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Empowering students for just societies

A handbook for primary school teachers



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The Education for Justice (E4J) initiative, a component of the United Nations Office on Drugs and Crime (UNODC) Global Programme for the Implementation of the Doha Declaration, seeks to prevent crime and promote a culture of lawfulness through educational tools and resources designed for primary, secondary and tertiary education levels. These tools and resources help educators teach the next generation to better understand and address problems that can undermine the rule of law.



The Doha Declaration:
**PROMOTING A CULTURE
OF LAWFULNESS**



This guide is one part of a two-part kit entitled *Empowering students for just societies*. The other part is *A handbook for secondary school teachers* (ISBN 978-92-3-100340-0)

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Empowering students for just societies

A handbook for primary school teachers

Foreword

Education has a transformative power. It is broadly recognized that education plays a pivotal role in shaping the values of future generations and creating inclusive, peaceful, just and sustainable societies. To ensure that the next generation is ready to become proactive agents of change, the international community, governments and societies must invest in quality education.

Contemporary challenges to the rule of law are of concern for many societies across the world. These challenges take different forms from one society to another – from the decline of public trust in institutions to corruption and, in some cases, violence. In some societies, children are led to believe from an early age that the absence of the rule of law is not just common, but acceptable. Education has a key role to play in equipping children with the necessary knowledge, values, skills and attitudes to face challenges related to the rule of law and engage responsibly in society.

Empowering children to become agents of change and harnessing their energy and creativity through Global Citizenship Education is key to establishing a global community where integrity, ethics, non-discrimination and respect for the rule of law are key societal pillars. This contributes to advancing the objectives of the United Nations charter - that is to maintain international peace and security. Teachers play a critical role in this by nurturing current and future generations throughout their development to possess a keen awareness, a robust moral compass and sound critical thinking skills that can be transposed constructively onto their daily lives.

Building bridges and partnerships between the justice and education sectors contributes to the achievement of Sustainable Development Goals 4 on quality education and 16 on peace, justice and strong institutions, which are key enablers for achieving the 2030 Agenda for Sustainable Development. With this understanding, the United Nations Educational Scientific and Cultural Organization (UNESCO) and the United Nations Office on Drugs and Crime (UNODC) have established a partnership on *Global Citizenship Education for the Rule of Law: Doing the right thing*.

This handbook for primary school teachers is a collaborative effort between UNESCO's Global Citizenship Education (GCED) and UNODC's Education for Justice (E4J) initiative, which is part of the Global Programme for the Implementation of the Doha Declaration. As part of this partnership, UNESCO and UNODC have also developed a handbook for secondary school teachers that offers access to activities, lessons and units which aim to strengthen the rule of law and promote a culture of lawfulness.

We believe that both handbooks will be useful resources for teachers, both in and out of the classroom, to empower the next generation to build just societies.



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List of acronyms

ASPnet	UNESCO Associated Schools Network
CoL	Culture of Lawfulness
GCED	Global Citizenship Education
RoL	Rule of Law
SDGs	Sustainable Development Goals
SEL	Socio-emotional learning
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNODC	United Nations Office on Drugs and Crime

Key terms

Accountability

Accountability is a key principle of the rule of law, according to which nobody is above the law. It implies that all individuals are answerable for their actions based on expectations formalized through laws and rules, whether they act in their capacity as public officials or citizens.

Culture of Lawfulness

A culture of lawfulness (CoL) refers to the cultural and social conditions that sustain the rule of law and ensure that it is respected, implemented and promoted. When there is a CoL, all members have access to the justice system, including to address grievances. Trust is built between populations and the justice system through formal and informal interactions and procedures that meet positive expectations.

Global Citizenship Education

Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. GCED nurtures respect for diversity and solidarity in students in order to build a sense of belonging to a common humanity.

Rule of Law

The rule of law (RoL) is 'a principle of governance in which all persons, institutions and entities, public and private, including the State itself are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards' (United Nations, 2004, p. 4). In other words:

1. Nobody is above the law (including governments). Everyone is accountable;
2. Laws must be clear, enacted and implemented publicly, and applied evenly;
3. Justice systems should be accessible, fair and independent (impartial);
4. Legal systems and legal enforcement should be consistent with human rights norms.

Section 1:

Introduction

Introduction

1.1 Why does education matter for the rule of law?

For many children, their first encounter with public institutions is entering school. Schools play an important role in children's socialization and in developing their appreciation of sharing, fairness, mutual respect and cooperation. As such, they form the foundational values and competencies that are the building blocks towards the understanding of concepts such as justice, democracy and human rights.

Education systems that promote respect for the rule of law (RoL) in adherence with international human rights and fundamental freedoms strengthen the relationship between learners and public institutions with the ultimate goal of empowering young people to become champions of peace and justice. Teachers are often on the front line of this work and, along with families, play a formative role in shaping children's attitudes and behaviours.

The RoL is at the foundation of strong and peaceful societies. It is defined as 'a principle of governance in which all persons, institutions and entities, public and private, including the State itself are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards' (United Nations, 2004, p. 4). The RoL is predicated on the fact that all persons, institutions and entities enjoy the rights of protection of the law and access to justice while being accountable before the law (whether governments, corporations, or individuals).

Mutual trust and active engagement with rules and codes of behaviour are at the heart of the RoL. As indicated in UNESCO and UNODC's (2019) policy guide, *Strengthening the rule of law through education: A guide for policymakers*:

A society that supports the rule of law is not one composed of uncritical and obedient citizens; rather it is one whose citizens understand and respect just laws, are aware of their function, know how to engage with them constructively and how to challenge them, as needed, within the appropriate mechanisms and institutions (p. 9).

In this manner, education, with teachers at the core, has a key role in nurturing future generations who are not only critical thinkers, but also informed and empowered actors prepared to build peaceful, just and inclusive societies. By building a shared understanding of the rules in society – and the rights and duties associated to them – GCED contributes to a sense of solidarity and mutual accountability between people and government, therefore contributing to a culture of lawfulness (CoL).

Global Citizenship Education (GCED) provides the overall lens through which this handbook views the role of education in the promotion of the RoL. The handbook draws upon experience from other education processes, including human rights education, peace education, education for sustainable development and education for international and intercultural understanding.

1.2 What is the purpose of the handbook?

The purpose of the handbook is to:

- Provide teachers with a selection of relevant and accessible in-classroom and out-of-classroom educational resources (summaries of short activities, lessons, units) that aim to instil the principles of the RoL among primary school students.
- Assist teachers in applying the teaching resources to their local educational settings by providing ideas for adaptation for a variety of learning environments.

This handbook provides:

- Summaries of existing teaching resources selected from UN agencies, INGOs, NGOs, and ministries that work to meet the learning outcomes on GCED for the RoL;
- Links to the original resource that offers additional learning opportunities;
- Tips and suggestions for adaptation, extension and cross-references of teaching resources; and
- Suggestions for learning assessment.

1.3 Who is this handbook for?

This handbook can be useful for:

- Teachers and teacher trainers in formal school settings at the primary school level. It encourages teachers to strengthen the RoL through education by integrating it into their lessons and planning;
- Professionals working in non-formal education or engaging with young people, for example, in sports associations, community organizations, social work and the justice sector;
- Parents seeking to raise empowered young citizens who actively contribute to peace and justice.

Teachers play an influential role in young people's lives, and are thus, central to developing students' knowledge, attitudes and skills and to teaching them how to engage in society both constructively and responsibly. This is done through the content of what they teach (curriculum) and the way they do so (pedagogy).

The ultimate beneficiaries of this handbook are primary school students. Children begin developing knowledge, values, skills and attitudes from a young age – primarily at home and at school. School plays a particularly important role in children's socialization, since they find themselves alongside other children and adults outside of their own family and inner community circle. In schools, children learn to socialize, develop friendships, practice empathy and follow rules and routines as part of a group. During this formative stage, teachers can support primary school students develop into advocates of justice and peace by modelling positive actions and by also by introducing games, lessons and activities that promote the RoL and a CoL.



Education is an indisputable, verified tool to remove ignorance and wipe out illiteracy. Many of our children in this part of the world are ignorant of their rights and their relevance to the society.

(Primary school teacher, Nigeria)

Section 2:

Getting ready to use
the resources



This section provides background knowledge and guidance in order to best utilize, navigate and adapt the activities, lesson plans and units described in this handbook.

2.1 Setting expected learning outcomes

GCED provides the overall framework for the approach to the RoL. It aims to empower learners to engage and assume active roles, both locally and globally, as proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. The GCED expected learning outcomes are based on a vision of learning that covers three domains to create a well-rounded learning experience: cognitive, socio-emotional and behavioural (See table A).

Although conceptually distinct, these three domains do not represent isolated learning processes; they often overlap, mutually reinforce and build upon each other, and can also occur in parallel. For example, socio-emotional learning requires understanding existing challenges in the community (cognitive) and making informed decisions (behavioural).

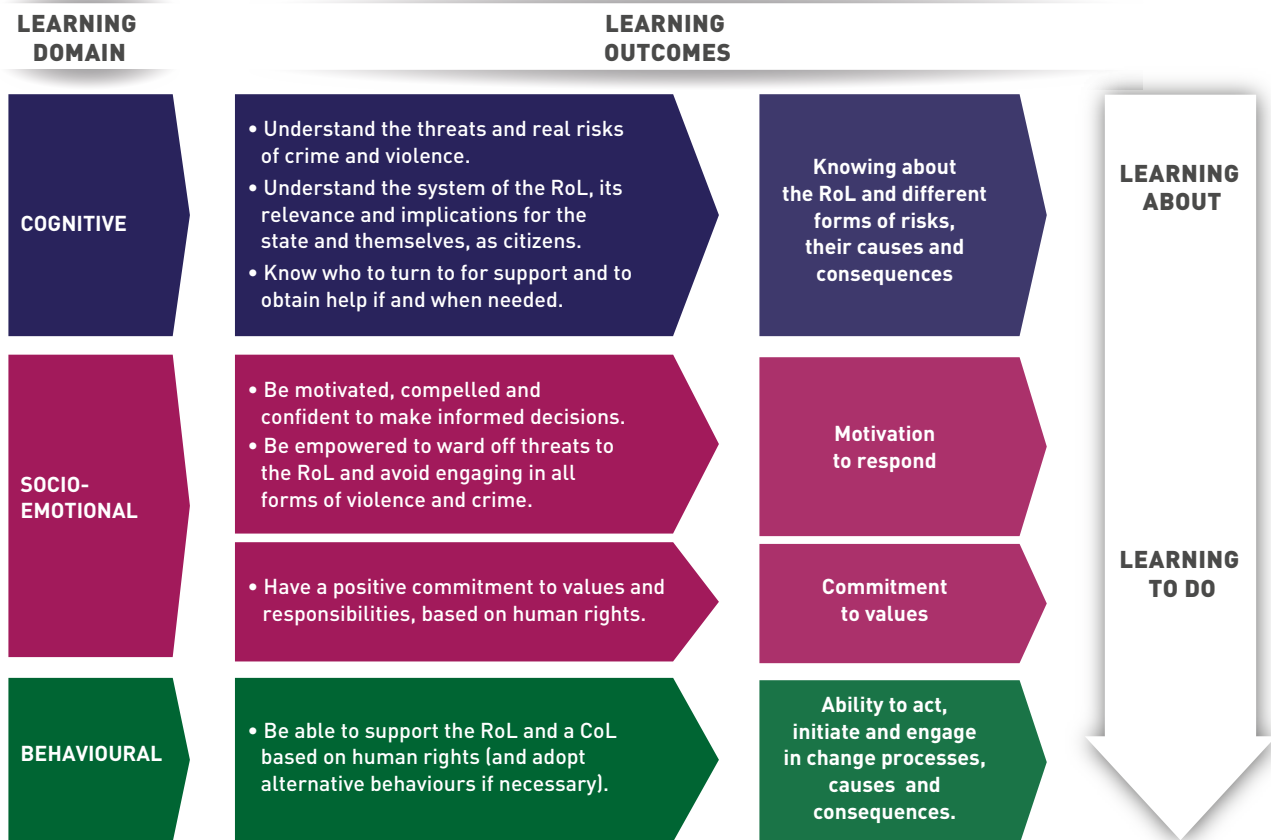
Table A. GCED domains of learning and expected learning outcomes

GCED DOMAIN OF LEARNING		
<p>The cognitive domain includes thinking processes that involve the acquisition, organization and use of knowledge and information.</p>	<p>The socio-emotional domain includes the development of skills that facilitate learners' emotional welfare and successful interactions with others, including peers, teachers, family members and those in their community.</p>	<p>The behavioural domain includes the development of the ability to use learning materials or to implement material in new and concrete situations.</p>
GCED EXPECTED LEARNING OUTCOMES		
<ul style="list-style-type: none"> • Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations. • Learners develop skills for critical thinking and analysis. 	<ul style="list-style-type: none"> • Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights. • Learners develop attitudes of empathy, solidarity and respect for differences and diversity. 	<ul style="list-style-type: none"> • Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world. • Learners develop motivation and willingness to take necessary actions.

