpat.org.tw/children/knowledge.asp?qbld=167)
- Mei-Ying Tang, editor, **Human Rights Education in Schools: Teaching Activities and Lesson Plans** (Taiwan: Ministry of Education, 2004).
- Mei-Ying Tang, editor, **Issues on Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans** (Taiwan: Ministry of Education, 2005)
- Relevant information and teaching materials from Human Rights Education Curriculum and Instruction Team, <http://hretw.blogspot.com/>

## III PROCEDURE

### A. Opener

The teacher asks the students to read the children's picture book on the Convention on the Rights of the Child. Then the teacher asks the students to share their opinions about the book.

### B. Development of Activities

The teacher divides the students into several groups (not more than 5 for each group), and asks each group to discuss the following questions:

- What is the main factor that can influence your growth and development?
- Do you think a child can live without a family?
- How do families and schools influence the growth and development of a child?
- How can children protect their own rights?
- How can we protect and help children to develop their potential?

The teacher summarizes students' responses and emphasizes the fact that every child needs special care and protection before and after birth. The teacher emphasizes that it is the obligation of families, schools and governments to provide appropriate environments for children to grow up healthy and free.

The teacher asks the groups to role-play their respective ideas discussed in the group discussion on protecting and helping children develop their potential.

### C. Closure

The teacher emphasizes the value of each child and the need to allow each child to enjoy life and be protected in order for the child to grow and develop full potentials.

## IV EVALUATION

The teacher asks the students to alphabetically arrange the rights under the United Nations Convention on the Rights of the Child using Worksheet no. 1. The teacher explains that each alphabet letter should represent one or part of one of the articles of the Convention. Students can pick one word from each article to select the alphabet letter. For example:

- A - Article 3 (Adults)
- B - Article 17 (Books)
- C - Article 30 (Culture)

### Worksheet no. 1

Articles from the United Nations Convention on the Rights of the Child

**Article 3** - Adults should do what is best for you

**Article 6** - You have the right to live

**Article 14** - You have the right to think what you like and be whatever religion you want to be. Your parents should help you learn what is right and wrong

**Article 15** - You have the right to join any group of friends

**Article 17** - You have the right to collect information from the radio, newspapers, television, books, etc. from all around the world

**Article 19** - No one should hurt you in any way

**Article 24** - You have a right to good health

**Article 27** - You have the right to food, clothing, and a place to live

**Article 28** - You have a right to education

**Article 30** - You have the right to enjoy your own culture, practice your own religion and use your own language

**Article 31** - You have the right to play

**Article 37** - You should not be put in prison

### Notes

Every individual has dignity. The principles of human rights were drawn up by human beings as a way of ensuring that the dignity of everyone is properly and equally respected, that is, to ensure that a human being will be able to fully develop and use human qualities such as intelligence, talent and conscience and satisfy his or her spiritual and other needs.

Dignity gives an individual a sense of value and worth. The existence of human rights demonstrates that human beings are aware of each other's worth. Human dignity is not an individual, exclusive and isolated sense. It is a part of our common humanity.

Human rights are universal because they are based on every human being's dignity, irrespective of race, colour, sex, ethnic or social origin, religion, language, nationality, age, sexual orientation, disability or any other distinguishing characteristic. Since they are accepted by all States and peoples, they apply equally and indiscriminately to every person and are the same for everyone everywhere.

In the words of Article 1 of Universal Declaration of Human Rights "All human beings are born free and equal in dignity and rights".

Understanding Human Rights, at [www.un.org/cyberschoolbus/humanrights/about/understanding.asp](http://www.un.org/cyberschoolbus/humanrights/about/understanding.asp)

**Human Rights: Handbook for Parliamentarians, Inter-Parliamentary Union and the United Nations Office of the High Commissioner for Human Rights, 2005, page 4.**





## **Rights and Responsibility**

“Freedom means I am free to do whatever I want” is a popular slogan for young people who cannot understand the difference between rights and responsibilities. Therefore, it is important that young people recognize that rights and responsibilities are inextricably linked. Through this lesson plan, it is hoped that students will gain a wider sense of their rights and responsibilities; they will better understand how to be a good member in the groups or communities they live in.

