

# Rights in Community

## Unit 4: Our Community



### Objectives

By the end of the lesson, the students will be able to:

- a) Understand the causes and effects of a chosen Children's Rights violation.
- b) Be able to brainstorm possible ways to address this violation.



### Instructions

1. Have the students form groups of five to seven.
2. Inform them that you will call out a 'scene' (from the list below), and that as soon as you have called it out, you will count down from ten. Explain that, within that time, the groups have to depict the scene using Image Theatre, by forming characters and things that are normally found there: Classroom, Birthday Party, Funeral, Delivery Room, and Religious Service.
3. At the end of each scene, give the students time to look around and see the other group depictions. Clarify any characters/things that may be unclear.
4. Repeat the process with as many scenes as time allows, but ensure that your last scene is: **A problem in our community**
5. This time, count down from 20 to give the students more time to prepare.
6. Have the students stay in their groups, and ask them to choose a problem in their community that they would like to address. Explain that it could be the last scene from the previous activity, or any of the problems addressed during the previous lesson. Give them a couple of minutes to discuss, and then ask the groups for their chosen problems.
7. On the board or on a flipchart, draw a Problem Tree for the chosen issue. Make sure everyone has agreed on the community problem and then write the problem on the trunk.
8. Now ask the class what the causes of the problem are. Each time a student suggests an answer ask, 'Why do you think that?' and 'Has anyone a different idea?'
9. When there is agreement about a cause of the problem, write it on one of the roots. Keep this discussion going until you have at least five or six 'causes'.
10. Now ask them what they think the effects of the problem are. Each time a student suggests an answer ask, 'Why do you think that?' and 'Has anyone a different idea?'
11. When there is agreement about an effect of the problem, write it on one of the branches. Keep this discussion going until you have at least five or six 'effects'.
12. Once the tree is complete, encourage further discussion by asking: "If you were to try to do something about this problem, what could you do?"
13. If there is time, put students into groups of five or six and ask them if they can create a Problem Tree of their own. If there is no time remaining, you may want to ask students to create their own Problem Trees in their club. End by teaching the four categories of children's rights



## Materials: Four Categories of Children's Rights

Section	Rights	Responsibilities
1	<p><b>Right to Survival</b></p> <p>Every child must get adequate food, clean air, pure water, a house to stay and enough clothing.</p>	<p>Don't waste food, water, maintain cleanliness, wear proper clothes, take care of your health and eat adequate and nutritious food.</p>
2	<p><b>Right to Protection</b></p> <p>Every child must receive love and affection from parents, guardians, and elders. Children must have a safe place to live and should not be sent into child labour. All violence against children must be prevented, and their bodies must not be handled against their wish.</p>	<p>Live at home with love, refuse to go for child labour, don't inflict violence on anybody else, stop anyone from mishandling your body, don't tolerate any violence from anyone.</p>
3.	<p><b>Right to Development</b></p> <p>All children have a right to get education. Every child has the right of admission in their village school. Having a place to play is also a right of all children. Children have a right to participate in various recreational activities and sports.</p>	<p>Attend school, study well, help those who cannot attend school to get admitted in school. Include everybody while playing. Help your friends who are differently-abled and accept the help of others. Participate in sports and other competitions.</p>
4.	<p><b>Right to Participation</b></p> <p>Children have the right to assemble, express their opinions, form organizations, and participate in organizations and activities that affect them.</p>	<p>Form your own opinions after thinking over an issue. Express your opinions in an appropriate manner without fear. Include other children in your activities.</p>