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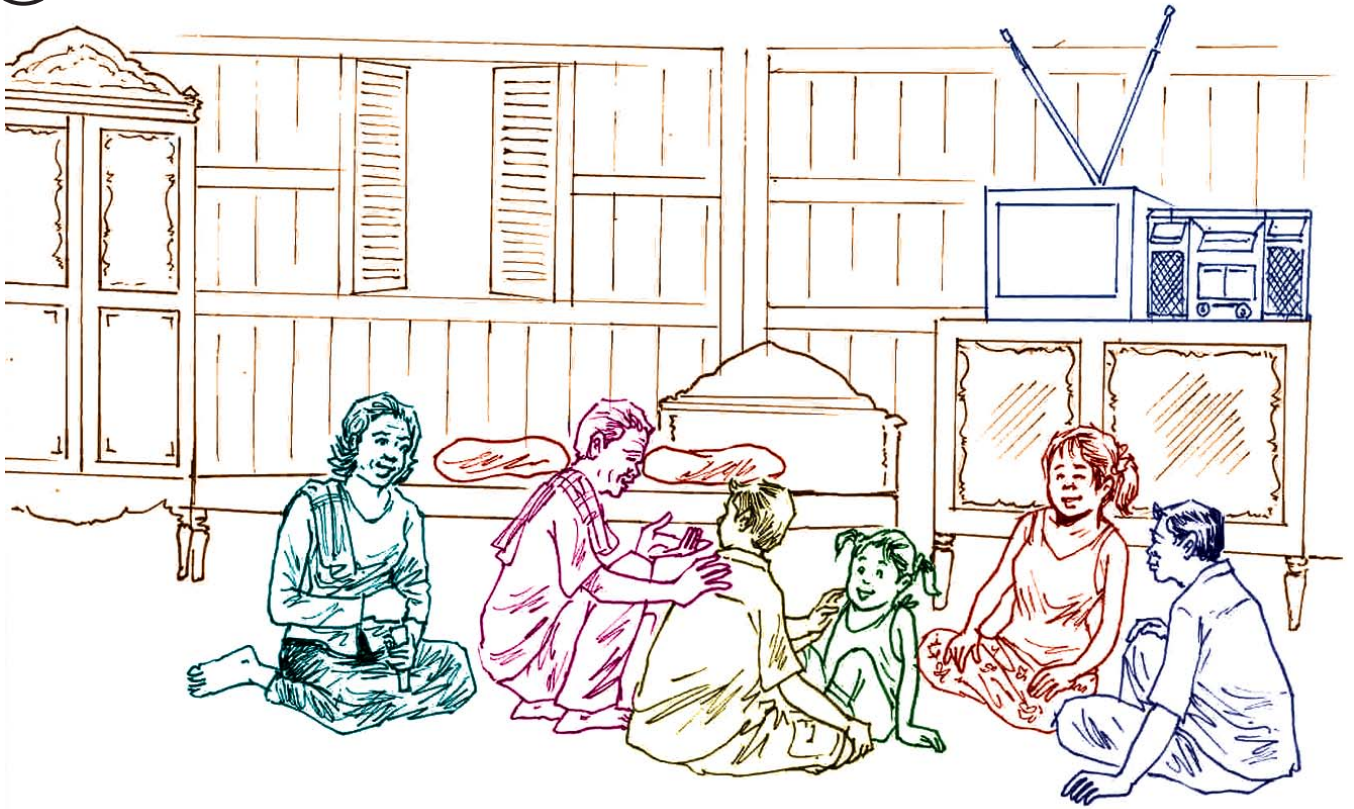