Source: Adapted from UNESCO (2015), p. 29

Teachers need to strive to develop learners' ability to use the knowledge they have, or have gained, to alter their behaviours and 'do the right thing' in the appropriate circumstances, for example, learning how to take ethical decisions and speaking out against discrimination. Making this shift from 'knowing' to 'doing' involves helping learners apply their knowledge to real-world situations (see Table B).

Table B. A holistic approach to the promotion of the rule of law – from 'learning about' to 'learning to do'



Source: UNESCO and UNODC (2019), p. 33

The expected learning outcomes outlined in Table C are based on GCED's three domains of learning (cognitive, socio-emotional and behavioural). They provide an indication of the skills, values, knowledge and attitudes that should be developed in order to instil over time the principles of the RoL in learners. Younger students would start with basic understanding of notions and develop from there. Learning outcomes are achieved progressively, through an iterative approach that continually builds learners' awareness, values and skills across the three domains. Full competency and understanding will only be achieved with repeated learning opportunities.

Please note that the learning outcomes identified in Table C are meant to be indicative. They are in no way meant to be seen as an exhaustive list of all the possibly relevant expected learning outcomes related to GCED for the RoL.

Table C. GCED for the rule of law learning outcomes at the primary level

COGNITIVE: INFORMED AND CRITICALLY LITERATE		LOWER PRIMARY	UPPER PRIMARY
Knows about local, national and global governance and accountability systems and structures	L1.1	Understands rules and expectations at home and school	U1.1 Differentiates between what makes rules just or unjust in school and the community
	L1.2	Understands why rules and laws exist and why they may change over time	U1.2 Identifies the process by which laws are created U1.3 Knows basic human rights, including children's rights
Understands issues affecting interaction and connectedness of communities at local, national and global levels	L2.1	Understands the value of social connections within own family and school	U2.1 Is able to identify the characteristics of a community that lives together peacefully
	L2.2	Understands why fair rules and laws make families and schools stronger and safer	U2.2 Is able to identify different types of violence and appropriate solutions to seek help and protect themselves
Develops skills for critical inquiry and analysis	L3.1	Knows where to find and who to ask information about rules and safety (parent, teacher, police officer)	U3.1 Differentiates between fact and opinion, and reality and fiction based on research
SOCIO-EMOTIONAL: SOCIALLY CONNECTED AND RESPECTFUL OF DIVERSITY		LOWER PRIMARY	UPPER PRIMARY
Cultivates and manages identities, relationships and a feeling of belongingness	L1.1	Develops positive relationships with others	U1.1 Is cognizant of the need to recognize and manage strong emotions (positive and negative)
	L1.2	Has an awareness of how own emotions and behaviours impact others (both positively and negatively)	U1.2 Is resilient in the face of negative influences
	L1.3	Has a positive self-image	U1.3 Develops empathy, solidarity and a sense of belonging to a community
Shares values and responsibilities based on human rights	L2.1	Values and respects diversity	U2.1 Appreciates shared values that tie strong communities (generosity, fairness, transparency, solidarity)
	L2.2	Values the importance of good relationships for the well-being of the society	U2.2 Respects that everyone has equal rights and responsibilities
	L2.3	Respects school property	
Develops attitudes to appreciate and respect differences and diversity	L3.1	Respectfully listens to and peacefully agrees and disagrees with others	U3.1 Cultivates good relationships with diverse individuals and groups
	L3.2	Is open to accepting different views and perspectives	U3.2 Develops attitudes that enable people to live together peacefully (respect, sense of equality, empathy, sense of solidarity, acceptance of others)
	L3.3	Respects self and others, as well as appreciates the differences of others	
BEHAVIOURAL: ETHICALLY RESPONSIBLE AND ENGAGED		LOWER PRIMARY	UPPER PRIMARY
Enacts appropriate skills, values, beliefs and attitudes	L1.1	Works well in groups (shares, listens, helps)	U1.1 Identifies types of political and civic engagement within the community (voting, charity, advocacy)
	L1.2	Supports choices that contribute to improving the school's environment	U1.2 Is able to collaborate with individuals/groups from diverse cultures for collective action at school level
Demonstrates personal and social responsibility for a peaceful and sustainable world	L2.1	Takes actions based on ethical decision-making	U2.1 Is able to recognize ethical dilemmas and apply a moral compass in everyday life (telling the truth, respecting other's property)
	L2.2	Takes responsibility for how choices and actions impact self and others	U2.2 Expresses personal perspectives on fairness and issues of global concern for the RoL and a CoL U2.3 Demonstrates an ability to assess the consequences of own decisions in personal, school and community contexts
Develops motivation and willingness to care for the common good	L3.1	Is motivated to care for others	U3.2 Engages in community work and seeks opportunities for positive engagement
	L3.2	Takes part in positive activities at home and school	U3.2 Expresses interest in civic groups and organizations (clubs, networks, sports teams, unions, professional associations) who are engaged in making a positive difference in society

2.2 Creating conducive classroom climates

A conducive classroom climate is one that is optimal for teaching and learning and where students feel safe¹ and nurtured. The following can help to create such a classroom climate:

- **Modelling fairness and justice**

The tone set by the teacher plays an important role in establishing expectations about mutually respectful behaviour in the classroom. A teacher who is calm, fair and transparent about expectations and conduct serves as a model for students. This includes establishing clear and appropriate consequences for breaking classroom and school rules, ensuring that they are just, proportional and paired with positive reinforcement.

- **Positive engagement opportunities for children**

Children bring creativity, enthusiasm and a strong sense of natural justice to their learning and play. Where learners are given meaningful opportunities to provide creative and constructive input into lesson planning and school governance processes, expected benefits include: increased engagement; the development of skills in planning, problem-solving, group work and communication; and an enhanced sense of pride in school activities and their own learning experience.

- **Thoughtful classroom set-up**

Ideally, the physical classroom should be arranged so that students can work independently and easily arrange their desks for group work. This can mean having an open space area conducive to teamwork. If finding space is an issue, teachers can identify open areas outside of the classroom that could work for activities and group work (such as the schoolyard). In addition to open spaces, a quiet area where the teacher can speak directly to students one-to-one allows for debriefing of behavioural issues and for students to feel safe to discuss sensitive issues away from the other students.

- **Participatory teaching methods**

Teachers should adopt participatory teaching methods to allow students to benefit from active learning and practical activities. Using role-playing and the creative arts can assist students to better understand and appreciate different experiences and points of view. These methods develop learning outcomes such as critical thinking and problem-solving skills. However, interaction and asking questions can be difficult for some students. Children should never be forced, but rather encouraged to engage as much as they feel comfortable. Teachers should teach the whole class how to appropriately and respectfully listen and respond to each other.

2.3 Selecting the teaching resource

There are various entry points for teachers to locate the most useful and relevant teaching resources for their classrooms in this handbook. There is an initial overview of the teaching resources at the start of Section 3. At the back of the handbook, there are also an index by keywords and an index by school subjects.

- **By type and duration (see Table D, p. 22)**

This 'at a glance' table provides information on the type of teaching resource (short activity, lesson, unit and estimated time).

- **Index by keyword (see Annex, p. 76)**

Teachers can search by keywords to find teaching resources that relate to a particular theme or concept (such as ethical decision-making and inclusion).

- **Index by school subject (see Annex, p. 77)**

Teachers can search for resources by school subject. Each resource has been cross-referenced with one or more subject areas where it can be introduced or integrated.

¹ 'Safe' means there is trust, positive encouragement and that the child's dignity and human rights are respected (no threat of violence, mockery, humiliation and bullying) and students feel heard. The sense of safety is subjective and perceptions may vary depending on gender, status and sense of identity.

2.4 Adapting the teaching resource

As teachers prepare to use a resource, they should consider the ways they may need to adapt it to suit their teaching and learning environment, national and local cultural norms, and make it accessible to as many different types of learners as possible. The adaption suggestions in the Annex on p. 73, provide numerous ideas for modifying the teaching resources as needed. A short summary is provided below:

- **Classroom constraints**
 - Large class size – consider smaller groupings or have discussions in pairs;
 - Time available – shorten or lengthen the duration of the activities;
 - Modifying materials needed – find, make or substitute required materials;
 - Space requirements – reorganize your classroom, use a larger space, move indoors or outdoors.
- **Cultural familiarity**
 - Change references to names, food and items to make them more familiar;
 - Substitute local texts or art (folklore, children’s stories, songs, games, artwork and proverbs).
- **Local relevance**
 - Use the names and processes for local institutions such as courts;
 - Be sensitive of local behaviour norms (e.g. for genders and ages);
 - Ensure content is sensitive to the degree of the RoL in society (trust in authorities and institutions).
- **Inclusivity for diverse students**
 - Appropriate reading level(s) of texts for student use;
 - Activities suitable for different learning styles and multiple intelligences;
 - Accommodation for students with special educational needs;
 - Sensitivity to cultural, ethnic and linguistic diversity;
 - Sensitivity to students’ socioeconomic status.

2.5 Preparing: Teacher readiness

Teaching values, attitudes and skills that strengthen the RoL and promote a CoL requires additional preparation from teachers:

- **Improving self-awareness**

Given that some forms of bias are difficult to identify, teachers may find it helpful to participate in informal evaluations with colleagues in order to gather impartial feedback. An important consideration in this exercise, is that bias operates both through active means (the implicit or explicit bias written into the curriculum or pedagogical practice) but also through omission (issues that are overlooked or communities that are marginalized in the curriculum or pedagogical practice).
- **Screening for stereotypes**

Teachers should take special care to remove harmful explicit and implicit bias in learning materials (UNESCO, 2017), pedagogy and practices that do not model the RoL and can even run counter to developing a CoL (UNESCO and UNODC, 2019).
- **Ensuring subject matter knowledge**

Some resources require that teachers have additional knowledge on a topic. For instance, they may need to be aware of local and national laws and justice institutions or about universal human rights. When teachers select a summary of a resource, they should use the link to access the original source and read the full lesson or activity to understand what, if anything, is required of them to know.

- **Managing sensitive issues**

Teachers must be prepared to respond appropriately to students who disclose sensitive information, such as bullying, peer pressure or violence at home. In most cases, there are already rules and laws around such disclosures and teachers should be aware of existing policies and protocols to support those that are impacted. It is always important that teachers know what to do in such situations, and if unsure, to discuss it with school administrators.

- **Obtaining necessary clearance**

Depending on their context, teachers may not be able to teach about certain topics. If unsure, teachers should consult with school management and receive clearance on how to move forward before teaching the lesson in question.

- **Mobilizing resources in the community**

When teaching new concepts, or about systems where teachers have some but not enough substantive knowledge, it is useful to connect to resources in the community. Based on the learning objectives, this can include local justice advocates, human rights and children's and youth lawyers, community organizations and local government representatives. Such resources, that offer practical views on abstract notions, can really help learning come alive.

Box 1. How can teachers and schools strengthen the rule of law?

- Modelling fair rules and justice in schools that promote tolerance and acceptance by facilitating the inclusion and participation of all students.
- Addressing in lesson plans, issues and dilemmas relevant to the school, community, country or international level.
- Reinforcing positive behaviours of students both inside and outside of the classroom.
- Guaranteeing the personal safety and well-being of all children within the school environment, with particular attention to students belonging to vulnerable groups.
- Ensuring the transparency of school policies and ensuring practices are in line with human rights and support the RoL as well as holding school leaders and teachers accountable.
- Providing meaningful opportunities for learners to contribute to decisions that affect them, including rules in the classroom and schools through student councils and other forms of student representation in various governance levels of educational institutions.
- Making it a priority to cultivate a climate of trust and openness where learners are encouraged to share their opinions and to respectfully consider the views of others.
- Developing neutral and appropriate mechanisms for students and teachers to use when someone (be it a student, teacher or school leader) is in conflict with the established rules.
- Implementing policies of inclusion that embrace diversity in the curriculum and facilitate the involvement of all learners in the life of the school.

Source: UNESCO and UNODC (2019), p. 35



We must develop young citizens who are more responsible for their actions; so that they know that every decision they make will have a corresponding consequence ... When a person, regardless of age, has a strong foundation of morality and sense of rightness and wrongness he/she can also inspire others to choose to be good not just because someone is looking, but even if no one is.

