

SESSION 3: EXPLORING CHILDREN'S RIGHTS IN SYRIA AND UGANDA

Age range: 8-11 years

Time: 1 hour

<p>Outline Learners will look at two case studies, one about Reema, a Syrian girl living as a refugee in Lebanon and another about Charles, a boy living in Uganda's capital city, Kampala. Learners will discuss which rights the featured children do or do not have and then participate in role play to explore these rights. Learners will finish by using this context to develop their skills in using connectives to link their ideas.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> To develop skills in using connectives to link ideas. To develop understanding of the rights that some children in other parts of the world do and do not have and some of the reasons for this. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will read either Reema's or Charles' story and discuss which of the 12 selected rights from the Session two they do or do not have. Learners will gain further understanding of Reema and Charles' rights by participating in a role play. Learners will select appropriate connectives to link their ideas. 	
<p>Key questions</p> <ul style="list-style-type: none"> How do Reema and Charles meet their needs for clean water, shelter and education? How do these compare with the way we meet our needs and wants? Which rights do Reema and Charles have met and which do they not have met? How do we think they feel about these? Can we use a connective to link our ideas? 	<p>Resources</p> <ul style="list-style-type: none"> <i>Children's Rights slideshow, slides 7-11</i> <i>Reema's story and Charles' story</i> <i>Welcome to Syria! Welcome to Uganda!</i> (optional) <i>Selected articles from the UN Convention of the Rights of the Child</i> (cut into individual slips for pairs of learners to sort) <i>Sorting table</i> <i>Connectives bingo card</i> 	
<p>Curriculum links</p>		
<p>England</p> <p><i>Pupils should be able to:</i></p> <p>Spoken language</p> <ul style="list-style-type: none"> Adopt, create and sustain a range of roles, responding appropriately to others in role. Improvise drama for one another. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Speak audibly and fluently. <p>Reading</p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. <p>Writing</p> <ul style="list-style-type: none"> Use a wide range of devices (<i>in this case connectives</i>) to build cohesion within paragraphs. 	<p>Wales</p> <p>English: Oracy Skills: identify key points and follow up ideas through question and comment, developing response to others in order to learn through talk.</p> <p>Reading Skills: consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation and organisation of image and language, and be able to select evidence to support their views. Range: reading/viewing extracts and complete texts with challenging subject matter that broadens perspectives and extends thinking.</p> <p>Writing Skills: use a range of sentence structures, linking them coherently and developing the ability to use paragraphs effectively.</p>	<p>Scotland</p> <p>Literacy and English</p> <p>Listening and Talking When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking (LIT 2-02a).</p> <p>Reading Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes (LIT 2-14a).</p> <p>Writing By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others (LIT 1-26a).</p>

Activity Outline

Starter (15 min)

Reema's story, Charles' story

- Show slides 7-10 and/or show learners *Welcome to Syria* and *Welcome to Uganda!* Explain that learners will be finding out about two children in these countries whose rights are not being met. Take time to make it clear that there are other children in these countries whose rights are being met in the same way as most children in the UK.
- Divide the class and ask half to read *Reema's story* and half to read *Charles' story*.
- Select learners from each group to share what they found out about Reema and Charles with the other half of the class.
- Lead a class discussion around the following questions:
 - How do Reema and Charles manage their needs for clean water, food, shelter and education?
 - How do these compare with the way we meet our needs and wants?

Activity 3.1 (20 min)

Exploring Rights

- Remind learners about the 12 selected articles from the *UN Convention on the Rights of the Child* that they looked at in Session two. Ask them to consider which of these rights Reema and Charles' have and which they do not have.
- In groups of four, give learners one copy of *Selected articles from the UN Convention on the Rights of the Child* cut into individual slips of paper and ask them to sort them under the three headings:
 - Yes, Reema/Charles has these rights.
 - No Reema/Charles does not have these rights.
 - I'm not sure.
- Use the *Sorting table* and *Background notes for teachers* to support learners.

Differentiation

Make it easier: Give learners a reduced number of articles to discuss.

Make it harder: Ask learners to annotate the case study to show evidence of where they think rights have been met or rights have been breached.

Activity 3.2 (20 min)

Using connectives to link ideas

- Remind learners of the persuasive language they used in Sessions one and two (refer to the phrase bank). Explain that another persuasive language technique is to use connectives to link ideas.
- Give each pupil a *Connectives bingo card* and discuss the different ways that connectives can be used.
- In pairs, ask learners to take on the roles of Reema or Charles and an interviewer. Explain that they need to use the table they created in Activity 1.1 to perform a role play to discuss the rights that Reema and Charles do and do not have and to explore how Reema and Charles might feel about them.
- Challenge the learners to try to include the connectives on their *Connectives bingo card* during their role play. They should cross out a connective when they have used it.