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3. Rights To Development

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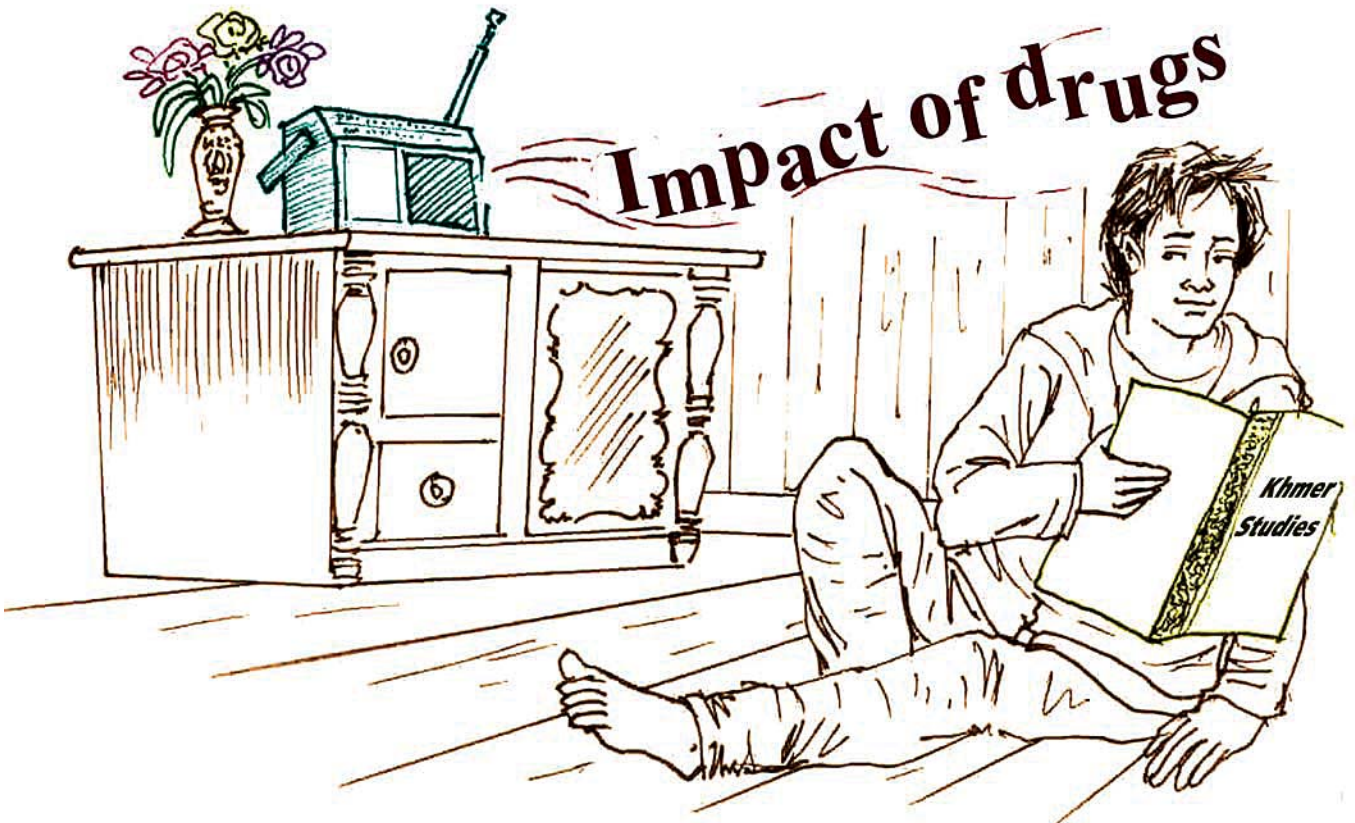
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4. Rights To Participation

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Session 11: Children's Rights In Real Life

What is it?

A small group exercise using case studies, followed by participants' presentations to the big group and a big group discussion.

Why use it?

- To help participants understand children's rights more deeply by applying those abstract rights to "real life" situations.
- To give the participants a chance to practice making their own judgements about situations based on the principles of children's rights.
- To link children's rights to the toolkit issues of domestic violence, sexual abuse and non-discrimination and to take a first step at discussing those issues.

Resources needed:

- Resource sheet 1 "case studies": for participant.
- Resource sheet 2: for the facilitator.
- A copy of the CRC for the facilitator to refer to if s/he needs to refer to it.
- Flip chart, marker pens, tape.

Time:

60-90 minutes.

Facilitators' notes:

- This session follows session 10 on Children's Rights. Participants need to understand what children's rights are before taking part in this session.
- Read the resource sheets to prepare for the session.
- More about case 1: A recent report on child rights in Cambodia discovered that young people think that justice and marrying someone you love is more important than maintaining face and family reputation.
- More about cases 2 and 3: Make sure you understand the difference between abusive and constructive discipline described in these cases.