(Primary school teacher, Philippines)

Section 3:





Catalogue of teaching resources





3.1 Overview of resources

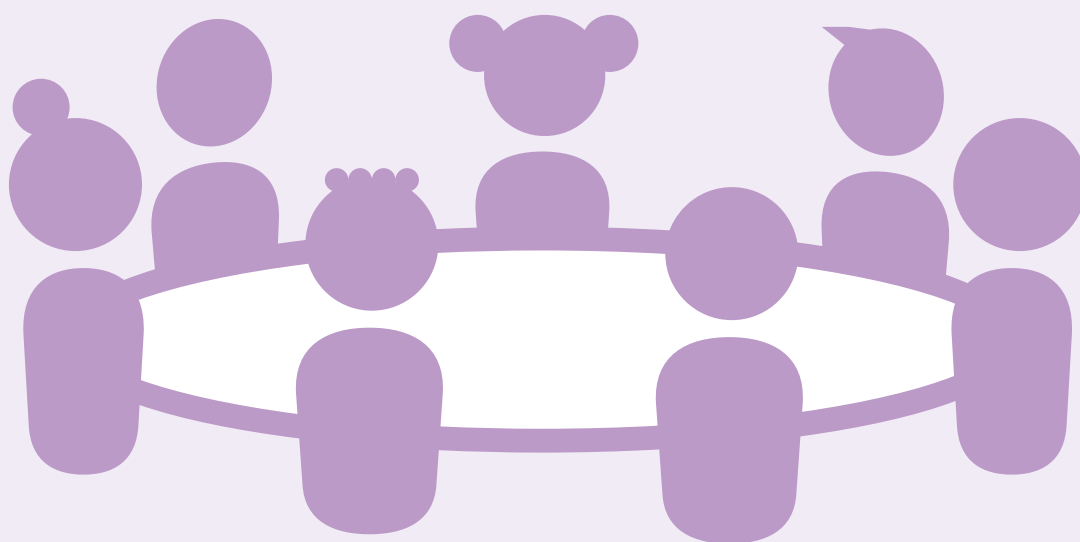
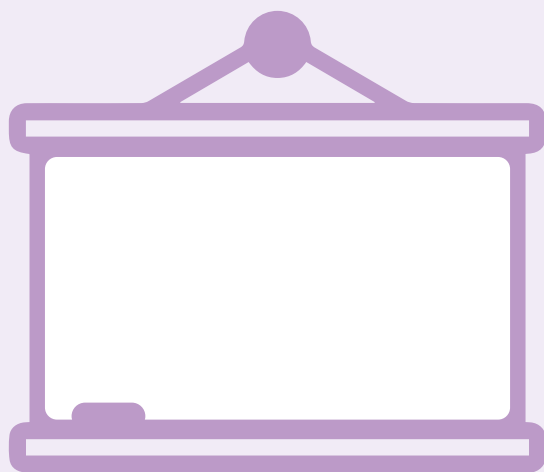
The following table provides an overview of teaching resources according to the suitable level and estimated time.

Table D. Overview of resources

Type of activity	Title	Level	Time in minutes	Page
	Children's rights cards	Both	20	26
	Exploring viewpoints and values: Opinion continuum	Both	20	27
	The Zorbs	Both	30	28
	Chuka, break the silence	Upper	Varies	29
	Diminishing islands	Both	45–90	32
	Adults who help	Lower	45	33
	I am my earth, my air, my fire [Yo soy mi tierra, mi aire, mi fuego]	Lower	40	34
	This is what I did	Upper	45	35
	No vehicles in the park	Upper	45	36
	Media sleuths: Examining gender roles in advertising	Both	45	37
	Rights of the child	Upper	60	38
	Activism online	Upper	60	39
	Rules and laws: The basis of living together	Both	4 classes	41
	Identity and belonging	Upper	3–4 classes	42
	School parliament good practices booklet	Upper	Weeks–months	43
	Stories that teach life lessons	Lower	30–40	45
	The well of truth	Lower	45	46
	Let justice prevail	Both	45–60	47
	Intangible cultural heritage: Oral traditions	Both	Varies	48
	The online zoo	Both	30–45	49
	Lilito in school [Lilito na escola]	Upper	30–45	50

Type of activity	Title	Level	Time in minutes	Page
Out-of-classroom resources 	The spirit of sport	Both	4 classes	53
	Well played!	Both	60	54
	Take the tail [Pique-rabo]	Both	30	55
	Paralympic obstacle course [Travessia paralímpica]	Both	30	56
School-family-community engagement resources 	I can protect myself	Both	30	60
	Let me tell you a story	Both	45–60	61
	Ending corporal and humiliating punishments	Both	Several weeks	62
	Putting rights on the map	Upper	2 to 3 class periods	63
	Under the same sky teaching toolkit	Both	Weeks–months	64
	Citizens' report card	Upper	Several days or weeks	65

Classroom resources



Short activities and games



Developing students' understanding and skills for promoting the RoL can take place through games or quick activities. The short activities in this section, requiring 30 minutes or less, are appropriate as introductory activities to larger lessons, transitions between subjects, and beginning or end-of-day activities.





Children's rights cards

→ Subjects

- Language arts/ Literacy
- Social studies

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

20 minutes

✂️ Materials needed

Printable cards (included)

📖 Keywords:

- children's rights
- democracy
- human rights (knowledge of)
- justice

DESCRIPTION OF ACTIVITY

This activity from the Council of Europe and PHZH - International Projects in Education (2015) is based on 40 printable cards that illustrate the 40 articles of the Convention on the Rights of the Child. As an introduction, the teacher can facilitate a class discussion on the definition of rights and why children need rights. The cards can be used to:

- Create flashcards for students to learn the articles;
- Play a memory game: print and cut the words apart from the pictures, place cards face down, and take turns trying to find a match;
- Students can also find pictures from magazines and paste them together with the articles;
- Decorate the classroom with the articles (like a mobile).

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	U1.3 Knows basic human rights, including children's rights
Socio-emotional: socially connected and respectful of diversity	U2.1 Appreciates shared values that tie strong communities
Behavioural: ethically responsible and engaged	L1.1 Works well in groups (shares, listens, helps)

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

For younger primary students, teachers may need to simplify the text on the cards. Teachers can consider using these cards for review and extension activities after teaching students about children's rights in child-friendly language, such as through the lesson 'Rights of the Child' in this handbook (p. 38).

Source: Based on Council of Europe and PHZH - International Projects in Education. 2015. *Living Democracy: Children's rights cards*. Full information on this resource can be found at <http://www.living-democracy.com/childrens-rights-cards/>



Exploring viewpoints and values: Opinion continuum

→ Subjects

- Language arts/ Literacy
- Social studies

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

20 minutes

✂️ Materials needed

Space for a long straight line, long string and clothes pegs (optional)

🗉 Keywords:

- democracy
- inclusion
- values (respect)

DESCRIPTION OF ACTIVITY

This activity from Oxfam (2015) teaches students how to listen respectfully, considering alternative viewpoints and thinking through their own opinions on important issues.

The teacher poses various statements to the full class and asks each student to consider where they would place themselves in a range of strongly agree, agree, neutral, disagree and strongly disagree.

- All students can participate by standing on the line or placing a clothes peg on the string.
- Alternatively, one student at a time can come forward and explain his/her position or students can form small groups and send a representative forward to explain their position.

After some time, the teacher asks students to consider whether their position has changed after hearing other opinions and ideas.

LEARNING OUTCOMES

Domain	Expected learning outcome
Socio-emotional: socially connected and respectful of diversity	L3.1 Respectfully listens to and peacefully agrees and disagrees with others
Behavioural: ethically responsible and engaged	U2.2 Expresses personal perspectives on fairness and issues of global concern for the RoL and a CoL

GCED CORE NOTIONS



Respect for diversity



Solidarity

TIPS/THINK ABOUT THIS

This is a useful warm-up activity for many lessons or club activities. Some questions you may pose to students related to the RoL might include:

'The police should not have to follow the same laws as everyone else.'

'School rules should be written by the students.'

'People in our town respect the laws.'

'Thieves should go to prison for the rest of their lives.'

Source: Based on Oxfam. 2015a. *Global Citizenship in the Classroom: A guide for teachers*. Oxford, Oxfam Education and Youth, p. 16. Full information on this resource can be found at: <https://www.oxfam.org.uk/education/resources/global-citizenship-in-the-classroom-a-guide-for-teachers>





The Zorbs

→ Subjects

- Media
- Social studies
- Technology

👤 Target learners

Lower primary

Upper primary

🕒 Time needed

5 to 6 minutes per video; 30 minutes per lesson

✂️ Materials needed

Computer or tablet with internet connection

🗉 Keywords:

- bullying (cyberbullying)
- conflict resolution
- crime (cybercrime, trafficking in persons/smuggling of migrants)
- discrimination (gender-based)
- equality
- ethical decision-making
- human rights (right to education)
- justice
- media
- values (empathy, integrity, respect)

DESCRIPTION OF ACTIVITY

The purpose of the Zorbs from UNODC (2019) is to teach students about core values and skills for promoting the RoL through interactive and engaging videos, comic books and lesson plans. Students can visit the Zorbs in the Fun Corner of UNODC's Education for Justice (E4J) website. There are currently nine videos:

A New Beginning introduces the four Zorbs who are alien characters who have learned skills and values for justice (conflict resolution, empathy, teamwork and critical thinking).

Three Cheers for Respect teaches about the importance of respecting others and the environment.

Big Trouble with the Small Screen illustrates how to use the Internet in a safe and responsible way (protects students from cybercrime).

Log Off and Cool Down demonstrates how to use respectful communication online, just as we do offline (to avoid cyberbullying).

Teamwork Saves the Day helps children understand the importance of being fair while addressing gender stereotypes.

Lucky to Learn focuses on education as a human right and that some children suffer different forms of exploitation, including human trafficking.

Fairness in the Spotlight teaches how everyone should be respected regardless of their differences and their personal preferences.

Picking up Good Habits teaches children how their actions affect others and the environment.

Shortcuts with Long Consequences teaches integrity, identifying ethical decisions in difficult situations and resisting temptations to cheat or treat others with disrespect.

Teachers can build lessons around these videos. Lesson plans to accompany the videos are currently under development. More videos are also being added to The Zorbs site.

LEARNING OUTCOMES

Domain	Expected learning outcome
Socio-emotional: socially connected and respectful of diversity	U1.3 Develops empathy, solidarity and sense of belongingness to a community
Behavioural: ethically responsible and engaged	L2.2 Takes responsibility for how choices and actions impact self and others

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity

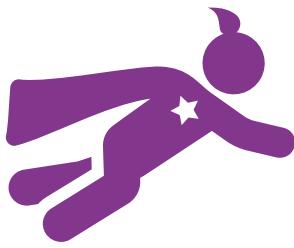


Solidarity

TIPS/THINK ABOUT THIS

The Zorbs videos have also been made into comic books.

Source: Based on UNODC. 2019. The Zorbs. Full information on this resource can be found at: <https://www.unodc.org/e4j/en/primary/e4j-tools-and-materials/thezorbs.html>



Chuka, break the silence

→ Subjects

- Social studies
- Technology

👤 Target learners

Upper primary

🕒 Time needed

Varies (students play video game independently)

✂️ Materials needed

Computer with internet connection, smartphone or tablet

🗉 Keywords:

- ethical decision-making
- human rights (abuses)
- media
- values (empathy, fairness, respect)
- violence (gender-based)

DESCRIPTION OF ACTIVITY

This resource from UNODC (2018) teaches students how to take action to combat forms of gender-based violence. 'Chuka, Break the Silence' is a video game that students can play online or as a downloadable Android app. The game aims to teach girls and boys to:

- Recognize different types of aggression;
- Understand their rights in the face of aggression and abuse;
- Deal with aggression personally or through trusted adults;
- Develop values of fairness and respect;
- Build skills for critical thinking, decision-making and empathy.

The main character, Chuka, is a 13-year-old girl who enjoys YouTube and video games. She encounters monsters in a nightmare and must learn to be assertive and take effective actions to defeat them. The artwork in the game is based on children's drawings depicting gender-based violence, with input from psychologists and teachers.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	U2.2 Is able to identify different types of violence and identify appropriate solution to seek help and protect themselves
Socio-emotional: socially connected and respectful of diversity	U1.2 Is resilient in the face of negative influences

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity



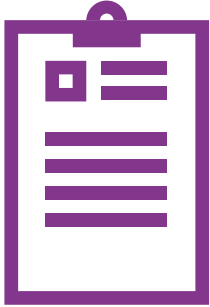
Solidarity

TIPS/THINK ABOUT THIS

There are both a teachers' and parents' guide on the Chuka website. They provide advice for adults on how to respond if children disclose that they have been victims of abuse. Chuka is available in English and Spanish.

Source: Based on UNODC. 2018. Chuka: Break the Silence. Full information on this resource can be found at: <https://www.unodc.org/e4j/en/primary/fun-corner/chuka.html>

Single lessons



This section describes resources designed for use during a single class period. However, the activities are also suitable for other educational contexts. Suggestions to extend these lessons and deepen students' learning are provided in the 'Tips/Think About This' section of each resource description.





