

LESSON 4

TOPIC: GENDER
SUB TOPIC: RIGHTS
LESSON 4: GENDER INEQUALITY

SUBJECT: SPHE
CLASS LEVEL: 1ST/2ND CLASS (AGES 6-8)

LEARNING OBJECTIVES:

This lesson looks at the difference between wants and needs and introduces human rights.

Strand: Myself
Strand Unit: Self-identity

Strand: Myself and Others
Strand Unit: Relating to Others

LESSON OBJECTIVES:

- Explore the difference between the needs and wants of a child.
- Understand what human rights are and which specific rights children have.
- Recognise that some children around the world have their rights disrespected and often girls' rights are disrespected more than boys' rights.

LESSON PLAN



INTRODUCTION:

- Play the 'What I Really, Really Want' video.
- Ask the children did they spot any of the things the people in this video want? Play the video again and pause every time one of the 'wants' comes on screen - End violence against girls, quality education for all girls, end child marriage, equal pay for equal work.
- Ask the children what are some things they want right now. E.g. sweets, phones, video games, toys
- Put up the slide 'Wants...Needs' and invite any child that would like to come up to the IWB to write or draw what they want right now. Alternatively use a large sheet of paper.
- Introduce the concept of needs. Are they the same as wants? Why? Why not?
- Now ask the children what are some things that they need. E.g. food, clothes, water, shelter
- Invite children to write or draw their needs on the board.
- Can the children distinguish between wants and needs? Get them to discuss what is written on the IWB. Do they really need everything that is in the needs section? What could they not survive without?



DEVELOPMENT:

Activity Time!

- Ask the class do they know what human rights are. Explain simply that everybody in the world has rights and it means that every person should be treated the same, they should be looked after and protected, and they should be given their basic needs.
- But children have special rights! Ask the class does anybody know what some of their rights are?
- Photocopy and display the 'Learn about your rights' Plan poster resource. This poster can also be printed from: https://plan-international.org/sites/files/plan/field_document/child-friendly_crc_poster_a4_-_final_-_english.pdf. Look at some of the rights in this poster and make it simple

for the class to understand – e.g. every child should have food to eat, somewhere to sleep, be allowed to play, not be hurt etc.

- Ask the class if they think that all children have their rights respected and are treated correctly?
- Sometimes children around the world do not have their rights respected and are treated badly. Girls do not have the same opportunities as boys and often have their rights disrespected more.
- Play the video 'We've All Got Rights' and sing along!
- Ask the class did they spot any of their rights in the video? Go back through the video and find all the rights mentioned.



CONCLUSION:

Activity Time!

- Ask the children to each, or in pairs, make a poster about a Right.
- They can choose any Right they want.
- Tell them to use drawings, words and collage pictures to describe the right they have chosen and how they think it can be protected around the world.
- They should think about children who don't have that Right protected and what could be done to fix that.
- Help them with some brainstorming ideas at the beginning.
- Once the posters are completed (this can be finished for homework) ask if any of the children would like to show their poster to the class and describe what it is about.

Reflection Time!

- Discuss with the class: What have they learned today? What is the difference between needs and wants? Did they know about rights before today's class? Do they understand that they each have rights and so do all children around the world? Are girls and boys treated the same? They could give examples of when they or someone else was treated differently because of their gender.

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

DIFFERENTIATION:

- When children are filling in their 'needs' and 'wants' on the IWB/ sheet of paper they can choose whether to write or draw pictures based on what they feel comfortable doing.
- Ensure that the pairs children are broken into for the activity are mixed ability and encourage the children to write words or draw pictures for the poster depending on what they feel they are able to do.

ASSESSMENT:

- The teacher can assess the children's abilities to discuss and question themselves when talking about the differences between needs and wants.
- During reflection time the teacher can assess the children's learning from the beginning of the class. The children can also reflect and self-assess if they have changed their opinions or have learned new things since the beginning of class.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation
- Photocopy of the 'Learn about your rights' Plan poster resource or print out of it from: https://plan-international.org/sites/files/plan/field/field_document/child-friendly_crc_poster_a4_-_final_-_english.pdf



LEARN ABOUT YOUR RIGHTS!

The UN Convention on the Rights of the Child

DID YOU KNOW?
This Convention applies to
almost every single country in
the world!



1 Until you are eighteen, you are considered a child and have all the rights in this Convention.

2 You should not be discriminated against for any reason, including your race, colour, sex, language, religion, opinion, origin, social or economic status, disability, birth, or any other quality of your parents or guardians.

12 When adults are making decisions that affect you, you have the right to say freely what you think should happen and to have your opinion taken into account.

3 All actions and decisions that affect you should be based on what is best for you or any child.

13 You have the right to look for, get and share information in all forms (i.e. through writing, art, television, radio and internet), as long as the information is not damaging to you or to others.