How to use it:

1. Ask participants what they remember about the previous session on children's rights (session 10). Explain that we need to know what "child rights" mean in real life not just written in the CRC. So participants will work together to consider and to make judgements about a few different real-life situations to decide if the actions taken by adults in those situations are an abuse of children's rights or not.
2. Divide participants into four groups and distribute the case studies' resource sheet to everyone.

- Explain there are four case studies. Each group will discuss a different case and prepare answers to the questions written under each case to present to the big group.
 - Explain that three of the cases are abuses of child rights and one is not.
 - Explain that they are all cases connected about child rights that connect to the toolkit issues which we will talk about more in later sessions.
 - Ask participants to take time to discuss and think *before* they start to write down answers! Listen to everyone in your group.
 - Tell each group which case they should answer.
 - Provide flip chart paper and pens to write their answers.
 - Go around with other facilitators to check participants understand the case studies and the questions. If they need help with finding the answers help by asking prompt questions.
3. When each group has completed their answers, ask participants to present their answers, one by one. Ask other groups to offer their opinions too.
4. After each presentation affirm or correct the answers given, using the facilitator's resource sheet. Discuss each case and prompt people to think why it is or is not an abuse of children's rights.
- Help participants compare the kind of punishment parents give to their sons in case 2 and case 3. Ask what they think about each kind of punishment. What is the difference between these methods of punishment? What happens in their own families? What kind of punishment will they give to their children when they are grown-up and married?
 - Ask if children and young people in their own village get treated the same – or similar - as the children in these three child rights abuse cases?
 - Ask if people have questions and answer them.
5. Conclude that children and young people deserve to be protected from harm. To protect children from different kinds of violence, adults might have to change some of their behaviour towards children at home and in the village. This also applies to the young people in the workshop who will be adults soon. Adults who have responsibility to care for children also have the duty to give children guidelines for behaviour and to discipline children in a constructive way when children break reasonable rules (like stealing).

Resource Sheet 1: Children's Rights In Real Life

CASE STUDIES

Case Study 1

A fifteen year old girl is raped by a man in her village. Everyone in the village is horrified and wonders what will happen to the girl next. The girl's parents go to the village chief and together they decide that the man who committed the rape must be forced to marry the girl. The girl does not want to marry the man as she is very scared of him and would rather carry on at school. Her parents tell her she must marry to save her own and the family's reputation.

- Is the rape against the girl's rights or not? Explain the reason for your answer.
- Is the decision to marry the girl against her rights or not? Explain the reasons for your answer.
- What "basket" of rights is this situation connected to?

Case Study 2

A twelve year old boy comes home later than his mother asked him to. He was playing with his friends and forgot the time. His parents have forbidden him to play with friends and told him to come home directly after school several times before, but he still does not obey. His father is so annoyed that his son comes home late again that he pushes his son into the house shouting insults at him and hits his son ten times with a leather strap. He does not talk to his son about what has happened.

- Is the father's punishment of his son against the son's rights or not? Explain the reasons for your answer.
- What "basket" of rights is this situation connected to?

Resource Sheet 1

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Children's Rights In Real Life

Case Study 3

A twelve year old boy steals from a shop. His parents find out and are very angry and worried. At home, in private, they tell him what he did was wrong. They ask him to explain why he stole. They ask him to imagine how he would feel if someone stole from him. They ask him to think what people will think of him and his family if they know he steals. They explain that the shopkeeper is like them – he works hard everyday to make a living. They arrange for their son to go to the shopkeeper and apologise for what he did. Then they make him find a small job to earn some money to pay the shopkeeper back.

- Is the parents' punishment of their son against the child's rights or not. Why?

Case Study 4

A thirteen year old girl is studying at school. One day while a few of her friends were playing jump rope made of rubber circles, she went there and asked them for a permission to play with them. She was refused, and they said, "we don't want you to play it with us because you're poor and dirty and have dark complexion". They also added, "you, such a stupid and poor girl, had better do the farm work and look after your cattle instead of coming to study here".

- Are her friends' behaviors against the rights of the girl or not? Give reasons for your answer.
- What basket of rights is this situation connected to?⁸

⁸ These case studies originally featured in the FHI Parenting Club curriculum & have been amended for use in this toolkit.