Diminishing islands

→ Subjects

- Arts (music)
- Physical education
- Social studies

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

45 to 90 minutes

✂️ Materials needed

Sheets of paper, music (recorded or sung by the teacher)

🗒️ Keywords:

- conflict resolution
- peace

DESCRIPTION OF ACTIVITY

The purpose of this activity from the Arigatou Foundation (2008) is to introduce young students to common causes of conflict and the importance of cooperation and non-violence. The teacher begins by leading students through a game:

- Newspaper sheets are spread around an open area of the classroom to represent islands;
- The students walk around while music plays but have to stand on a newspaper island when the music stops;
- Without saying anything, the teacher removes a few papers each round, so students become more and more crowded on the few islands;
- Students are out if they can no longer fit on any of the islands, so at the end most of the students are out of the game;

After the game, the teacher guides a discussion about a) what actually happened in the game, b) how they felt, and c) how this relates to issues and challenges in real life such as conflict, poverty and migration. Ultimately, the instructor guides the students to understand that conflict is normal, and we must act cooperatively and in solidarity with one another in such situations. Students then reflect on the activity in writing.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	U2.1 Is able to identify the characteristics of a community that lives together peacefully
	U2.2 Is able to identify different types of violence and conflict
Socio-emotional: socially connected and respectful of diversity	U1.3 Develops empathy, solidarity and sense of belonging to a community
Behavioural: ethically responsible and engaged	L2.1 Takes actions based on ethical decision-making

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

A well-moderated debriefing is the key to this activity. Teachers can allow students to replay the game after the discussion, challenging them to show skills of cooperation and support for one another in the second round. The full resource is available in English, French, Japanese, Spanish, Swahili and Romanian.

Source: Based on the Arigatou Foundation. *Learning to Live Together*. Geneva, ATAR Roto Presse SA. p. 114. Full information on this resource can be found at: <https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf>



Adults who help

→ Subjects

- Arts (role-playing)
- Social studies

👤 Target learners

Lower primary

🕒 Time needed

45 minutes (could be divided into two short sessions)

✂️ Materials needed

Handouts, online video (optional), tree branch with leaves and permanent markers (optional), art supplies (optional)

🗉 Keywords:

- rules (reasons for)
- safety

DESCRIPTION OF ACTIVITY

This lesson from the New Zealand Police National Prevention Centre (2018) teaches students how to ask trusted adults for help in unsafe situations and how to avoid them.

In the first learning activity, the teacher leads students to understand the word 'trust' and holds a brainstorming session about adults that they trust in the community, home and school. In a group, the teacher and students then role-play asking for help in potentially unsafe situations.

In the second learning activity, the teacher uses pictures of children or families following rules for staying safe, and the students guess or write a rule to match the picture. Students then get into pairs. The teacher reads out situations, and students take turns telling their partner what safety rule they could follow in that situation.

Students complete homework for both activities in which they develop lists of trusted adults and rules for staying safe with their family members. The lesson plan provides numerous extension activities for reinforcing the main ideas, including videos, art activities, role-plays and class visitors.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	L3.1 Knows where to find and who to ask for information about rules and safety (parent, teacher, police officer)
Socio-emotional: socially connected and respectful of diversity	L1.1 Develops positive relationships with others

GCED CORE NOTIONS



Solidarity

TIPS/THINK ABOUT THIS

This activity is part of a larger unit on 'Keeping Ourselves Safe'. If you teach about inappropriate touch in these lessons, consider using the parental resource 'I can protect myself' included in this handbook (p. 60).

Source: Based on New Zealand Police National Prevention Centre. 2018. Keeping Ourselves Safe: Years 0–3. Focus area 4: Adults who help. Wellington, New Zealand.

Full information on this resource can be found at: <http://www.police.govt.nz/sites/default/files/publications/kos-yrs0-3-focus4.pdf>





I am my earth, my air, my fire [Yo soy mi tierra, mi aire, mi fuego]

→ Subjects

- Language arts / Literacy
- Social studies

👤 Target learners

Lower primary

🕒 Time needed

40 minutes

✂️ Materials needed

Paper, pens, handout (included)

📖 Keywords:

- community building

DESCRIPTION OF ACTIVITY

This lesson from Instituto Interamericano de Derechos Humanos (2003) helps students recognize themselves as members of a family, a school and a country, with rights and responsibilities to those communities.

Students first read a short story about a young man who leaves home to find happiness, only to realize that his greatest happiness was at home.

Individually, students complete a graphic showing the various places and people to whom he belonged (family, community and country).

They then fill out a table expressing what they get from their family and what they can do for their family. In small groups, they complete similar tables for their school and community.

The teacher draws up a summary table and leads students in a discussion of commitments they can make to support coexistence in the school.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	L2.1 Understands the value of social connections within own family and school
Behavioural: ethically responsible and engaged	L3.2 Takes part in positive activities at home and school

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

This lesson, available in Spanish, supports students' notion of themselves as members of communities who benefit from and also have responsibilities to the community. Try following this lesson with the unit 'Rules and Laws: The basis of living together, included in this teaching handbook (p. 41).

Source: Based on Instituto Interamericano de Derechos Humanos (IIDH). 2003. *Educación para la Vida en Democracia: Guía Metodológica* [Education for Life in Democracy: Methodological Guide]. San Jose, Costa Rica, IIDH, pp. 22–24. Full information on this resource can be found at: <https://www.iidh.ed.cr/IIDH/media/1914/coleccion-educacion-para-la-vida-en-democracia-2003.pdf>



This is what I did

→ Subjects

- Math
- Social studies

👤 Target learners

Upper primary

🕒 Time needed

45 minutes

✂️ Materials needed

Blackboard and chalk, paper, pens

🔑 Keywords:

- crime (corruption)
- ethical decision-making
- transparency

DESCRIPTION OF ACTIVITY

In this lesson from the OECD (2018), students learn the concept of transparency and its distinction from equality.

In small groups, students imagine they are the mayor of a small town and must divide up money they have received from a mining company to offset environmental damage. The small groups consider several guiding questions that the teacher writes on the board, to help them make their decisions and then present their decision to the full class.

The teacher explains the concept of transparency and how important it is in leaders' decision-making and reporting to the people. The class discusses which group had the most transparent solutions in the scenario.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	U1.1 Differentiates between what makes rules just or unjust in school and community
Socio-emotional: socially connected and respectful of diversity	U2.1 Appreciates shared values that tie strong communities
Behavioural: ethically responsible and engaged	U2.1 Is able to recognize ethical dilemmas and apply a moral compass in everyday life

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

The teacher could add more substance to the discussion after the presentations by having students discuss:

- Why, as leaders, they might be tempted not to be transparent;
- Student's perspectives on the justice of various groups' solutions;
- The consequences of not being transparent.

The full resource supports teachers to teach about integrity and the RoL, and has lessons on corruption, values, the RoL and extracurricular activities.

Source: Based on OECD. 2018. Education for Integrity: Teaching on Anti-Corruption, Values and the Rule of Law. Paris, OECD Directorate for Public Governance – Public Sector Integrity Division, p. 28. Full information on this resource can be found at: <http://www.oecd.org/governance/ethics/education-for-integrity-web.pdf>





No vehicles in the park

→ Subjects

- Language arts/ Literacy
- Social studies

👤 Target learners

Upper primary

🕒 Time needed

45 minutes

✂️ Materials needed

Handout, paper, pens

📖 Keywords:

- laws (changes over time, reasons for)
- safety

DESCRIPTION OF ACTIVITY

The purpose of this lesson from the American Bar Association (2014) is to help students understand the reason why laws may need to be adapted or changed to ensure justice.

The teacher tells the students that they will be helping to interpret a new law for specific circumstances. The class reads the law together.

In small groups, students read about specific situations that have arisen and decide whether the exact law has been broken or if it depends on the interpretation of the law.

All small groups report their situation and decision back to the full class. The teacher leads a discussion about the problems they encountered in trying to apply the law.

In pairs, students then write an improved version of the law that will be easier to interpret and apply in the future.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	U1.1 Differentiates between what makes rules just or unjust in school and community
Behavioural: ethically responsible and engaged	U2.1 Is able to recognize ethical dilemmas and apply a moral compass in everyday life

GCED CORE NOTIONS



Solidarity

TIPS/THINK ABOUT THIS

Some of the words and names in the cases are specific to the context where the lesson was developed. Consider using the same procedure but changing the wording of the law and cases to fit your local context.

Source: Based on American Bar Association. 2014a. *No Vehicles in the Park*. Chicago, ABA Division for Public Education. Full information on this resource can be found at: https://www.americanbar.org/groups/public_education/resources/lesson-plans/elementary/law--society/no-vehicles-in-the-park/



Media sleuths: Examining gender roles in advertising

→ Subjects

- Language arts/ Literacy
- Media

👤 Target learners

Lower primary
Upper primary

⌚ Time needed

45 minutes

✂️ Materials needed

Newspapers, magazines, journals

🗉 Keywords:

- discrimination (gender-based)
- equality
- inclusion

DESCRIPTION OF ACTIVITY

This lesson from the Welcoming Schools project of the Human Rights Campaign Foundation (2019), helps students to develop identify gender stereotypes in advertising.

Students first write descriptors about themselves (such as activities they like etc.) in their journals or notebooks. Following, the students work in small groups and cut out advertisement in magazines or newspapers depicting various genders. The teacher asks them to describe what they see depicted in the ads (activities, colours used, item being sold etc.) From there they should begin to notice differences in gender roles.

Using a list of questions, the teacher leads the class in a discussion of how well (or not) the portrayals fit with students' own likes (what fits, what does not) and the impact that stereotypes of gender roles can have (such as bullying).

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	U3.1 Differentiates between fact and opinion, and reality and fiction based on research
Socio-emotional: socially connected and respectful of diversity	L3.3 Respects self and others, as well as appreciates the differences of others

GCED CORE NOTIONS



Respect for diversity



Solidarity

TIPS/THINK ABOUT THIS

As an extension, students can use the TV log worksheet to identify gender roles and stereotypes they see on television. In addition, students can be asked to identify and to question/ challenge gender stereotypes about professions that are traditionally perceived as feminine, such as nurses, or masculine, such as law enforcement.

Source: Based on Human Rights Campaign (2019). Welcoming Schools - Media sleuths: Examining gender roles in advertising. Full information on this resource can be found at: https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Media_Sleuths_Gender_Advertising.pdf





Rights of the child

→ Subjects

- Arts (drawing/painting)
- Language arts/ Literacy
- Social studies

👤 Target learners

Upper primary

🕒 Time needed

One long class period
(about 60 minutes, could be divided into two sessions)

✂️ Materials needed

Handouts, book *For Every Child* (optional), paper, pens, coloured pencils, Children's Rights slideshow (open-access online; optional)

🗉 Keywords:

- children's rights
- safety

DESCRIPTION OF ACTIVITY

The purpose of this teaching resource from Oxfam (2015) is to introduce students to the Convention on the Rights of the Child (CRC).

The teacher first introduces the CRC by reading the book 'For Every Child' if it is available. If not, the teacher can explain to the students what the CRC is.

The teacher then hands out 12 key articles from the CRC written in child-friendly language, asking the students to read them aloud. The full group discusses how the CRC focuses on children's health, safety and happiness. Students work in small groups to decide which three articles they consider the most important.

In pairs, students then create persuasive posters to educate others about the CRC and convince their audience of the importance of these rights.

In the full group, each pair of students discusses the three articles they consider the most important, and the reasons for their choices.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	U1.3 Knows basic human rights, including children's rights
Behavioural: ethically responsible and engaged	U2.2 Respects that everyone has equal rights and responsibilities

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

This lesson is part of a six-lesson unit on children's rights, which includes a teacher's guide, background information for teachers and lessons applying expected children's rights in real-world situations. Reinforce this lesson with the 'Children's Rights Cards' teaching resource in this handbook (p. 26).

Source: Based on Oxfam Education. 2015b. Children's Rights. Session 2: Rights of the Child. Oxford. Full information on this resource can be found at: <https://www.oxfam.org.uk/education/resources/childrens-rights>



Activism online

→ Subjects

- Language arts/ Literacy
- Media
- Social studies
- Technology

👤 Target learners

Upper primary

🕒 Time needed

60 minutes (can be divided into two sessions)

✂️ Materials needed

Handouts, paper, pens, coloured pencils (optional)

📌 Keywords:

- civic engagement (activism)
- media

DESCRIPTION OF ACTIVITY

In this lesson from Teaching Tolerance (2019), students consider different ways that young people have used the Internet to work toward positive social change and the strengths and weaknesses of online activism.

To begin, there is a class discussion to find out what students already know about using the Internet for social action, ensuring that they understand the concept of 'activism'. Next, students read short case studies of how young people have used the Internet to take action on social issues.

In small groups or pairs, students then list the strengths and weaknesses of using the Internet for social action. The teacher leads a full class discussion on what the students have identified.

In groups, students create an action plan of how they might use digital media to take action on a problem in their school or community.