For example:

- *UK child:* I believe you have the right to food and a place to live, **however** the wagon that you sleep in does not sound very comfortable.
- *Charles:* I think that it can get very cold in the wagon, **therefore** I must look after Musa and he must look after me so that we stay warm.
- *Reema:* My writing is more important to me now **because** I cannot go to school or play with friends.

Differentiation

Make it easier: Focus on Reema or Charles' right to food, clothes and a place to live. In small groups, ask one child to hot seat the role of Reema or Charles whilst the others ask questions about how they feel about his right to food, clothes and a place to live. Give the learner playing the role of Reema or Charles the *Connectives bingo card* and challenge them to use connectives from the card in their answers.

Make it harder: After each piece of dialogue between the learners playing Reema or Charles and the UK child, ask learners to write down what they both said and to underline the connectives they used.

Plenary (5 min)

- Select learners to perform part of their dialogue to the class. Ask the rest of the class to signal when they hear a connective being used.
- Ask learners to add the connectives they have used to the class phrase bank for later use.

Further ideas

- Ask learners what effects they think there are on Reema and Charles' life from not having all their rights met – both now and in the future (for example, the kind of work and pay they might be able to access when they are older).
- Explore other examples of ways in which human rights are not being met for Syrian refugee children using [Syria: A Children's Crisis?](#)

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Background notes for teachers

Reema

Reema is a real girl affected by conflict in Syria. She and her family were forced to flee the fighting in Syria and now live as refugees in northern Lebanon. For further information, see *Background information for teachers*. We recommend you show learners *Welcome to Syria!* before you start the session and point out that Reema gave her interview in 2013.

Yes, Reema has these rights	No, Reema does not have these rights	I'm not sure <i>(because the case study does not specify)</i>
<p>Article 6: You have the right to be alive.</p> <p>Article 27: You have the right to food, clothes, and a place to live.</p> <ul style="list-style-type: none"> • <i>Reema has some food and clothes, but her place to live has limited bathroom facilities.</i> 	<p>Article 3: Adults should do what is best for you.</p> <ul style="list-style-type: none"> • <i>Many children in Syria have been affected by adults fighting with each other.</i> <p>Article 15: You have the right to make friends.</p> <ul style="list-style-type: none"> • <i>Reema cannot go to school and has to stay indoors for most of the day, so she has no opportunity to make friends.</i> <p>Article 24: You have a right to good health.</p> <ul style="list-style-type: none"> • <i>Reema is not sure if her water supply (from a nearby pump) is clean and her toilet area is basic, with no plumbing. She therefore has an increased risk of catching diseases.</i> <p>Article 37: You should not be put in prison.</p> <ul style="list-style-type: none"> • <i>Reema is not able to leave her home in Lebanon for most of the day.</i> <p>Article 28: You have a right to education.</p> <ul style="list-style-type: none"> • <i>Reema misses her school in Syria and, like many Syrian refugees, is not able to attend school in Lebanon.</i> 	<p>Article 14: You have the right to think what you like and be whatever religion you want to be.</p> <p>Article 17: You have the right to collect information from radios, newspapers, television, books etc., from all around the world.</p> <ul style="list-style-type: none"> • <i>Although the case study does not specify, Reema is living without electricity and the internet, so her access to this kind of information has been limited.</i> <p>Article 19: No one should hurt you in any way.</p> <ul style="list-style-type: none"> • <i>The case study does not specify anything specific, but learners could explore how Reema's refugee status means she has been hurt.</i> <p>Article 30: You have the right to enjoy your own culture, practise your own religion and use your own language.</p> <p>Article 31: You have the right to play.</p> <ul style="list-style-type: none"> • <i>You may wish to discuss whether the class thinks Reema has opportunities to play.</i>

Charles

Charles is a real boy affected by the conflict in Uganda. His parents were killed by members of the Lord's Resistance Army in northern Uganda and he ran away to Kampala. For further information, see *Background information for teachers*. You might like to show learners *Welcome to Uganda!* before you start the session and point out that Charles gave this interview several years ago. However, similar stories can be told today by many other children who are affected by conflict around the world.