Resource Sheet 2: Children's Rights In Real Life

FOR FACILITATORS

Facts to help answer the questions about the case studies

CRC = Convention on the Rights of the Child

Case Study 1: A fifteen year old girl is raped by a man in her village.

Facts to help with answers:

- The rape is an abuse of the girl's rights. Rape is sex without consent. A child cannot give "consent" even if the child agrees. It is connected to the rights to protection e.g. CRC Article 34 protects children from all forms of sexual abuse including adults forcing or persuading children to have sex.
- The marriage is against the girl's rights. It is marriage without consent. It is connected to the same Article 34, as within the marriage sexual abuse will continue.
- According to the Cambodian "Marriage and Family Law" of 1989 "too young" marriage and forced marriage is illegal. A woman must be 18 to be married.

Case Study 2: A twelve year old boy comes home later than his mother asked him to.

Facts to help with answers:

- It is against the child's rights. This punishment is violent and abusive. It is connected to the rights to protection. CRC Article 19 says that children should be protected from physical or mental violence, injury or abuse ... or maltreatment from any adult who is caring for them including parents.
- It is also connected to children's rights to participation and to development. Often parents think it is a waste of time for children to spend time with friends. In fact it is necessary for children of all ages to spend some free time with their peers to learn how to make relationships and communicate and share activities together and start to take part in society. This is as important a way of learning as going to school. Keeping children at home all the time can be damaging.

Case Study 3: A twelve year old boy steals from a shop.

Facts to help with answers:

- The parents' behaviour is not against child rights. They explain to him that they are angry and why they are angry – that he has stolen something which is against the law and has hurt another person (the shopkeeper). They find a way for him to take positive action to make better his mistake (apologising to the shopkeeper and paying him

Resource Sheet 2

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back for the thing he stole). They ensure he takes responsibility for the consequences of his actions. They give him an opportunity to think about and explain his reasons for stealing. They do not physically hurt him or insult him.

Case Study 4: A thirteen year old girl is studying maths at school.

Facts to help with answers:

- It is against the girl's rights. The teacher is insulting and also is discriminating against the girl. This is connected to rights to protect children from emotional abuse and from discrimination. It is also connected to children's rights to development (education). CRC Article 19 states that children should be protected against mental abuse of the child by any adult who has care of the child (such as a teacher). CRC Article 2 says that all children whatever their race, nationality, colour, wealth and status should have the same rights. CRC Article 28 says *all* children have a right to education.

Session 12: Young People's Responsibilities

What is it?

A small group discussion followed by a big group discussion.

Why use it?

- To help participants understand the definition of responsibility.
- To help them understand the links between their rights and their responsibilities.
- To introduce the idea that young people can take action to be responsible to themselves, their friends, family, school and community.

Resources needed:

- Resource sheet “Young People’s Responsibilities” : for participants.
- Flip chart paper, marker pens, tape.

Time:

60 minutes.

Facilitators’ notes:

- “Responsibility” is an obligation to do something. To be responsible means to carry out actions and have relationships which are fair and just to others.
- The main point connecting rights and responsibilities is that we humans rely on each other to give each other our rights. So if I want you to not abuse my rights, I must do the same for you. What I expect and need from others, I must also be willing to give to others.
- It is important to remind participants to link and include some things they learned about self-awareness, how to deal with difficult feelings and make strong relationships and act in a trustworthy way in chapter 1, sessions 2 to 9 to the questions about what their responsibilities are to themselves, their friends and the community.
- It is not enough to tell young people to “be good” in the traditional way. We want to expand the idea of responsibility so that young people have expectations to develop themselves, ask questions, think, learn, express themselves, make strong, caring friendships and take initiative in their own lives.

How to use it:

1. Explain that after learning about children’s rights we are going to spend time thinking about children’s responsibilities.

2. Write up the word “responsibility”.

- Ask participants if they know what it means. Confirm and write up any correct answers.
- Ask what kinds of responsibilities participants already have in their lives (take care of siblings, house work, take care of their own clothes, earn some money for themselves or their families, go to school etc).



