

UNIT 2
HUMAN RIGHTS

SESSIONS
1. WHAT ARE HUMAN RIGHTS?
2. THE RIGHTS OF THE CHILD: INTRODUCTION
3. THE RIGHTS OF THE CHILD: REAL STORIES
4. YOUR HUMAN RIGHTS PROJECT

CONTENTS			DIDACTIC AIMS
CONCEPTS	PROCEDIMENTAL KNOWLEDGE	ATTITUDES,VALUES AND NORMS	
Vocabulary on human rights	Finding specific information on websites	Respect for human rights	<ol style="list-style-type: none"> <li>1. To know about the human rights and list some of them</li> <li>2. To use the internet to do some research</li> <li>3. To write about the United Nations Organisation</li> <li>4. To realise that there are some parts in the world where human rights are not respected</li> <li>5. To give examples of places where human rights are not respected</li> <li>6. To give examples of people they know whose rights have not been or are not respected</li> <li>7. To learn about rights and responsibilities</li> <li>8. To be aware that in some parts of the world even children's rights are not respected because of their vulnerability</li> <li>9. To learn about the Convention on the Rights of the Child</li> <li>10. To know that there are different ways in which children's rights may be seriously violated</li> <li>11. To understand there are many problems associated with children being abused like bad health, poor education, parents' carelessness, etc</li> <li>12. To learn about child soldiers, child workers and street children</li> <li>13. To present to the class group their projects about human rights and the rights of the children</li> </ol>
United Nations	Reading for specific information	Justice, human dignity and well being of all people	
Universal Declaration of Human Rights	Matching photos and texts	Comparison between our lives and the lives of other children in the world and appreciation of our lives here	
Names of different countries	Cut-and-paste exercise		
Human Rights Day	Speaking about the rights of the children	Respect and no discrimination on the grounds of the things that make us different (colour, race, ethnic or national origin, sex, sexual orientation)	
Unfair treatment and discrimination	Matching newspaper headlines with CRC (Convention on the Rights of the Child) articles		
Rights of the children (Convention on the Rights of the Child)	Recognising true and false statements	Acceptance of rights and responsibilities	
Rights vs responsibilities	Writing their opinions	Working in groups, reaching agreements, respect for other classmates' opinions	
Violation of children's rights	Reciprocal dictation of a short text		
	Writing a short diary imagining		

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Child soldiers, child workers and street children	they are somebody else  Working on projects in group work: designing a class-tile wall, a poster  Working with photographs  Taking decisions in a group		
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