LEARNING OUTCOMES

Domain	Expected learning outcome
Behavioural: ethically responsible and engaged	U1.1 Identifies types of political and civic engagement within the community (voting, charity, advocacy)
	U1.2 Able to collaborate with individuals/groups from diverse cultures for collective action

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

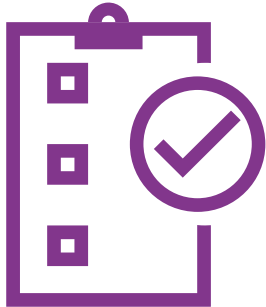
TIPS/THINK ABOUT THIS

One of the cases on the handout discusses the kidnapping of school girls in Nigeria by Boko Haram. This presents an opportunity to discuss human trafficking and terrorism as current global challenges to the RoL. This lesson can be paired with discussions of how to use the Internet safely and avoid being victims of cybercrime. Complementary resources are 'The online zoo' (p. 49), 'Adults who help' (p. 33) and 'The Zorbs' (p. 28).

Source: Based on Teaching Tolerance. 2019. *Activism Online*. Montgomery, Southern Poverty Law Center. Full information on this resource can be found at: <https://www.tolerance.org/classroom-resources/tolerance-lessons/activism-online>

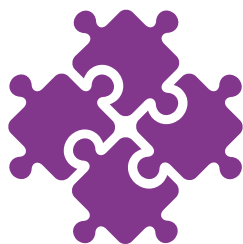


Units or projects



This section provides unit plans and projects that teachers can use to provide more sustained exposure to the RoL topics, over a longer period of time. Units built of several lessons or including a project component provide an opportunity for students to extend their learning and skills development from a basic introduction to a deeper analysis and application of the topic under study.

Project-based learning is one of the most widely practised participatory learning methods that can be used for any topic or skill that needs to be taught. When engaged in such learning, students produce a project which engages their cognitive and creative skills while also increasing their familiarity with the subject matter through research.



Rules and Laws: The basis of living together

→ Subjects

- Arts (role-playing)
- Social studies

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

4 class periods

✂️ Materials needed

Blackboard, soft balls, pens, list of school rules, sticky notes or paper

🗉 Keywords:

- cooperation
- democracy
- inclusion
- laws (creation of, reasons for)
- rules (changes over time, classroom, creation of, reasons for)

DESCRIPTION OF ACTIVITY

The purpose of this unit from the Council of Europe and PHZH - International Projects in Education (2010) is to help students practise processes through which people make the laws by which they want to live. This is a four-lesson unit broken down as follows:

In lesson one, the students participate in a game to experience the function of rules. The teacher leads them in a discussion about the need for rules based on their experience in the game. In pairs, students then match the school rules to their rights and responsibilities in school.

In lesson two, students role-play in small groups to show the consequences when school rules are broken. The full group discusses reasons for rule-making, who should participate in making or changing rules and the consequences of breaking rules. In small groups, they discuss what they would like to change in the school rules, why and how.



In lesson three, the students agree on the rules accepted by the majority and discuss ideas for listening to the ideas of the minority.

Finally, in lesson four, the students decide on criteria for what makes a good rule, test their new rules against the criteria, and write and sign a final agreement. They present this agreement to other classes.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	L2.2 Understands why fair rules and laws make families and schools stronger and safer
	U2.1 Is able to identify the characteristics of a community that lives together peacefully

GCED CORE NOTIONS

		
Respect for diversity	Shared sense of humanity	Solidarity

TIPS/THINK ABOUT THIS

The Living Democracy materials are available in Albanian, Bosnian, Croatian, English, French, Georgian, Greek, Macedonian, Montenegrin, Romanian, Serbian and Ukrainian. The six manuals in the series can be found at [https://www.coe.int/en/web/edc/living-democracy-manuals#%2210618501%22:\[\]{}](https://www.coe.int/en/web/edc/living-democracy-manuals#%2210618501%22:[]{})

Source: Based on the Council of Europe and PHZH - International Projects in Education. 2010. *Growing up in Democracy: Lesson plans for primary level on democratic citizenship and human Rights* (EDC/HRE). UNIT 5: Rules and law. Council of Europe Publishing, pp. 51–58. <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802f727d> (Accessed 9 January 2019.)





Identity and belonging

→ Subjects

- Language arts/ Literacy
- Social studies

👤 Target learners

Upper primary

🕒 Time needed

Multiple class periods (3 to 4 to complete all activities)

✂️ Materials needed

Handouts, coloured pencils, paper, pens

🔑 Keywords:

- civic engagement
- community building
- human rights (knowledge of)
- values (empathy, respect, solidarity, tolerance)

DESCRIPTION OF ACTIVITY

This series of activities written by Bowden & Wilson (2014) for the British Red Cross, encourages students to think critically about stigma and migration and what makes us who we are.

In the first activity, students fill in the outline of a person with pictures or words that describe themselves. They then ask a partner, 'What do you think makes me who I am?' and write their partner's response outside of the person on their page. The teacher asks them to consider the differences between how they saw themselves, and how their partner saw them. The teacher guides a class discussion to come to the understanding that we often see people differently than they see themselves.

In a full group discussion activity, the teacher explains the concept of 'stigma' and discusses examples or types of stigma. They also discuss why people might stigmatize others and the effects of stigma.

To learn the concept of 'migration', students first move around a large space to 'map out' where they and their families come from. In small groups, students then read scenarios on 'migration story cards' and decide the extent to which the people in the scenario chose or were forced to migrate. They learn to empathize with migrants through suggested stories and follow-up discussion.

LEARNING OUTCOMES

Domain	Expected learning outcome
Socio-emotional: socially connected and respectful of diversity	U2.1 Appreciates shared values that tie strong communities (generosity, fairness, solidarity in community projects) U3.2 Develops values and attitudes that enable people to live together peacefully (respect, sense of equality, empathy, sense of solidarity, acceptance of others)
Behavioural: ethically responsible and engaged	U2.2 Expresses personal perspectives on fairness and issues of global concern for the RoL and a CoL

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

After teaching these activities, consider allowing students to play the online game 'Against all odds' (p. 30) to further reinforce their empathy for migrants and asylum seekers.

Source: Based on Bowden, R. and Wilson, R. 2014. *Identity and Belonging*. British Red Cross. Full information on this resource can be found at: <https://www.redcross.org.uk/get-involved/teaching-resources/identity-and-belonging>



School parliament good practices booklet

→ Subjects

- Arts (drawing/ painting)
- Language arts/ Literacy
- Social studies
- Technology

👤 Target learners

Upper primary

🕒 Time needed

Several weeks or months
(depending on the project)

✂️ Materials needed

Paper, pens, art supplies, camera, video camera, smartphone or tablet (most are optional, depending on the project)

🔑 Keywords:

- civic engagement
- community building
- democracy
- human rights (knowledge of)
- legal institutions (parliament)

DESCRIPTION OF ACTIVITY

This booklet from UNRWA (2015) provides teachers with resources to support students in creating school parliaments to raise awareness and take action to promote human rights.

It reports on six best practice examples of community service and action-oriented projects from UNRWA schools. The best practices section will not only inspire teachers to lead similar projects but also provides a template for other clubs to reflect on their practices through:

- Documenting the nature of the practice and its achievements;
- Explaining what makes it a good practice;
- Creating a Q&A section on effects of the practice for students and the community;
- Considering how to find additional information for the practice;
- Brainstorming follow-up and extension activities.

Following case studies of best practices, the booklet includes ideas, guidelines and steps to help other schools conduct activities that will contribute to a culture of human rights.

It then provides teaching resources and templates for planning and evaluating school parliaments and their activities.

LEARNING OUTCOMES

Domain	Expected learning outcome
Behavioural: ethically responsible and engaged	U3.2 Engages in community work and seeks opportunities for positive engagement

GCED CORE NOTIONS

 Respect for diversity	 Shared sense of humanity	 Solidarity
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TIPS/THINK ABOUT THIS

Choose and adapt a project depending on the interests of the students and needs of the community. For community engagement outside of the school, try a project like 'Picking Olives'. Such direct engagement in the community is central to students' developing their skills for participating as mutually accountable citizens as they grow older.

Source: Based on UNRWA (United Nations Relief and Works Agency for Palestine Refugees in the Near East). 2015. *UNRWA School Parliament Good Practices Booklet*. Amman, Jordan, UNRWA Department of Education HRCRT Team. Full information on this resource can be found at: https://www.unrwa.org/sites/default/files/school_parliament_good_practices_booklet_english_11.11.2015.pdf



Stories and books



This section provides an overview of stories and literature from around the world that can be used to teach concepts and values related to the rule of law. For younger students, the use of stories is often more engaging and relevant to their experiences than abstract and theoretical lessons. Through stories – whether read aloud to young children or in guided reading with older students – teachers can integrate topics related to the RoL into required language arts lessons.

While many of the other teaching resources in this handbook involve stories to some extent, most were written specifically for the lesson, rather than as quality literature or familiar traditional stories in their own right. Teaching values (such as empathy, care, respect, tolerance and others central to a CoL) requires reaching students' hearts as well as their minds, a task to which storytelling is well-suited (Benavot et al., 2018).

The first teaching resource in this section provides guidance to teachers on how to use literature and stories to teach values to students. The remaining teaching resources are examples of specific stories that teachers can use, with discussion questions provided to emphasize concepts related to the RoL. The teacher can use the discussion questions through whichever means are most appropriate to the skills they are developing in the students – for example, full group discussion, think-pair-share, small group conversations, debate or written response.

Teachers should use this section for ideas and then select stories and books from their own context to use with their students.



Stories that teach life lessons

→ Subjects

- Language arts/ Literacy

👤 Target learners

Lower primary

🕒 Time needed

30 to 45 minutes (depending on the story chosen)

✂️ Materials needed

Story (oral or printed)

🗉 Keywords:

- cooperation
- equality
- inclusion

DESCRIPTION OF ACTIVITY

The purpose of this teaching resource from Jalongo (2019) is to provide teachers with tips on how to effectively help students absorb lessons about values as they listen to stories or read picture books.

The teaching resource provides a set of key recommendations first for choosing a story and then following a process for before, during and after reading it:

- Set a purpose for reading so that students are prepared in advance to focus on the key points you have identified;
- Pause while reading specific parts of the story that demonstrate the value you want students to notice. Wonder out loud – ask questions about what you are reading and why characters may be feeling or behaving the way they do;
- After reading, be intentional in how you lead the discussion, first helping students to identify with the characters, then express their emotions about the story, then consider their opinions;
- Give every child the opportunity to comment.

The teaching resource also provides tips on how to set up the classroom environment to include storytelling opportunities throughout the day and space.

LEARNING OUTCOMES

Domain	Expected learning outcome
Socio-emotional: socially connected and respectful of diversity	L1.1 Develops positive relationships with others
	L1.2 Has an awareness of how own emotions and behaviours impacts others (both positively and negatively)

GCED CORE NOTIONS

		
Respect for diversity	Shared sense of humanity	Solidarity

TIPS/THINK ABOUT THIS

A list of storybooks that teach life lessons are provided.

Source: Based on Jalongo, M.R. 2019. *Stories that Teach Life Lessons*. Early Childhood Today. Scholastic. Full information on this resource can be found at: <https://www.scholastic.com/teachers/articles/teaching-content/stories-teach-life-lessons/>





The well of truth

→ Subjects

- Language arts/ Literacy

👤 Target learners

Lower primary

🕒 Time needed

45 minutes

✂ Materials needed

Story (oral, printed, or video)

🗉 Keywords:

- community building
- ethical decision-making
- rules (reasons for)
- values (integrity)

DESCRIPTION OF ACTIVITY

This children's picture book by Hamilton, Weiss and Wrenn (2008), based on an Egyptian folktale, teaches the importance of sharing and honesty.

Goat, Rooster and Donkey are three friends who work together to plant a field of clover. After all three of them patiently take care of the field and wait for the crop to grow, Donkey sneaks into the field at night and eats all of the clover. The three friends then go to the Well of Truth to find out who is responsible, and Donkey's guilt and dishonesty are exposed.

This retelling of the tale in English is available as a picture book for purchase or read aloud on a YouTube video. After the story, teachers can lead a discussion on 1) The moral of the story 2) The values that are important for community-building and 3) If Donkey's punishment was fair? Why or why not?