<b>Topic</b>	: Rights and responsibility
<b>Level</b>	: Primary
<b>Subject</b>	: Social studies
<b>Human Rights Concept</b>	: Rights, rules and responsibility
<b>Time Allotment</b>	: Three sessions

### **I OBJECTIVES**

Students will be able to

1. Identify one's own rights through daily experiences
2. Describe one's responsibilities in the family, classroom or other groups
3. Examine the rights and responsibilities to meet the values of freedom and liberty
4. Explain the responsibilities taken by people and their influence in a group

5. Acknowledge one's own identity and take responsibilities for the groups (such as family, class, etc.) through daily life.

## II RESOURCES

- **The Foundations of Democracy Series, Responsibility** (Chinese version), Civic and Law-Related Education Foundation, [www.lre.org.tw/newlre/english.asp](http://www.lre.org.tw/newlre/english.asp)
- **Convention on the Rights of the Child**, Child Welfare Bureau, Ministry of Interior, [www.cbi.gov.tw/CBI\\_2/internet/main/index.aspx](http://www.cbi.gov.tw/CBI_2/internet/main/index.aspx)
- Mei-Ying Tang, editor, **Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans on Social Studies** (Taiwan: Ministry of Education, 2005)
- Mei-Ying Tang, editor, **Issues on Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans** (Taiwan: Ministry of Education, 2005)
- Relevant information and teaching materials from Human Rights Education Advisory and Resources Center, <http://hre.pro.edu.tw/2-3.php>.

## III PROCEDURE

### A. Opener

The teacher asks the students several questions:

- Do you do chores or run errands at home?
- What and when do you usually do the tasks?
- How do you feel?
- Do you think you are responsible for doing the chores?
- Is there any dispute or tension in doing the household tasks?

### B. Development of Activities

The teacher asks the students to role-play the conflicts within families regarding the assignment of responsibilities on everyday chores.

The teacher divides students into several groups (not more than 5 for each group), and asks them to read **The Foundations of Democracy Series: Responsibility** and discuss the following questions:

- What kind of rights and responsibilities do you have at home and in a group?
- How do you know that these are rights and responsibilities?
- What is your experience on rights and responsibilities?
- Would it be possible to have rights without taking any responsibility?
- What happens when people do not take any responsibility in a group?

- Why should we have rules to follow and responsibilities to take in the family and inside the classroom?

The teacher asks each group to discuss the rules and assignments of responsibilities on daily tasks in the classroom. Based on the results of the discussion, the teacher tells the students to make a chart on the rules and duties inside the classroom.

The teacher asks the groups to report their charts to the whole class. After the group reports, the teacher highlights rules that might improperly restrict the rights of students, and thus should be changed.

The teacher asks the students to reflect on their own rights and responsibilities. The teacher gives several questions to discuss in the groups:

- When you belong to a group, what does that mean?
- How would you feel if you were not a member in the group?
- Do you agree with the idea that freedom means “I am free to do whatever I want”?
- How do you explain rights and responsibilities in the context of freedom?

### C. Closure

The teacher stresses that every student has rights to enjoy inside and outside the classroom. But rights do not exist alone. They relate to other aspects of life including the responsibility that each student performs inside and outside the classroom.

## IV EVALUATION

The teacher tells the students to match “rights” with “responsibilities” using Worksheet no. 1 below.

### Worksheet no. 1

#### I’ve Got Rights and I’ve Got Responsibilities

Please draw a line to link the rights with the corresponding responsibilities and think of one right and a matching responsibility to write them on the bottom columns.

Rights	Responsibilities
1. Children have the right to be protected and looked after...	a. ... and everyone has the responsibility to listen to others.

2. All children have the right to express their opinion...	b. ... and everyone has the responsibility to help others have good health.
3. Children have the right to a safe and comfortable home...	c. ... and everyone has the responsibility to work as well as they are able.
4. Children have the right to be well fed...	D. ... and everyone has the responsibility not to hurt others.
5. Children have the right to a good school...	E. ... and everyone has the responsibility to help prevent people from starving.
6. Children have the right to be looked after by doctors and nurses...	G. ... and everyone has the responsibility to make sure all children have a home.

This is a modified version from I've Got Rights and I've Got Responsibilities lesson plan, at [www.unicef.org.nz/store/doc/1\\_RightsActivities.pdf](http://www.unicef.org.nz/store/doc/1_RightsActivities.pdf).

### Notes

The Universal Declaration of Human Rights affirms that the exercise of a person's rights and freedoms may be subject to certain limitations, which must be determined by law, solely for the purpose of securing due recognition of the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. Rights may not be exercised contrary to the purposes and principles of the United Nations, or if they are aimed at destroying any of the rights set forth in the Declaration (arts. 29 and 30).