4 The Government should make these rights available to you and all children.

14 You have the right to think and believe what you want and to practice your religion, as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.

5 Your family has the main responsibility for guiding you so that, as you grow, you learn to use your rights properly. Governments should respect this right.

15 You have the right to meet and to join groups and organisations with other children, as long as this does not stop other people from enjoying their rights.

6 You have the right to live and grow well. Governments should ensure that you survive and develop healthily.



16 You have the right to protection from interference with privacy, family, home, mail, and from attacks on your character or reputation.

7 You have the right to have your birth legally registered, to have a name and nationality and to know and to be cared for by your parents.

17 You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and internet. Information should be beneficial and understandable to you.

8 Governments should respect your right to a name, a nationality and family ties.

18 Both your parents share responsibility for bringing you up and should always consider what is best for you. Governments should provide services to help parents, especially if both parents work.

9 You should not be separated from your parents unless it is for your own good (for example, if a parent mistreats or neglects you). If your parents have separated, you have the right to stay in contact with both of them unless this might hurt you.

19 Governments should ensure that you are properly cared for and protect you from violence, abuse and neglect by your parents or anyone else who looks after you.

10 If your parents live in different countries, you should be allowed to move between those countries so that you can stay in contact with your parents or get back together as a family.

20 If parents and family cannot care for you properly, then you must be looked after by people who respect your religion, traditions and language.

11 Governments must take steps to stop you being taken out of your country illegally.

21 If you are adopted, the first concern must be what is best for you, whether you are adopted in your birth country or if you are taken to live in another country.





LEARN ABOUT YOUR RIGHTS!

The UN Convention on the Rights of the Child



22

If you have come to a new country because your home country was unsafe, you have the right to protection and support. You have the same rights as children born in that country.

The Government should provide ways of protecting you from using, producing or distributing dangerous drugs.

33

23

If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.

34

You should be protected from sexual exploitation and abuse, including prostitution and involvement in pornography.

24

You have the right to good quality healthcare (i.e. medicine, hospitals, health professionals). You have the right to clean water, nutritious food, a clean environment and health education so that you can stay healthy. Rich countries should help poorer countries achieve this.

35

The Government should take steps to make sure that you are not kidnapped, sold or taken to other countries to be exploited.

25

If you are looked after by local authorities or institutions rather than by your parents, you should have your situation reviewed regularly to make sure you have good care and treatment.

36

You should be protected from any activities that could harm your development and wellbeing.

26

The society in which you live should provide you with benefits of social security that help you develop and live in good conditions (i.e. education, culture, nutrition, health, social welfare). The Government should provide extra money for the children of families in need.

37

If you break the law, you should not be treated cruelly. You should not be put in prison with adults and should be able to stay in contact with your family. The death penalty and life sentences in prison are not allowed for children.

DO YOU KNOW?
Most governments have agreed in an **Optional Protocol to the CRC** that children under 18 should not be allowed to join the army.

27

You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially. The Government should help families who cannot afford to provide this.

38

If you are under 16, governments should not allow you to join the army or take any direct part in war. Children in war zones should receive special protection.



28

You have the right to education. Primary education should be free and required. Secondary education should be accessible to every child. Higher education should be available to everyone on the basis of capacity. School discipline should respect your rights and dignity.

39

You should receive special care if you were neglected or abused, were a victim of exploitation or war, or were put in prison.

29

Education should develop your personality, talents, mental and physical abilities. It should prepare you for active participation in a free society, and encourage you to respect your own culture and other people's culture.

40

If you are accused of breaking the law, you must be treated in a way that respects your dignity. You should receive legal help and only be given a prison sentence for most serious crimes.

30

You have a right to learn and use the traditions, religion and language of your family, whether or not these are shared by most people in your country.

41

If the laws in your country are better for children than the articles of the Convention, then those laws should be followed.

31

You have the right to rest, have leisure, play and participate in cultural and artistic activities.

32

The Government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take advantage of you.

42

The Government should make the Convention known to all parents, institutions and children.



*The children's lives and wellbeing is a simple version of the CRC, written for children.

GENDER: GENDER INEQUALITY

LESSON 4 Rights



Needs or Wants

Needs:

Wants:



WHAT RIGHTS DO YOU HAVE?

What does it mean to have a right?



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- 3** All actions and decisions that affect you should be based on what is best for you or any child.
- 4** The Government should make these rights available to you and all children.
- 5** Your family has the main responsibility for guiding you so that, as you grow, you learn to use your rights properly. Governments should respect this right.
- 6** You have the right to live and grow well. Governments should ensure that you survive and develop healthily.
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*Disclaimer: This text constitutes a simplified version of the CRC, not the official text.



ACTIVITY TIME!

Make A Poster!

- Pick one right
- How can this right be protected around the world?
- Use words and pictures

**REFLECTION
TIME...**

RIGHTS