Through their group discussion, learners may sort out the rights that Charles does and does not have in this way:

Yes, Charles has these rights	No, Charles does not have these rights	I'm not sure <i>(because the case study does not specify)</i>
<p>Article 6: You have the right to be alive.</p> <p>Article 15: You have the right to make friends.</p> <p>Article 27: You have the right to food, clothes, and a place to live.</p> <ul style="list-style-type: none"> • <i>Charles affords food and has some clothes, although these are minimal.</i> 	<p>Article 3: Adults should do what is best for you.</p> <ul style="list-style-type: none"> • <i>Soldiers killed Charles' parents. Police chase him out of the bus park.</i> <p>Article 19: No one should hurt you in any way.</p> <ul style="list-style-type: none"> • <i>Charles says that sometimes the police beat him.</i> <p>Article 24: You have a right to good health.</p> <ul style="list-style-type: none"> • <i>Charles says that the wagon can get very cold at night. This will not be good for his health.</i> <p>Article 37: You should not be put in prison.</p> <ul style="list-style-type: none"> • <i>Charles describes Naguru like a prison because they can't walk or go out.</i> <p>Article 28: You have a right to education.</p> <ul style="list-style-type: none"> • <i>Although Charles went to school when he was younger, he had to stop going. You may want to discuss with the class whether they think that Charles should still be at school now and the reasons he may not be.</i> 	<p>Article 14: You have the right to think what you like and be whatever religion you want to be.</p> <p>Article 17: You have the right to collect information from radios, newspapers, television, books etc., from all around the world.</p> <p>Article 30: You have the right to enjoy your own culture, practise your own religion and use your own language.</p> <p>Article 31: You have the right to play.</p> <ul style="list-style-type: none"> • <i>You may want to discuss with the class whether they think Charles has much time for playing if he works at the market each day.</i>

Welcome to Syria!

Facts about Syria

Continent: Asia

Capital: Damascus

Population: 23 million people

Official languages: Arabic

Money: Syrian Pounds (SYP). GBR£1 = 292 Syrian pounds

Highest point: Mount Hermon (2,814 metres above sea level)

Lowest point: Sea of Galilee (200 metres below sea level)

Climate: Long, hot and mostly dry summers and mild, wet winters.

Major religion: 90% of the population are Muslim

Average life expectancy: 75 (*but estimated to have fallen to 62 since 2011*)

GDP per capita: US\$2,226

Percentage of population living in extreme poverty: 35%

Data rounded to the nearest whole number (population data to the nearest million.)

Data sources: World Bank Open Data: <http://data.worldbank.org/> (2010-2013) and Office for the Coordination of Humanitarian Affairs.



Image: [Wikimedia Commons – Dinamik](#)

Did you know?

- Damascus was once a major centre for weaving and trading in textiles and Damask – an ancient technique for weaving patterns into cloth – derives its name from the city.
- All the hamsters kept as pets today are descendants of hamsters from Syria.
- Aleppo is one of the oldest cities in the world, with evidence suggesting that people lived there in 6000BC.

Welcome to Uganda!

Facts about Uganda

Continent: Africa.

Capital: Kampala.

Population: 38 million people.

Official languages: English and Swahili are the official languages, although Luganda is also widely spoken. There are around 40 different languages currently in use in Uganda.

Money: Ugandan shilling (UGX) (£1.00 ≈ 4694 Ugandan shillings).

Highest point: Margherita Peak on Mount Stanley (5,110 metres above sea level).

Lowest point: Lake Albert (621 metres above sea level).

Climate: Tropical climate with a wet and a dry season.

Major religion: 85% of the population is Christian, while 12% of the population adheres to Islam (mainly Sunni).

Average life expectancy: 59.

GDP per capita: US\$ 418 (GDP per capita in the UK is US\$ 40,225).

Percentage of population living in extreme poverty: 20%.

Data rounded to the nearest whole number (population data to the nearest million.)

Data source: World Bank Open Data: <http://data.worldbank.org/> (2010-2013).



Image: [Wikimedia Commons - Vardion](#)

Did you know?

- Uganda shares Africa's biggest lake – Lake Victoria – with two neighbouring countries, Kenya and Tanzania.
- Uganda is quite small compared to neighbouring countries, but it is still about the same size as Great Britain.
- Half of the world's remaining mountain gorillas live in Uganda.

Reema's story

Hi! My name is Reema and I am 12 years-old. I come from Syria but there has been a lot of fighting there, so my parents brought my brothers, my sister and me to live in northern Lebanon where it's safer. Our house in Lebanon is not very good because it's only half built and we have a very basic toilet and bathroom with no running water in it.