**The International Bill of Human Rights**, Fact Sheet No.2 (Rev.1), Centre for Human Rights (Geneva, 1988), page 11.



## Respect and Protection

It is not unusual for students to call someone by an abusive or insulting name. To prevent this kind of bullying in schools, children need to learn that we all live in social contexts and our identities often represent our existence. The basic aspects of children's identity including name, nationality and family ties should be preserved and respected as long as they live.

<b>Topic</b>	: Respect and protection
<b>Level</b>	: Primary
<b>Subject</b>	: Social studies
<b>Human Rights Concept</b>	: Right to preservation of identity, right to life
<b>Time Allotment</b>	: Three sessions

### I OBJECTIVES

Students will be able to

1. Express the importance of the right to preservation of identity and the right to life
2. Explain the relationship of the right to preservation of identity to the right to life and self-esteem
3. Describe the importance of equality.

## II RESOURCES

- **Convention on the Rights of the Child**, Child Welfare Bureau, Ministry of Interior, [www.cbi.gov.tw/CBI\\_2/internet/main/index.aspx](http://www.cbi.gov.tw/CBI_2/internet/main/index.aspx)
- **The Street for All**, ECPAT Taiwan, in [www.ecpat.org.tw/children/knowledge.asp?qbld=167](http://www.ecpat.org.tw/children/knowledge.asp?qbld=167).
- **The Foundations of Democracy Series, Responsibility** (Chinese version), Civic and Law-Related Education Foundation [www.lre.org.tw/newlre/english.asp](http://www.lre.org.tw/newlre/english.asp)
- Mei-Ying Tang, editor, **Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans on Social Studies** (Taiwan: Ministry of Education, 2005).
- Worksheet 1 – My Petition on Human Rights

## III PROCEDURE

### A. Opener

The teacher introduces the children's picture book **The Street for All** and explains the main theme of the book, including self-esteem, identity and equality. Powerpoint would be useful for teacher to show the picture book.

### B. Development of Activities

The teacher divides the students into several groups (not more than 5 for each group), and distributes to each group a copy of the children's picture book **The Street for All**. The teacher asks the students to read the following story:

#### **THE STREET FOR ALL**

There was a street with beautiful flowers and trees on each side. On one end of the street lived a group of white people and on the other end was the home of the people with green color. Both groups claimed the street and tried to block each other in using it. After fighting against each other for many years, the street had become filthy and deserted. One day a little girl from another country walked by and asked why the street was so desolate that no one wanted to play on it. While people from the two groups were shouting and blaming each other, the little girl solved the problem. With a smile she calmly said: The street is for all, come and play! All children from both ends run out to the street and play with each other happily ever after.

The teacher provides the students with several questions to discuss in the groups:

- What kind of groups do you belong to?
- How do you know you are part of a group?
- Is it important for us to be a member of a group?
- Share your opinion on having the right to preservation of identity?
- What do you think about the relationship of the right to preserve one's identity to the right to life and self-esteem?
- Does everyone have the same rights?

Referring to the book **What We All Should Know: Understanding the UN Convention on the Rights of the Child** (Chinese version), the teacher asks the students to reflect on their own situation and discuss in their respective groups the following questions:

- What is the most important right to you?
- What would you do if you were not allowed to enjoy this right?

### **C. Closure**

The teacher explains the right to preservation of identity and the right to life, and their relevance to the students' discussions.

The teacher asks students to reflect on how to respect different opinions in the group and how to protect one's own rights.

## **IV EVALUATION**

The teacher asks the students to complete the Worksheet no. 1 on making a petition about a right the students choose as the most important and urgent, then discuss the contents of their respective petitions.