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	L2.2 Understands why fair rules and laws make families and schools stronger and safer
Socio-emotional: socially connected and respectful of diversity	L2.2 Values the importance of good relationships for the well-being of the society
Behavioural: ethically responsible and engaged	L1.2 Supports choices that contribute to making schools a better school environment

GCED CORE NOTIONS



Shared sense of humanity

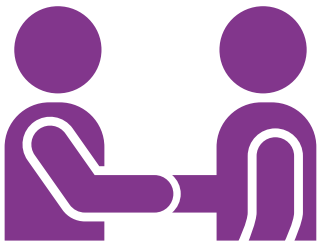


Solidarity

TIPS/THINK ABOUT THIS

Consider inviting a parent or community member to tell the story and answer students' questions about the story's lessons and values. The publisher of this book, August House, has a wealth of free resources for teachers on its site (including interactive picture books and lesson plans based on the oral stories that focus on values). They can be found at: <https://www.augusthouse.com/learning-resources>

Source: Based on Hamilton, M., Weiss, M. and Wrenn, T. 2008. *The Well of Truth: A Folktale from Egypt*. Atlanta, Georgia, August House Publishers. Full information on this resource can be found at: <https://www.storybookcove.com/book/9780874838800>. A video of the story is available at: <https://www.youtube.com/watch?v=8OUTz5t-6Vg>



Let justice prevail

→ Subjects

- Arts (role-play)
- Language arts/ Literacy
- Social studies

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

45 to 60 minutes

✂️ Materials needed

Story (oral or printed)

🔑 Keywords:

- community building
- conflict resolution (mediation)
- cooperation

DESCRIPTION OF ACTIVITY

This traditional oral story from Lesotho Distance Teaching Centre (2017) tells how small conflicts between individuals can spread to the larger community. Trust and willingness to work together helps to ease the conflict and stop it from growing. The teacher reads the story and leads the students in a discussion.

Suggested discussion questions:

- What was the issue of the initial conflict?
- What role did the chief play?
- Why is it important to have a mediator?
- What are important qualities of mediators?
- Have you ever helped others resolve a conflict? How?

After the discussion, students are asked to form into groups and act out a story where there are two opposing sides and a mediator. They can choose their own or use the one in the oral story.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	U2.1 Is able to identify the characteristics of a community that lives together peacefully
Socio-emotional: socially connected and respectful of diversity	L3.1 Respectfully listens to and peacefully agrees and disagree with others
	L3.2 Is open to accepting different views and perspectives

GCED CORE NOTIONS



Respect for diversity



Solidarity

TIPS/THINK ABOUT THIS

Available in English and Sesotho. The book in which this story is found includes reflections by teachers who have completed a peace education training course. Teachers can extend the activity to discuss other conflicts that might need mediation (such as within families or between countries).

Source: Based on Lesotho Distance Teaching Centre. 2017. *Peace, The Best Way (Ngoan'a Khotso Ha a Lebale Tsa Khotso)*. Seoul, UNESCO-Asia Pacific Centre of Education for International Understanding (APCEIU), pp. 31–33. Full information on this resource can be found at: http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m412&wr_id=86





Intangible cultural heritage: Oral traditions

→ Subjects

- Language arts/ Literacy
- Social studies

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

Variable – depending on which text the teacher chooses

✂️ Materials needed

Oral literature (or a printed version)

🔑 Keywords:

- community building
- ethical decision-making

DESCRIPTION OF ACTIVITY

This teaching resource is UNESCO's database of global oral traditional literature, a part of the world's Intangible Cultural Heritage.

Teachers can search here for oral tradition sources from their own or other regions, using the world's traditional literature to identify events and heroes through which they can explore the RoL ideas.

One example that includes themes related to the RoL is the Charter of Manden. Passed down through oral tradition, this charter is one of the earliest references to fundamental rights (related oral literature: Epic of Sundiata).

Suggested discussion questions for oral literature and folklore:

- What values did a leader in the stories show that make them a good leader?
- How does the character act in a just or unjust way?
- Give an example of a time when a character did not follow the rules of the society.
- What were the consequences of their actions?
- How did this choice affect the character?
- How did this choice affect other people?

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	U2.1 Is able to identify the characteristics of a community that lives together peacefully
Socio-emotional: socially connected and respectful of diversity	U2.1 Appreciates shared values that tie strong communities
Behavioural: ethically responsible and engaged	L2.2 Takes responsibility for how choices and actions impact self and others

GCED CORE NOTIONS

 Respect for diversity	 Shared sense of humanity	 Solidarity
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TIPS/THINK ABOUT THIS

Hearing and discussing traditional literature provides an opportunity to invite a traditional storyteller to participate in the learning process. Encourage students to discuss the questions above with the guest directly.

Source: Based on UNESCO Intangible Cultural Heritage. 2019. *Dive into Intangible Cultural Heritage: Oral Traditions and Expressions*. Full information on this resource can be found at: <https://ich.unesco.org/en/RL/manden-charter-proclaimed-in-kurukan-fuga-00290>



The online zoo

→ Subjects

- Language arts/ Literacy
- Media
- Technology

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

30 minutes (reading only);
45 minutes (Language arts lesson)

✂️ Materials needed

Book (included teaching resource),
paper and pens (optional –
for charts)

🗉 Keywords:

- bullying (cyberbullying)
- crime (cybercrime)
- media
- safety

DESCRIPTION OF ACTIVITY

The purpose of this book by Drobna and Abdel-Salam (2016) is to teach young students about the positive uses of the Internet and ways to stay safe online.

Through engaging pictures and characters, this book teaches that the Internet can be used in a positive way to:

- Stay in touch;
- Learn about the world;
- Call for help;
- Play games.

The book also helps students understand challenges to social relationships and safety that can arise from using the Internet. It provides students with specific tips and rules to stay safe while using the Internet.

A teacher or parent can read this story aloud to lower primary students and upper primary students could read it independently or in groups.

To increase students' comprehension of the story, they can fill out a chart listing the positive uses versus the dangers of the Internet, or a problem and solution chart, listing rules to address each danger.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	L3.1 Knows where to find and who to ask for information about rules and safety
Socio-emotional: socially connected and respectful of diversity	U1.2 Is resilient in the face of negative influences

GCED CORE NOTIONS



Solidarity

TIPS/THINK ABOUT THIS

This book is available free for download in eight languages (Arabic, Chinese, English, Farsi, French, German, Russian and Spanish). A parental guide for using the book is also available in German.

Source: Based on Drobna, D. and Abdel-Salam, A. 2016. *The Online Zoo*. Vienna, Internet Service Providers Austria (ISPA). Full information on this resource can be found at: <https://www.unodc.org/e4j/en/primary/e4j-tools-and-materials/the-online-zoo.html>





Lilito in school [Lilito na escola]

→ Subjects

- Language arts/ Literacy
- Math
- Science
- Social studies

👤 Target learners

Upper primary

🕒 Time needed

30-45 minutes

✂️ Materials needed

Book (oral or printed)

🗒️ Keywords:

- crime (corruption)
- ethical decision-making

DESCRIPTION OF ACTIVITY

This book from UNODC, Office of the Attorney General Mozambique, and the Ministry of Education of the Republic of Mozambique (2016) teaches students the values needed for healthy growth and participation in a corruption-free society.

The book illustrates easy-to-understand everyday school scenarios through the character of a primary school student, Lilito.

The book has a series of examples that can be used in a variety of ways:

- cheating on a test;
- playing football;
- how a construction project might be affected by corruption.

LEARNING OUTCOMES

Domain	Expected learning outcome
Behavioural: ethically responsible and engaged	<p>U2.1 Is able to recognize ethical dilemmas and apply a moral compass in everyday life (telling the truth, respecting other's property)</p> <p>U2.2 Expresses personal perspectives on fairness and issues of global concern for the RoL and a CoL</p>

GCED CORE NOTIONS



Shared sense of humanity



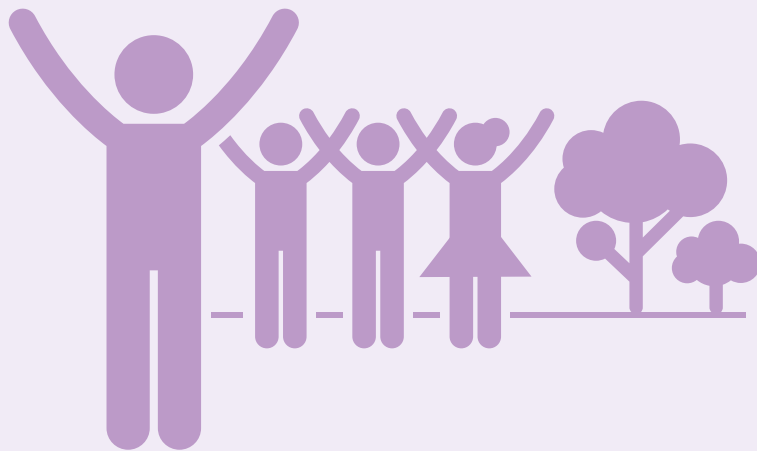
Solidarity

TIPS/THINK ABOUT THIS

There is a part of the book that takes place at a construction site. It can be used in a Math or Science lesson. The book is available in Portuguese.

Source: Based on UNODC, Office of the Attorney General and Ministry of Education of the Republic of Mozambique. 2016. *Lilito na Escola [Lilito in School]*. Maputo, Mozambique. UNODC/ROSAF (Regional Office of Southern Africa). Full information on this resource can be found at: https://www.unodc.org/e4j/data/_primary_lower_p_primary_upper_p_/369_lilito_in_school.html?lng=en

Out-of-classroom resources



In this section, teachers will find guidance on incorporating transparency, fairness and other RoL concepts into sports and outdoor activities.

In recent years, the use of sport as a teaching resource to improve self-esteem, enhance social bonds and provide participants with a feeling of purpose has become more widespread.

Meanwhile, field trips allow students the opportunity to apply their class-based learning more concretely in their own community. Through field trips, students can see how the RoL supports inclusive, peaceful and just communities. They may observe rules that allow community members to cooperate and respect one another's rights, and learn about institutions that are strong, trustworthy and strengthen the RoL.



The spirit of sport

→ Subjects

- Language arts/ Literacy
- Physical education

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

4 class periods

✂️ Materials needed

Handouts, pens

🔑 Keywords:

- community building
- rules (reasons for)
- sports
- values (fairness)

DESCRIPTION OF ACTIVITY

The purpose of this unit from the World Anti-Doping Agency (2015) is to introduce students to the 'Spirit of Sport' values, understand the importance of playing fair, and connect those values to everyday life outside of games and sports.

In the first lesson, students are introduced to the 11 values of the Spirit of Sport. In small groups, they develop their own examples that show or violate the values.

In the second lesson, students read cases of real athletes and decide how those athletes demonstrated Spirit of Sport values through their actions.

The third lesson students are asked how Spirit of Sport values apply in their everyday lives outside of sports.

In the final lesson, students learn about the Olympic pledge and then write their own pledges based on Spirit of Sport values individually or in small groups.

LEARNING OUTCOMES

Domain	Expected learning outcome
Socio-emotional: socially connected and respectful of diversity	L1.3 Has a positive self-image
	U1.3 Develops empathy, solidarity and sense of belongingness to a community
Behavioural: ethically responsible and engaged	L1.1 Works well in groups (shares, listens, helps)

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

The unit includes ideas on using the Spirit of Sport values as classroom or school-wide themes throughout a full school year. Physical education classes or sports teams could use these lessons and then encourage students to recognize when they demonstrate the values during practice and games. See the 'Well played!' teaching resource in this teaching handbook (p. 54).

Source: Based on World Anti-Doping Agency (WADA). 2015. *Teacher's Tool Kit*. Montreal, Canada: World Anti-Doping Agency, pp. 5–37. Full information on this resource can be found at: <https://www.wada-ama.org/en/resources/education-and-awareness/teachers-tool-kit>



Well played!

→ Subjects

- Language arts/ Literacy
- Physical education

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

60 minutes (could be divided into 2 shorter sessions – pre-match activities and then a match with follow-up discussion)

✂️ Materials needed

Examples of sports matches (videos, pictures, newspapers or internet), paper and pens, equipment for sport of choice, video camera (optional)

🔑 Keywords:

- cooperation
- ethical decision-making
- media
- rules (reasons for)
- sports
- values (fairness)

DESCRIPTION OF ACTIVITY

In this lesson from the Commonwealth of Australia (2006), students investigate and identify 'best and fairest' guidelines in sport, use the guidelines in a game of sport and reflect on the experience.

The teacher first leads students in a discussion about sports they like, good versus bad sportsmanship and the importance of playing fairly.

Students then examine examples of actual matches – through videos, newspapers, pictures or online. The teacher leads a discussion of good or poor sporting conduct that they observed, considering the consequences of actions and the importance of rules in sports.

Students then work in small groups, with each group taking one value to discuss. They individually brainstorm how to show that value through sports and then summarize their ideas before presenting to the class. Following the group presentations and individual written reflection, students work in groups to write a 'best and fairest' checklist for how to play sports showing good sports conduct.

Finally, students play a sports match together while someone (such as the teacher) videotapes the match. The group then discusses examples of how they demonstrated good sportsmanship during the match. They conclude by discussing how the checklist can apply outside of sports.