Reema writes poetry and draws pictures about her experiences as a refugee. The banners the children are holding read: 'I want my house' 'My school is in my heart' 'Where are the rights of childhood' and 'Freedom. Dignity'.

Image: Jane Beesley/Oxfam

I don't have any activities during the day. The only thing I have now is to write and draw when I have a notebook and pens. When I was living in Syria, my day was filled with going to school and being with my friends. I loved school. I loved studying. I loved my teachers and I loved my friends. This took up all my time and I miss it very much. Here I don't have school to go to and I don't have any of my friends. I don't know anybody. School was everything in my life. It was like my second home and I hope I can go back to it soon.

Now I stay at home with my brothers and sister. We stay inside for most of the day. I have three brothers. They are aged ten, seven and two. I just have one sister. She's nine and we get on well. Back in Syria we had hens and doves but we have nothing here. We don't have running water like we did at home. We have to go to a spring nearby to collect water. We don't know if it's clean or not.

There is a song called "Tomorrow will be better" and I like to sing that and I write poems, which I sometimes turn into songs. I used to enjoy writing before but since coming here, after this tragedy, I have to write, I need to write. I couldn't stop writing even if I wanted to. The sadness drives me to write all the time. Here is one of my poems – I am happy that learners in other countries like the UK are reading it!

Syria, we love you with all our hearts
 Your children long to see you
 We will never forget you
 We will be back one day to wipe the
 tears off your cheeks
 We will return one day to our mother's
 arms and kiss her forehead, her flowers,
 her soil
 Beloved Syria, we will be back one day
 Syria, the one and only Syria, my
 beloved Syria,
 I will come back to you one day.

Charles' Story

Hi! My name is Charles Senyange and I am 12, nearly 13. I live with about twenty other boys in an old wagon in the railway yard in Kampala, the capital city of Uganda. I have to live there because my parents were killed by soldiers three years ago and I ran away and hid here. We sleep on the floor of the wagon on newspapers, but I also have some empty cardboard boxes and a bed sheet which I have to keep hidden in a safe place during the day or they would be stolen. I do have a very good friend and we help to look after each other. His name is Musa Umani and we keep each other warm at night when it gets very cold in the wagon.

In the morning I usually go straight to the city market about 10 minutes walk away. It is here that all the lorries arrive with loads of goods to sell. I often pick up loose bananas from the floor where they have fallen and sell them. Sometimes I sell soap which I buy cheaply from one of the lorry drivers. For my breakfast, which I buy from the hot food stalls in the market, I have black coffee with sugar and some cassava with beans. For lunch I may have matoke and rice. When I



A street scene in Kampala ([Simisa, Wikimedia Commons](#))

have earned a lot I may buy some meat. I have one pair of shorts and one shirt which I wash once a week in the river with a bit of soap. I also have a pair of shoes - I found them on the rubbish pile. The police don't like boys like me working in the market. They think we're going to make trouble. Sometimes they come and chase us away so we have to be on the lookout for them. If they catch us they sometimes take us to the police station and beat us, or they may send us to Naguru, a boys' home. I don't like Naguru because we are treated just like prisoners; we can't walk or go out, and besides, I don't like the food there.

I like my life in the wagon and working in the market. I went to school when I was younger and that's where I learnt to speak English. When I get older I hope to have my own stall at the market and make enough money to rent a house.

Selected articles from the *UN Convention on the Rights of the Child*

Article 3: Adults should do what is best for you.	Article 17: You have the right to collect information from radios, newspapers, television, books etc., from all around the world.	Article 28: You have a right to education.
Article 6: You have the right to be alive.	Article 19: No one should hurt you in any way.	Article 30: You have the right to enjoy your own culture, practise your own religion and use your own language.
Article 14: You have the right to think what you like and be whatever religion you want to be.	Article 24: You have a right to good health.	Article 31: You have the right to play.
Article 15: You have the right to make friends.	Article 27: You have the right to food, clothes, and a place to live.	Article 37: You should not be put in prison.

Sorting table

Yes, Reema/Charles has these rights	No, Reema/Charles does not have these rights	I'm not sure

Connectives bingo card

Can you use each of these connectives during the role play with your partner? Try to add a few of your own ideas too.

Connectives for ...		
...giving reasons	...adding on or ordering ideas	...introducing different viewpoints
therefore	also	however
because	furthermore	on the other hand
	in addition	alternatively