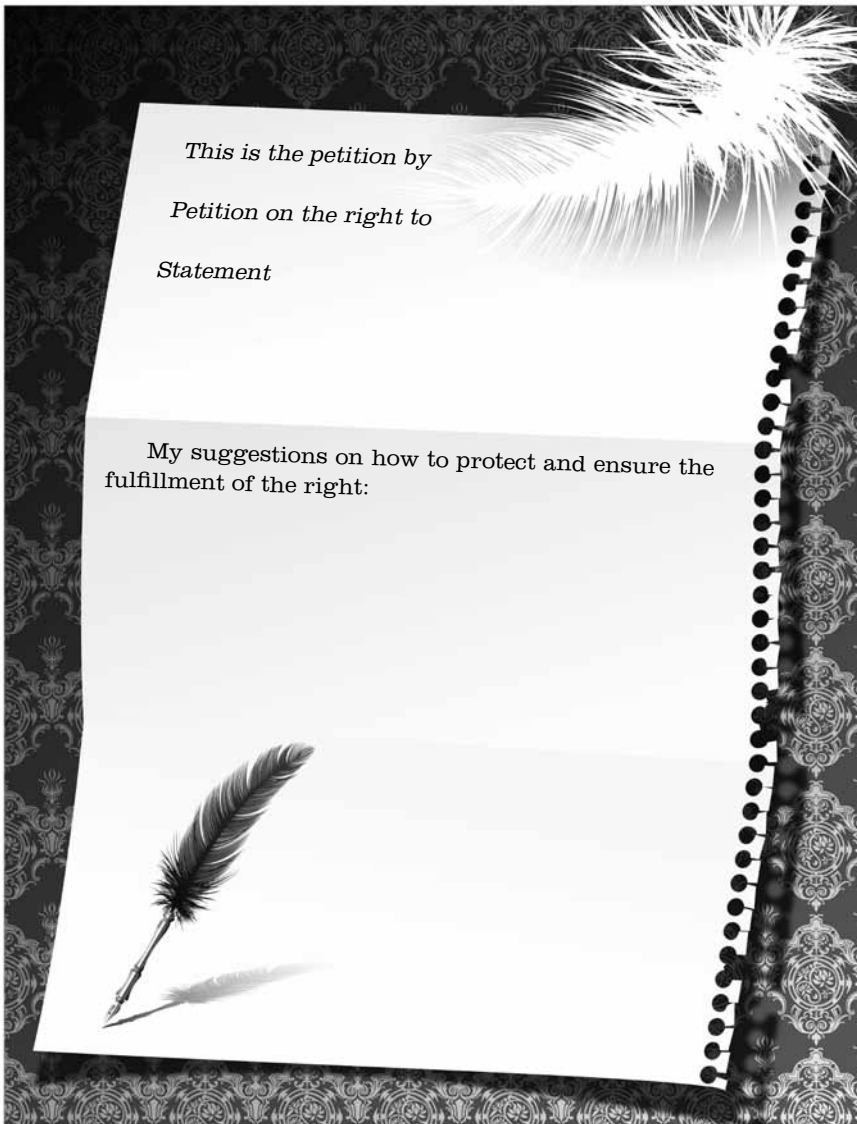
**Worksheet no. 1****My Petition on Human Rights**

Name:

Number:

Date:

I want to make a petition on the right to  
because





**Notes**

The nationality, name and family relations have a constitutive relevance for children's identity and often affect the fundamental characteristics of their existence. Therefore, Article 8 of the Convention on the Rights of the Child (CRC) is meant to create a legal basis for the provision of appropriate assistance and to protect and preserve children's identity. In addition, Articles 7, 9, 18 and 21 of the CRC are covering the matter of identity and providing for protection in case of deprivation of parental care and adoption.

**Article 7**

The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

**Article 8**

States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

**Article 9**

States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

**Article 18**

States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

**Article 21**

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

(c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.



## **Rights of the Child**

Every child has the right to live a decent life and be free from any exploitative or harmful activity. It is the duty of governments to prevent children from all forms of violence. In order to protect children from harm and exploitation, it is essential for them to know the basic rights of the child, and to be aware and concerned of the issues of child neglect, exploitation, or abuse.

<b>Topic</b>	: Rights of the child
<b>Level</b>	: Primary
<b>Subject</b>	: Integrative Activities
<b>Human Rights Concept</b>	: Right to protection from all forms of violence
<b>Time Allotment</b>	: Two sessions

### **I OBJECTIVES**

Students will be able to

1. Identify the basic rights of human beings
2. Explain that every child has the right to live a decent life and to be free from any exploitation
3. Express awareness and concern about issues of child neglect, exploitation, or abuse.