LEARNING OUTCOMES

Domain	Expected learning outcome
Socio-emotional: socially connected and respectful of diversity	L1.2 Has an awareness of how own emotions and behaviours impacts others (both positively and negatively)
	U3.2 Develops values and attitudes that enable people to live together peacefully

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

Consider combining the sports that match this activity with the 'Spirit of Sport' unit in this handbook (p. 53). The technology used in this teaching resource is optional. If not available, discuss matches that students have seen or heard about.

Source: Based on Commonwealth of Australia. 2006. *Well Played! Melbourne, Values Education for Australian Schooling*. Full information on this resource can be found at: http://www.curriculum.edu.au/verve/_resources/Currprim_Well_played.pdf



Take the tail [Pique-rabo]

→ Subjects

- Physical education
- Social studies

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

30 minutes

✂️ Materials needed

Materials to make 'tails' (PE vest, newspaper strips, rope)

🗉 Keywords:

- equality
- rules (reasons for)
- sports

DESCRIPTION OF ACTIVITY

This game from Instituto Promundo (2016) allows students to experience situations of inequality and power relations.

The teacher provides a 'tail' to all students. The teacher then gives students the instructions to keep their tail on for one minute. If students try to take one another's tails during this minute, the teacher can take this opportunity to reinforce the importance of following the rules.

Next, the teacher takes half the students' tails and tells all students that they should try to have a tail by the time they call 'Time up'. The students will all try to take tails from others. Finally, the teacher pairs each student with another of a similar size and skill and again challenges them to see who in each pair can keep the tail.

The teacher then leads the students in a discussion reflecting on the game. They consider what made them try to take one another's tails, what types of inequality or differences in power occurred and how these relate to situations in daily life. The teaching resource encourages the teacher to lead the discussion towards specific issues of inequality or social justice relevant to their students.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	L2.2 Understands why fair rules and laws make families and schools stronger and safer
Socio-emotional: socially connected and respectful of diversity	U3.2 Develops attitudes that enable people to live together peacefully

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity

TIPS/THINK ABOUT THIS

As an extension activity, the teacher can provide news articles and data about an issue of inequality or power abuse relevant to the students. The group can consider how specific justice institutions or organizations in their society address the issue. The unit is available in Portuguese.

Source: Based on Instituto Promundo. 2016. *Educação e esporte para a igualdade: Guia de Atividades do Projeto Praticando Esporte, Vencendo na Vida!* [Education and Sports for Equality: Activity Guide for the Practicing Sports, Winning in Life Project]. Rio de Janeiro, Instituto Promundo, pp. 12–13. <https://promundoglobal.org/resources/education-sports-equality-activity-guide-practicing-sports-winning-life-project/>



Paralympic obstacle course [Travessia paralímpica]

→ Subjects

- Physical education
- Social studies

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

30 minutes

✂️ Materials needed

Any available Physical education equipment (cones, whistle, vests, ropes, hurdles), strips of cloth to act as blindfolds, to tie arms, and to cover the mouth, earmuffs.

🗉 Keywords:

- diversity
- equality
- human rights (rights of persons with disabilities)
- inclusion
- values (empathy)

DESCRIPTION OF ACTIVITY

This lesson from Instituto Promundo (2016) helps students develop empathy for and understand the rights of persons with disabilities.

The teacher first divides the students into four small groups and assigns each group a disability (blindness, deafness, physical impairment and muteness). Disabilities are simulated by blindfolds, earmuffs, tying arms behind back, etc. The students must cross an obstacle course.

The teacher then leads a full group discussion about:

- How the groups experienced the challenges with their 'disabilities';
- Day-to-day challenges faced by people with disabilities in society;
- How to ensure more inclusive spaces;
- What rights people with disabilities have in society.

LEARNING OUTCOMES

Domain	Expected learning outcome
Socio-emotional: socially connected and respectful of diversity	L2.1 Values and respects diversity
	U2.2 Respects that everyone has equal rights and responsibilities
Behavioural: ethically responsible and engaged	L3.1 Is motivated to care for others

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity

TIPS/THINK ABOUT THIS

This teaching resource cites the Brazilian law protecting individuals with disabilities. Teachers should describe any such relevant law(s) or norm(s) from their own context to ensure that students know how the rights of people with disabilities are established or enforced in their society. The unit is available in Portuguese.

Source: Based on Instituto Promundo. 2016. *Educação e esporte para a igualdade: Guia de Atividades do Projeto Praticando Esporte, Vencendo na Vida!* [Education and Sports for Equality: Activity Guide for the Practicing Sports, Winning in Life Project]. Rio de Janeiro, Instituto Promundo, p. 45. Full information on this resource can be found at: <https://promundoglobal.org/resources/education-sports-equality-activity-guide-practicing-sports-winning-life-project/>

School-family-community engagement resources



Through these activities, children – with the support of parents and community members – can practise actively shaping a society in which everyone can live peaceful, just, safe and fulfilled lives.

The first three teaching resources provide examples of how teachers can inform and engage parents in the RoL-related learning experiences, particularly for lower primary students. Informing and enlisting the support of family members is especially important when tackling potentially sensitive issues, such as abuse.

Community-based learning utilizes active research and implementation skills to help address a challenge in the students' own communities. Students identify a social, economic or environmental issue and not only practise planning solutions but also create change in their communities by implementing these solutions.



Children should have a representative in the National Assembly and actively participate in the adoption of laws. (Primary student, Slovenia)



I can protect myself

→ Subjects

- Health

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

30 minutes

✂️ Materials needed

Printable booklet (included)

🔑 Keywords:

- crime (abuse)
- legal institutions (law enforcement)
- safety
- violence (against children)

DESCRIPTION OF ACTIVITY

This resource from Singapore Children's Society (2012) offers parents and guardians guidance on how to speak with their children about appropriate and inappropriate physical touch in order to help prevent child sexual abuse.

This resource is a full-colour, printable 17-page booklet that contains:

- Expected tips on how to speak with their children about this issue;
- Activities that the children can do in the booklet;
- Factual information about child sexual abuse and child development;
- Contact information for organizations working to prevent child sexual abuse or support victims.

For teachers who will cover this topic with students, this resource supports parents to reinforce the messages at home. It also allows the school to communicate clearly with families that these sensitive topics are being covered in the classroom.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	L3.1 Knows where to find out and who to ask about information about rules and safety
	U2.2 Is able to identify different types of violence and identify appropriate solution to seek help and protect themselves

GCED CORE NOTIONS



Solidarity

TIPS/THINK ABOUT THIS

This is a useful resource to send home to parents. Teachers should replace the final two pages of the pamphlet with contact information for child protection organizations or institutions working in their own context. Teachers should also be aware of the local context and laws governing mandatory reporting and/or whom they should tell, or how they can protect a child if there is no mandatory reporting.

Source: Based on Singapore Children's Society. 2012. *KidzLive: I Can Protect Myself*. Singapore. Singapore Children's Society Research and Outreach Centre. Full information on this resource can be found at: <https://www.childrensociety.org.sg/resources/ck/files/Kidzlive%20Booklet%202018.pdf>



Let me tell you a story

→ Subjects

- Language arts/ Literacy
- Social studies

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

45 to 60 minutes

✂️ Materials needed

Family visitors

🔑 Keywords:

- justice

DESCRIPTION OF ACTIVITY

The purpose of this teaching resource from UNRWA (2013) is to engage parents and grandparents by inviting them to tell stories to students about their experiences. The teacher can provide directions that parents share stories related to justice and human rights, for example, about interaction with institutions or organizations to uphold their rights or ensure that the law is applied. The teacher can ask parents or grandparents to come to talk to the students on a specific topic (in this case, their experiences in education and how it helped them later in life). The teacher debriefs the family members in advance with tips on types of information they may want to give.

On the day of the visit, arrange the room with a circle of chairs, if possible. Invite each guest to talk about the topic of interest, and then allow students to ask the guests questions.

The teacher follows up the visit with a discussion with students about what they learned, how they liked the activity and anything that surprised them. Students can also write thank you cards to show respect and appreciation.

LEARNING OUTCOMES

Domain	Expected learning outcome
Socio-emotional: socially connected and respectful of diversity	L3.3 Respects self and others, as well as appreciates the differences of others
	U2.2 Respects that everyone has equal rights and responsibilities
Behavioural: ethically responsible and engaged	L3.2 Takes part in positive activities at home and school

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

This activity is one out of 40 in a larger resource that also provides guidance to teachers in establishing human rights-friendly schools and evaluating their efforts. It is available in English and Arabic. Teachers should encourage parents to share age-appropriate content.

Source: Based on UNRWA (United Nations Relief and Works Agency for Palestine Refugees in the Near East). 2013. *Teacher Toolkit: Human Rights, Conflict Resolution, and Tolerance Education*. Amman, Jordan, UNRWA Department of Education HRCRT Team, pp. 135–136. Full information on this resource can be found at: <https://www.unrwa.org/resources/strategy-policy/human-rights-conflict-resolution-and-tolerance-education-teacher-toolkit>



Ending corporal and humiliating punishments

→ Subjects

- Health

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

Multiple weeks (to complete all workshops)

✂️ Materials needed

Paper, pens, handouts, markers and chart paper, tape, video (optional)

🔑 Keywords:

- crime (abuse)
- ethical decision-making
- violence (against children)

DESCRIPTION OF ACTIVITY

The purpose of this teaching resource from Instituto Promundo (2010) is to provide a manual for teachers who want to have a workshop with parents on the importance of and strategies for raising children without using violent or humiliating punishment.

The manual is divided into two sections; The first provides background information about corporal and humiliating punishments. It answers frequently asked questions, explains definitions, and describes causes and consequences of these types of punishments.

The second part of the manual provides an outline of a series of workshops that teachers can conduct with groups of parents and caregivers, to raise awareness around corporal and humiliating punishments. In addition to the workshop descriptions, it provides tips for how to facilitate the workshops effectively and ethically.

The manual also includes lessons learned from piloting the workshops in communities in Brazil (where it was written) and numerous, globally relevant online resources relevant to this issue.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	N/A – resource for parent learning
Socio-emotional: socially connected and respectful of diversity	
Behavioural: ethically responsible and engaged	

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

This resource complements student lessons on the Convention on the Rights of the Child. Consider holding some of these parent workshops in conjunction with teaching students using Children's rights cards (p. 26) and the Rights of the child (p. 38) (included in this handbook). Available in Portuguese, Spanish and English.

Source: Based on Instituto Promundo. 2010. *Ending Corporal and Humiliating Punishments: A manual to inform and empower fathers, mothers and caregivers of children*. Rio de Janeiro: Instituto Promundo. Full information on this resource can be found at: <https://promundoglobal.org/resources/ending-corporal-and-humiliating-punishments/>



Putting rights on the map

→ Subjects

- Arts (drawing/ painting)
- Social studies

👤 Target learners

Upper primary

🕒 Time needed

2 to 3 class periods

✂️ Materials needed

Paper, pens, coloured pencils, copies of rights agreements

🗉 Keywords:

- children's rights
- community building
- human rights (knowledge of)
- legal institutions (in local community)

DESCRIPTION OF ACTIVITY

The purpose of this teaching resource from the Council of Europe (2009) is to have students consider the spaces and institutions in their community that allow them access to specific human rights. In small groups, students draw a map of their neighbourhood or small town, including homes and important places in the community.

After the groups have finished drawing a map, the teacher asks the students to identify which rights people can access through the places they have put on the map. Next to that place, students write the number of the article that codifies the relevant right in an international human rights instrument (e.g Convention on the Rights of the Child, Universal Declaration of Human Rights and the African Charter on Human and People's Rights).

Small groups present their map to the full class. The teacher then leads a discussion about the rights they find or do not find in their communities, as well as organizations in the community that work to support human rights.

This resource encourages the teacher to lead students on a walk through the community and to invite community members to act as guest speakers so that students can more directly observe rights in action.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	U2.2 Respects that everyone has equal rights and responsibilities
Behavioural: ethically responsible and engaged	U1.1 Identifies types of political and civic engagement within the community (voting, charity, advocacy)

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

Use this teaching resource after students already have some familiarity with rights agreements, such as after teaching 'Rights of the child' (p. 38) in this handbook. The teaching resource includes suggested adaptations for older or younger students.

Source: Based on Council of Europe. 2009. *Compasito: Manual on Human Rights Education for Children*. N. Flowers (ed). Budapest, Council of Europe Directorate of Youth and Sport, pp. 133–137. Full information on this resource can be found at: <http://www.eycb.coe.int/compasito/pdf/Compasito%20EN.pdf> p.135-137



Under the same sky teaching toolkit

→ Subjects

- Arts (drawing/ painting)
- Language arts/ Literacy
- Social studies
- Technology

👤 Target learners

Lower primary
Upper primary

🕒 Time needed

Several weeks or months
(depending on the project)

✂️ Materials needed

Paper, pens, art supplies, camera, video camera, smartphone or tablet (most are optional, depending on the project)

🔑 Keywords:

- civic engagement
- community building
- safety

DESCRIPTION OF ACTIVITY

This resource developed by International Play Association, Children's Parliament, Children and Young People's Commissioner for Scotland, and Terre des Hommes (2016) helps teachers engage their students in creative activities to explore, discuss and share their ideas on making their everyday environments safe and supportive spaces.