3. Remind participants that the CRC states that one purpose of educating children is to help them prepare to live a responsible life “in a spirit of understanding, peace, tolerance, equality of the sexes and friendship amongst all peoples,” whatever their nationality or religion. It also says that children should be educated to develop respect for other people’s human rights. Write this on flip chart paper before the session starts so facilitators and participants can read it now. (CRC Article 29). (See the session 10 resource sheet).

whatever their nationality or religion. It also says that children should be educated to develop respect for other people’s human rights. Write this on flip chart paper before the session starts so facilitators and participants can read it now. (CRC Article 29). (See the session 10 resource sheet).

4. Explain that in this session participants will think about their responsibilities not only in the family but also to themselves, to their school, community and to their friends.

5. Divide participants into five small groups:

- distribute the five questions below to the five groups, one question per group. Ask them to discuss and then prepare their answers as a presentation for the big group.
 - What are your responsibilities to yourselves?
 - What are your responsibilities to your friends?
 - What are your responsibilities to your family?
 - What are your responsibilities to your school?
 - What are your responsibilities to your community?
- With the other facilitators, go round the groups to make sure they understand and to prompt them to think about what kind of issues to include if they do not know already.

6. When they are ready, ask each group to make their presentation. Ask other groups to comment and add. Add any important points that are missing. Hand out the session’s resource sheet.

7. Ask participants how they think rights and responsibilities are connected. Sum up the session by explaining that:
 - Children will gain more responsibilities when they gain more rights.
 - Young people are changing from being children to being adults, so now is the time when you start to gain more responsibilities,
 - The point about child and human rights is that they are equal for everyone. So if you want others to help you keep or gain your rights (not hurt you, help you go to school, let you speak your opinion, not discriminate against you) then you must do the same for them (don't hurt people, try your best at school, listen to and respect others' opinions, don't look down on and discriminate against others etc). Do the same to others as you want done to yourself.

Resource Sheet: Young People's Responsibilities

SOME EXAMPLES OF YOUNG PEOPLE'S RESPONSIBILITIES

<p>Responsibilities For Yourself:</p> <ul style="list-style-type: none"> - Looking after your body: keep clean, dress as well as you can, eat nutritious food, exercise. - Look after your mind: take every opportunity you have to develop your knowledge, capacity and skills. - Look after your heart: know yourself and your feelings and thoughts, build warm relationships with family and friends. Show them your care and interest. Choose friends who really care about you and who are trustworthy. Have fun. - Look after your finances! If you have the opportunity to do some work (if its safe and doesn't take time away from school) you can then make a contribution to your own expenses. 	<p>Responsibilities To Your Family:</p> <ul style="list-style-type: none"> - Take care of the home you live in and help with house and farm work. - Love, protect and take care of your brothers and sisters. - Listen to the guidance your parents provide. If you have a different idea or want to ask for something, speak politely and explain what you think and feel clearly. Give your reasons. - Make an effort to understand the point of view of other people in your family – parents and siblings, - Be fair! Don't ask for more than your parents can provide e.g. if your family is poor do not demand a new moto! Ask for what is realistic,
<p>Responsibilities To Your School:</p> <ul style="list-style-type: none"> - Attend classes. - Be smart! Listen to the teacher and other students in class, take notes, do your homework. - Speak up in class, contribute your opinions thoughtfully. - Read books and documents to learn more and seek out & discuss with other people who want to learn too. - Find help to understand a subject if you don't yet understand it well. Help other students if you can. - Don't discriminate against other students. - Respect school regulations, take care of school property, keep it clean. 	<p>Responsibilities To The Community:</p> <ul style="list-style-type: none"> - Think what kind of society you would like – safe, peaceful, clean and fair and act like that with other people: don't abuse others, don't fight, don't discriminate against other people and make sure your actions to others are fair. - Take part in any activities you can – like being a peer educator, to raise awareness on different important issues amongst adults and other young people. - Contribute your ideas and experiences to discussion. - Help family with domestic violence - Respect the law e.g. Law on the Prevention of Domestic Violence and the Protection of the Victims. - Drive safely. - Protect public property and keep the environment clean. - Protect the national culture and traditions.
<p>Responsibilities To Friends:</p> <ul style="list-style-type: none"> - Have fun. - Take care of each other. - Listen to your friend when s/he is upset. - Empathise. - Support each other in difficult situations. - Be worthy of trust, keep your promises, don't lie. - Don't gossip or look down on other people. - Don't push or persuade your friends to do what they don't want to do. - Don't bully them physically and emotionally or by saying nasty things. 	