## II RESOURCES

- **Magical Night and What We All Should Know: Understanding the UN Convention on the Rights of the Child** (Chinese version), ECPAT Taiwan, [www.ecpat.org.tw/children/knowledge.asp?qbid=167](http://www.ecpat.org.tw/children/knowledge.asp?qbid=167).
- **Convention on the Rights of the Child**, Child Welfare Bureau, Ministry of Interior, [www.cbi.gov.tw/CBI\\_2/internet/main/index.aspx](http://www.cbi.gov.tw/CBI_2/internet/main/index.aspx)
- Mei-Ying Tang, editor, **Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans on Children's Books** (Taiwan: Ministry of Education, 2005).
- Mei-Ying Tang, editor, **Human Rights Education in Schools: Teaching Activities and Lesson Plans**. (Taiwan: Ministry of Education, 2004).
- Worksheet 1 – Searching for the Rights of the Child

## III PROCEDURE

### A. Opener

The teacher asks the students to read the **Magical Night and What We All Should Know: Understanding the UN Convention on the Rights of the Child** (Chinese version).

### B. Development of Activities

The teacher divides the students into several groups (not more than 5 for each group), and asks each group to discuss issues regarding child neglect and abuse from the story of **Magical Night**.

### MAGICAL NIGHT

Two boys lived in the same building near the center of the city. They were good friends and always played together after school. They liked reading detective stories and investigating whatever they found suspicious. One night, after supper, both of them heard a little girl crying from the upper level of the building they lived in. They run to meet each other in the corridor and asked: 'What's up? There's such a loud noise.' After investigating for several days, they found out the exact unit of the sound of a little girl crying and who seemed to have been brutally beaten. They looked for helpful resources and information on action to take to bring her immediate assistance. Finally, they rescued the girl from her misery and made a magical night for her.

The teacher asks the students the following questions:

- What is the main concern of the story?
- How do you know when children are neglected or abused?
- If you were mistreated or abused by someone, what would you do?
- What kind of resources would be helpful to children who are abused?

The teacher asks the groups to report their discussions to the whole class. The teacher notes specific items in the group reports that relate to human rights.

Starting with the relevant items in the group reports, the teacher explains the Convention on the Rights of the Child and its relevance to the students' discussions.

### **C. Closure**

The teacher concludes the discussion by telling students that every child has the right to live a decent life and to be free from any exploitation. The teacher stresses that students should be aware and concerned of the issues of child neglect, exploitation, or abuse.

## **IV EVALUATION**

The teacher asks the students to complete and explain their respective worksheets on "Searching for the Rights of the Child" by stressing the importance of the specific rights cited.

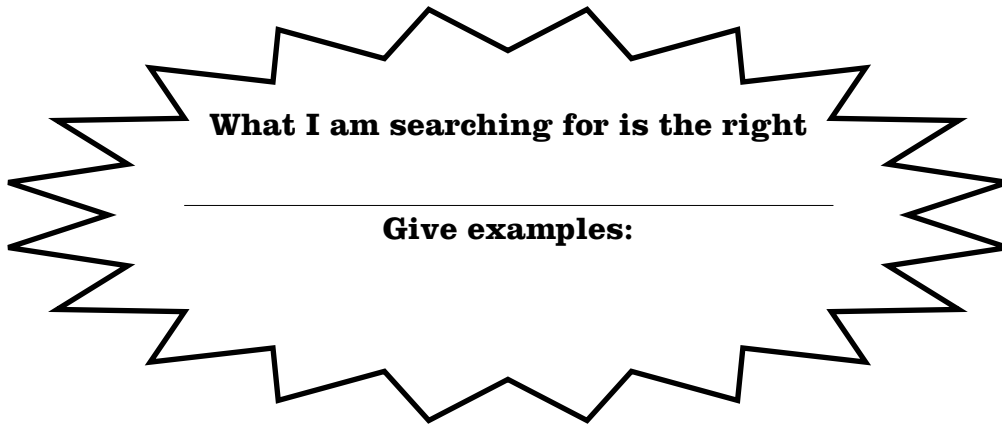
**Worksheet no. 1****Searching for the Rights of the Child**

Name:

Number:

Date:

Find out the information on the rights of the child, fill in the blanks.



**What I am searching for is the right**

---

**Give examples:**

- What benefits do you derive from this right?\_\_\_\_\_
- If you don't have this right, what impact would there be in your life?  
What are those things you are not allowed to do? What would you do  
to protect and fight for your own rights?

只要努力爭取自己的權益，人權的種子就會開花結果！

**Notes**

Children need special care and protection because of their vulnerability. The Convention on the Rights of the Child (CRC) places special emphasis on the primary responsibility of the family to care and protect the children. As stated in Article 19 of the CRC, children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protected from violence, abuse and neglect by their parents, or anyone else who looks after them.