The lessons are based on projects in six countries that allowed children to share views about their local environments during the 2016 United Nations Committee on the Rights of the Child 'Day of General Discussion'. Inside the toolkit, teachers will find:

- Discussion questions to help students share their views on the communities and spaces in which they live;
- Information in child-friendly language about global issues, environmental challenges and how they affect children's rights;
- Five themes around which to build projects;
- Guidance on documenting the process as students complete a project and its outputs;
- Guidelines to encourage active participation by students;
- Step-by-step instructions for carrying out three creative projects and a celebration or stakeholder event after a project.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	U2.1 Able to identify the characteristics of a community that lives together peacefully
Socio-emotional: socially connected and respectful of diversity	L3.1 Respectfully listens to and peacefully agrees and disagree with others
Behavioural: ethically responsible and engaged	U1.2 Able to collaborate with individuals/groups from diverse cultures for collective action

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

The projects would work well for clubs or a long-term art theme. Try the 'Streets Ahead' project, which allows children to create a mural of their own local environment.

Source: Based on International Play Association, Children's Parliament, Children and Young People's Commissioner for Scotland, and Terre des Hommes. 2016. *Under the Same Sky: Children's Rights and the Environment*. Full information on this resource can be found at: <http://ipaworld.org/wp-content/uploads/2017/03/TOOLKIT-FINAL-UNDER-THE-SKY-TOOLKIT-FINAL-2016-IPA-CP-CYPCS-TdH.pdf>



Citizens' report cards

→ Subjects

- Math
- Social studies

👤 Target learners

Upper primary

🕒 Time needed

Several days or weeks

✂️ Materials needed

Paper and pens, printed or online surveys (to be developed), art supplies (optional, to create posters advertising the survey or its results)

🔑 Keywords:

- cooperation
- crime (corruption)
- transparency
- values (integrity)

DESCRIPTION OF ACTIVITY

The purpose of this teaching resource from Transparency International (2014) is to show young people how to conduct a survey of their local population about public services. It offers an overview on how to create, disseminate, analyse and provide reports on the findings.

In addition, it also provides:

- The rationale behind the activity;
- A reminder of risks involved and the necessity of following local laws;
- Setting up the activity and preparing the report cards and surveys;
- Collecting, analysing and sharing results;
- Tips to keep the activity positive and collaborative;
- Possible stumbling blocks;
- A case study from the Philippines of the idea in action.

LEARNING OUTCOMES

Domain	Expected learning outcome
Cognitive: informed and critically literate	U3.1 Differentiates between fact and opinion and reality and fiction based on information search
Behavioural: ethically responsible and engaged	U1.1 Identifies types of political and civic engagement within the community (voting, charity, advocacy)

GCED CORE NOTIONS



Solidarity

TIPS/THINK ABOUT THIS

Consider choosing a school-level issue and surveying fellow students' views as a class project, or surveying community members on a relevant issue as a social studies or extracurricular project. This activity is one of 15 ideas for children and youth to take action in fighting corruption. These 'report cards' can allow citizens to report on corruption in public services, which may present risk in some contexts. The guide includes a concluding section on assessing risks and ensuring that students who engage in these activities remain safe.

Source: Based on Transparency International. 2014. *Anti-Corruption Kit: 15 Ideas for Young Activists*. Idea No. 3. Berlin, Transparency International. Full information on this resource can be found at: https://www.transparency.org/whatwedo/publication/anti_corruption_kit_15_ideas_for_young_activists (Accessed 31 January 2019.)

Section 4

Assessing learning



Assessment is an important part of the teaching and learning process. The broad types of assessment are diagnostic, formative and summative.

- **Diagnostic** assessment is used to understand students' baseline knowledge and skills. It allows teachers to be aware what students are already familiar with and the areas that require further attention. Usually in the form of surveys and pre-tests, diagnostic assessment provides valuable insight for improved lesson planning.
- **Formative** assessment is part of the learning process itself and often takes the form of discussions, observations and reflections. They can help teachers gauge if there are learning gaps and to see if any individual students require additional support. These assessments help the teacher make future pedagogical decisions based on students' feedback (UNESCO 2015, p. 57).
- **Summative assessment** serves as an overall evaluation of knowledge and skills and often occurs at the end of the unit, semester or school year. This type of assessment takes a long-term view and is best conducted using a variety of instruments (e.g. journals, observation, discussion, portfolios). It should be a holistic evaluation of what a student has learned and demonstrated.

4.1 Approaches to assessment

Using a variety of assessments provides a fuller image of learning progress. A few key approaches to assess areas relevant to GCED are:

a) Self-assessment

When students assess themselves, they develop an awareness about their own understanding (IBE-UNESCO 2016, p. 25). It encourages them to take an objective, critical look at their own work, in particular when done with rubrics co-developed with teachers. If done regularly, students are able to develop a sense of their growth over time.

b) Learning journals

Student journals are a way for students to reflect deeply about their learning. Journaling is best done at the end of the lesson with guiding questions by the teachers. These journals should be private so that students can feel safe making honest and open reflections. Even if teachers do not read these journals, by having this dedicated time and space to reflect on their learning, students grow in self-awareness of their knowledge, values and skills and how they see themselves in this world.

c) Peer-assessment

Peer-assessment allows students to review each other's work and provide feedback and ideas to make improvements. Delivering and receiving constructive feedback is an important life skill that should first be taught. Just like self-assessment, peer-assessment methods enhance the student's learning since they take an active, participatory role. Both types of assessments build important socio-emotional learning skills of being honest, fair and being able to communicate peacefully with diverse others.

d) Observation

Linking learning outcomes to formative assessment during day-to-day classroom tasks could be adapted for socio-emotional and behavioural skills. For example, while observing group work, a teacher can assess students' ability to communicate and collaborate and to practise conflict resolution. Qualities such as empathy and respect for diversity could be assessed through observation of teacher-student and student-to-student interactions. There are a variety of ways in which competency-specific assessment tasks and rubrics can be structured, and analysing existing rubrics for their alignment to the RoL learning outcomes is a necessary first step.

e) Portfolio

Portfolios are collections of students' work and can include creative work, completed projects, and other samples and are very effective when considering arts-based approaches to GCED (IBE-UNESCO 2016, p. 25). They provide a holistic approach to understanding students' growth over a period of time. Students should be provided with the opportunity to select at least some of the work they want in their portfolio, to provide them with a sense of ownership.

f) Projects

Student-led projects are an important way for students to demonstrate cognitive, socio-emotional and behaviour development. For instance, group projects that involve local communities can build and enhance skills in critical thinking, problem-solving, communication, advocacy, and understanding of various mechanisms for civic action and/or political engagement.

Box 2: OSCE/ODIHR guidelines for student assessment in human rights education

In keeping with the human rights values of the RoL, learning assessments should reflect the following principles:

- Students are formally assessed (and graded when possible) for achievements in knowledge and skill-based human rights education competencies. Teachers can also track changes in student attitudes informally, although these are not used as a basis for grading.
- Students actively take part in designing and carrying out assessments/evaluations and reflecting on their own work as an important part of their learning process.
- Assessment of students' progress, whether formal or informal, is carried out regularly.
- Assessments are designed to support the learning of students by providing feedback on areas for improvement, and results are shared and discussed with students.
- Students' achievements are recognized and valued.
- Assessment methods for individual students or groups of students are seen as fair, reliable and non-threatening to learners and are carried out with transparency and fairness.
- The means of assessment are varied, including, for example, tests, essays, simulations, learning diaries, portfolios, project-based work and peer – and self – review processes.
- Assessments are appropriate to the learning context and the age and abilities of students and accommodation is made for learners in vulnerable situations and with disabilities.

Source: OSCE/ODIHR (2012) pp. 35-36.

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Annex: Adaptation ideas

Box 3. Adapting for large class sizes¹

Group discussion strategies	<p>Rather than asking a question to the full class and then taking responses from one student at a time:</p> <ul style="list-style-type: none"> ● Pose a question to all students ● Then have them discuss it in pairs or small groups ● Have the group share with the full class
Small group work	<p>If a teaching resource uses a role-play or project activity intended for a small number of students:</p> <ul style="list-style-type: none"> ● Divide the class into small groups of that number ● Each group can follow the same instructions and the teacher can rotate through the groups listening to and advising each one ● The teacher then calls the groups together for discussion
Creative use of space	<p>To implement teaching resources with a great deal of student interaction in a crowded classroom:</p> <ul style="list-style-type: none"> ● Move unnecessary furniture out of the room ● Store materials where they are easily accessible until needed ● Conduct an activity outdoors in a field or courtyard, or in another school space, such as a hall or gym

Box 4. Adapting for availability of materials²

Reusable and locally available materials	<ul style="list-style-type: none"> ● If printing and photocopying machines are not available, print or write on sturdy paper or card and laminate if possible, so the materials can be used again ● Create game boards and pieces, puzzles, flash cards and other teaching aids using everyday materials – cans, bottle caps, cardboard boxes, plastic bottles, etc.
Alternatives to technology	<ul style="list-style-type: none"> ● Instead of asking students to type, have them write on paper ● As an alternative to internet or library-based research, invite knowledgeable community members as guest speakers ● If a teacher cannot show a video, try creating a student role-play activity that shows or demonstrates a similar situation or story

¹ UNESCO Bangkok, 2006

² IDP Foundation, 2018

Box 5. Adapting for cultural familiarity³

Content changes	<p>Much of the simple content can usually be changed without affecting the learning outcomes. Some examples include:</p> <ul style="list-style-type: none"> • Names (characters and place names) • Foods and clothes • Pictures related to the setting and characters
Story, art and game changes	<p>In some cases, a teaching resource may focus on a text, story, play, game or artwork that is unfamiliar and from a foreign region or culture. In these cases, teachers can substitute a local equivalent, such as a story that has a similar plot or lessons, or artwork showing a similar issue.</p>
Sensitivity to local norms	<p>Stories, pictures and texts in the teaching resources may include people behaving in ways that are not considered appropriate in the local society. In these cases, teachers may wish to discuss this cultural difference explicitly with students or change the text as described under 'cultural familiarity' above.</p>

Box 6. Adapting for local relevance⁴

Institution and process changes	<p>Because RoL topics often involve discussing institutions and political processes, teachers will frequently need to substitute the names of local institutions such as the police and courts, or describe how individuals access police, courts and government offices in the local society.</p>
Strength of the RoL in society	<p>It is important for teachers to be sensitive to the state of the RoL that they and their students experience in their society. For example, where the RoL is weak, corruption is common, and/or violence and crime are frequent, a teacher may choose teaching resources that focus on values and skills for 'doing good', respecting one another's rights and conflict resolution, rather than on citizens' abilities to organize campaigns or protest injustice.</p>

³ UNESCO, 2018

⁴ UNESCO and UNODC, 2019

Box 7. Adapting for diverse students, learning styles and abilities⁵

Students' reading level

Many teaching resources include activities in which students must read text. Review the reading requirements before using a teaching resource to decide if the text is a good fit for the students' reading level(s). To adjust the reading level for students, teachers can:

- Simplify the language themselves
- Bring simpler or more complex texts about the same topic
- Read aloud to the class or ask students with higher reading levels to read aloud to their peers

Learning style adaptations

In any classroom, teachers will have students with a wide range of learning styles. Some learn better visually, others by reading or solving problems. Some students learn better independently, while others learn well in groups. Choose teaching resources with a range of activities, so that students have multiple opportunities to learn the content in different ways

Accommodations for students with special needs

For those students who are affected by a known disability, or who struggle with certain types of learning tasks, adapt the activities for their specific needs. For example:

- Follow any accommodations or modifications that they usually receive through an individual education plan, if applicable
- Allow them to receive extra help from an aid or a peer with reading and writing tasks
- Provide more visual support (pictures and symbols) for those with low reading levels or less knowledge of the language of instruction

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The Doha Declaration:
**PROMOTING A CULTURE
OF LAWFULNESS**



Empowering students for just societies

A handbook for primary school teachers

Education systems that promote respect for the rule of law in adherence with international human rights and fundamental freedoms can help to empower children and young people. Education, with teachers at the core, has a key role in nurturing future generations to become champions of peace and justice.

This handbook is intended for teachers and teacher trainers in formal school settings at the primary school level. It aims to provide teachers with relevant and accessible educational resources that aim to support the development of children who are critically informed, socially connected, and ethically responsible and engaged. It may also be of interest to professionals working in non-formal education settings or other sectors – namely the justice, social and health sectors – working with primary level students.

Empowering students for just societies: A handbook for primary school teachers was developed in the context of the UNESCO/UNODC partnership on Global Citizenship Education for the Rule of Law: Doing the right thing.



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