## Human Rights Violations

Confucian ideology, materialism, ethno-centrism, drastic changes in societies and other matters violate human rights. For human rights protection, it is important to know how and why the violations occur and understand ways to address them. We should, for example, consider the victims of discrimination. Also, in cases of conflict, it is necessary to find a solution based on the principle of fairness and equality.

<b>Topic</b>	: Human rights violations
<b>Level</b>	: Primary
<b>Subject</b>	: Social studies
<b>Human Rights Concept</b>	: Right to protection
<b>Time Allotment</b>	: One session

### I OBJECTIVES

Students will be able to

1. Identify various kinds of human rights violations
2. Discuss ways to protect human rights.

### II RESOURCES

- Visual materials about gender discrimination, child abuse, race discrimination, immigrant worker problem, excessive entrance exam culture, criminals, abuse of old people, etc.

- Ministry of Education, Science and Technology, 6-2 Social Science Textbook, (Seoul: Ministry of Education, Science and Technology, 2012), pages 32-33, 38-42.

### **III PROCEDURE**

#### **A. Opener**

The teacher tells the students that a number of problems occur in the present society. The teacher stresses that those problems generally affect particular groups of people.

The teacher also says that their stories are publicly known because they appear in newspapers and magazines, and discussed by ordinary people.

The teacher then asks the students: What problems do you get to hear or read about many times?

The teacher lists on the board the answers of the students.

#### **B. Development of Activities**

The teacher uses the list of problems expressed by the students, and may add a few more if necessary, to note that they affect the following groups of people: women, children, students, foreigners, old people, etc.

The teacher asks the students why these people are generally affected by these problems. The teacher lists on the board the answers of the students.

The teacher then presents visual aids regarding the problems (some of them are likely already mentioned by the students, while some are not). These problems may include gender discrimination, child abuse, racial discrimination, foreign migrant worker problem, excessive entrance exam culture, etc.

The teacher goes back to the list of reasons why the problems occur according to the students and asks them: Are these the same reasons for the problems I explained to you?

The list of the students may or may not cover all the reasons in the presentation of the teacher. If not all reasons were covered, the teacher adds the reasons that have been missed out. The teacher tells the students that these problems are human rights problems, and that they generally relate to the issue of discrimination.

The teacher explains the meaning of discrimination, and emphasizes its basic nature of excluding people through various ways as shown in the visual aids of problems.

The teacher also mentions that there are existing domestic laws (Constitution probably) that make acts of discrimination against another person or group of persons illegal. The teacher cites a few laws to support this point.



Listing some of the problems and their respective reasons on the board, the teacher asks the students, what do you think can be done to solve these problems?

The teacher asks the students to form small groups to discuss the answer to this question.

After the group discussion is done, the teacher asks the groups to present their discussions to the class.

The teacher lists on the board the suggested solutions to the problems, and asks clarificatory questions or give some comments.

### C. Closure

The teacher asks the students to go back to their respective groups and discuss a plan on resolving one problem and include ways to protect human rights.

## IV EVALUATION

The teacher undertake an observation evaluation on the whole process of learning and teaching, or uses the following survey:

Question	Fully dis-agree	Dis-agree	Inter-mediate	Agree	Fully agree
If a woman became a military officer it will lose in war					
Migrant workers cannot receive the same amount of salary as other workers.					
Since prisoners are guilty, having heating or cooling systems in their prison are inappropriate for them.					

(This evaluation survey is adapted from the original Korean language material entitled Assessment Tool of Human Rights Education and Key Practices by the National Human Rights Commission of Korea, available at: [http://academic.naver.com/view.nhn?doc\\_id=46555194&dir\\_id=0&field=0&unFold=false&gk\\_adt=0&sort=0&qvt=1&query=%EC%9D%B8%EA%B6%8C%EA%B5%90%EC%9C%A1%20%ED%8F%89%EA%B0%80%EB%8F%84%EA%B5%AC%20%EB%B0%8F%20%EC%8B%A4%ED%96%89%EC%A7%80%EC%B9%A8&gk\\_qvt=0&citedSearch=false&page.page=1&ndsCategoryId=20300](http://academic.naver.com/view.nhn?doc_id=46555194&dir_id=0&field=0&unFold=false&gk_adt=0&sort=0&qvt=1&query=%EC%9D%B8%EA%B6%8C%EA%B5%90%EC%9C%A1%20%ED%8F%89%EA%B0%80%EB%8F%84%EA%B5%AC%20%EB%B0%8F%20%EC%8B%A4%ED%96%89%EC%A7%80%EC%B9%A8&gk_qvt=0&citedSearch=false&page.page=1&ndsCategoryId=20300))

**Notes**

The act of “discrimination” includes any distinction, exclusion, limitation or preference based on any consideration (such as race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth) that has the purpose or effect of nullifying or impairing human rights.

Article 2 of the CRC states:

States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.



## Human Rights Protection

By what authority do governments govern? What is the source of their authority? Authority is questioned almost everywhere, thus it is important for students to learn the authority and the role of government under the Constitution. It is hoped that through the lesson plan students understand the obligation of government and the responsibility of a citizen regarding human rights protection.

<b>Topic</b>	: Human rights protection
<b>Level</b>	: Primary
<b>Subject</b>	: Social studies
<b>Human Rights Concept</b>	: The duty of the government Protection of rights
<b>Time Allotment</b>	: Two sessions

### I OBJECTIVES

Students will be able to

1. Discuss ways and means by which public issues can be solved with the authority of government
2. Explain the role of government under the Constitution
3. Identify the checks and balance system between executive and legislative branches of the government
4. Explain the duty of the government to promote, protect and realize human rights.

## II RESOURCES

- **The Foundations of Democracy Series, Responsibility and Authority** (Chinese version), Civic and Law-Related Education Foundation, [www.lre.org.tw/newlre](http://www.lre.org.tw/newlre)
- **The Foundations of Democracy Series, Authority** (Chinese version), Civic and Law-Related Education Foundation, [www.lre.org.tw/newlre](http://www.lre.org.tw/newlre)
- **Convention on the Rights of the Child**, Child Welfare Bureau, Ministry of Interior, [www.cbi.gov.tw/CBI\\_2/internet/main/index.aspx](http://www.cbi.gov.tw/CBI_2/internet/main/index.aspx)
- Mei-Ying Tang, editor, **Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans on Social Studies** (Taiwan: Ministry of Education, 2005).
- Relevant information and teaching materials from Human Rights Education Advisory and Resources Center, <http://hre.pro.edu.tw/2-3.php>.

## III PROCEDURE

### A. Opener

The teacher asks the students the following questions:

- Do you know what services are provided by the government?
- Why do we need the government?
- What is the role of the government?

### B. Development of Activities

The teacher divides the students into several groups (not more than 5 for each group), and asks each group to brainstorm and write on paper a list of government services related to daily life. The groups post the lists on the wall.

The teacher explains the authority of the government and displays a chart on the role of government under the Constitution. The teacher asks the students to categorize the government services they have identified according to the roles that the government assumes as stated in the chart.

The teacher provides the students with old newspapers to search for reports or news and asks the students to discuss in their respective groups how the government resolves public issues. The students report the results of group discussion to the whole class.

Using the group reports, the teacher introduces specific human rights that relate to the roles and services of the government cited. The teachers emphasizes that many of the ordinary roles and services of the government relate to the

a. realization of specific rights:

- public school – right to education

- public hospital – right to health
- issuance of license for business activities – right to livelihood

b. protection of rights

1. role of the police in crime prevention – right to life, liberty and personal security
2. role of social welfare institutions – right to protection from harm (such as domestic violence).

**C. Closure**

The teacher concludes the session by explaining the concept of government duty to protect, promote and realize human rights.

**IV EVALUATION**

The teacher asks the students to reflect on how the government relates to human rights in terms of the services it provides to the people.

**Notes**

Unlike other societal aspirations or claims, human rights carry not only moral force, but also legal validity. They create obligations for duty-bearers or the duty of government to ensure the fulfillment of these rights. As stated in Article 4 of the Convention on the Rights of the Child, governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When the Convention is ratified, governments are then obliged to take all necessary steps to protect children's rights and create an environment where they can grow and reach their potential.

**Rights holder and duty bearer**

One of the most fundamental dynamics of a human rights, and consequently of a rights-based approach, is that every human being is a rights-holder and that every human right has a corresponding duty-bearer.

A rights-holder

- is entitled to rights
- is entitled to claim rights
- is entitled to hold the duty-bearer accountable
- has a responsibility to respect the rights of others.

Consequently, those who have the obligation to respect, protect, and fulfill the rights of the rights-holder are duty-bearers. The overall responsibility for meeting human rights obligations rests with the state. This responsibility includes all the organs of the state such as parliaments, ministries, local authorities, judges and justice authorities, police, teachers or extension workers. All these are legal duty-bearers. Every rights-holder has the responsibility to respect the rights of others. In this sense you can say that every individual or institution that has the power to affect the lives of rights-holders is a moral duty-bearer – the greater the power the larger the obligation to fulfill and especially to respect and protect the human rights of others. In this sense, private companies, local leaders, civil society organizations, international organizations, heads of households, and parents, and in principle every individual are moral duty-bearers. You should

remember that the state as a legal duty-bearer also has a duty to regulate the actions of moral duty-bearers – e.g. parents, companies etc. to ensure that they respect human rights.

Boesen, J. and Martin, T., The Danish institute for human rights (2007). Denmark. Retrieved from [www.humanrights.dk/files/pdf/Publikationer/applying%20a%20rights%20based%20approach.pdf](http://www.humanrights.dk/files/pdf/Publikationer/applying%20a%20rights%20based%20approach.pdf).



## Participation in Governance

In a democratic society, it is quite common for people to participate in political gatherings and demonstrations as an important means by which citizens can address issues of common concern and take part in the government. Thus, it is important for students to understand how to participate in the government and recognize the right to freedom of peaceful assembly as one of the foundations of a functioning democracy.

<b>Topic</b>	: Participation in Governance
<b>Level</b>	: Primary
<b>Subject</b>	: Social studies
<b>Human Rights Concept</b>	: Right to freedom of peaceful assembly
<b>Time Allotment</b>	: Two sessions

### I OBJECTIVES

Students will be able to

1. Express the meaning of taking part in the political affairs of one's country
2. Identify the ways and means by which people exercise the right to participate in the government
3. Recognize the right to freedom of peaceful assembly as one of the foundations of a functioning democracy.

## II RESOURCES

- Documentary film “Demonstration against Corruption”, available at Human Rights Education Advisory and Resources Center, <http://hre.pro.edu.tw/2-3.php>
- **The Foundations of Democracy Series, Responsibility** (Chinese version), Civic and Law-Related Education Foundation, [www.lre.org.tw/newlre/english.asp](http://www.lre.org.tw/newlre/english.asp)
- **Convention on the Rights of the Child**, Child Welfare Bureau, Ministry of Interior, [www.cbi.gov.tw/CBI\\_2/internet/main/index.aspx](http://www.cbi.gov.tw/CBI_2/internet/main/index.aspx).
- Mei-Ying Tang, editor, **Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans on Social Studies** (Taiwan: Ministry of Education, 2005).
- Relevant information and teaching materials from Human Rights Education Curriculum and Instruction Team, <http://hretw.blogspot.com/>

## III PROCEDURE

### A. Opener

The teacher shows the documentary film “Demonstration against Corruption” and asks the students to think about the concept of “demonstration.”

### B. Development of Activities

The teacher shows another documentary, “**The Foundations of Democracy Series: Authority**” (Chinese version), and divides the students into several groups ((not more than 5 for each group), to discuss the documentary.

The teacher asks each group to identify the main issues of the film, and prepare a presentation on those issues.

After the presentation of the groups, the teacher cites specific items in the presentations that relate to human rights, particularly right to freedom of peaceful assembly. The teacher explains what this right means, emphasizing the following points:

- peaceful gathering
- voluntary participation of people
- expression of matters of public concern (issues that affect people in general), or problems that require resolution by the government, or any other interests such as social or cultural activities
- protection by the government of the public – both the people participating in the demonstration and those not involved – from any harm.



The teacher asks the students to collect newspaper clippings on the right to freedom of assembly. The teacher also asks the groups to discuss the freedom of assembly and how to exercise this right in a peaceful way.

### **C. Closure**

The teacher highlights the responses of the students. The teacher concludes that freedom of peaceful assembly, recognized as means of participating in the government, can serve the expression of views and the defense of common interests.

## **IV EVALUATION**

The teacher asks the students to reflect on the right to participation, and the right to freedom of peaceful assembly after the above activities.

### **Notes**

Peaceful assemblies can serve many purposes, including the expression of views and the defense of common interests. It is also recognized as one of the foundations of a functioning democracy. The right to peaceful assembly is stated in the Convention on the Rights of the Child, Article 20, "Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association".