

UNIT 2

HUMAN RIGHTS

SESSION 1 **WHAT ARE HUMAN RIGHTS?**



By the end of the lesson you should be able to:

- know about the human rights and list some of them
- use the internet to do some research
- write about the United Nations Organisation
- realise that there are some parts in the world where these human rights are not respected
- give examples of places where human rights are not respected
- give examples of people you know whose rights have not been or are not respected



People in the world have many different legal rights. These rights are guaranteed under the law. However, in many parts of the world there are countries where basic rights simply do not exist.

To solve this problem the United Nations (UN) has agreed on a list of human rights with which we are going to deal with in the following activities.

EXERCISE 1



Go to:

<http://www.un.org/english/>

Draw arrows to the position on the UN logo of these:

- a. olive branches (for peace)
- b. continents (for where people live)
- c. globe (for world)



EXERCISE 2



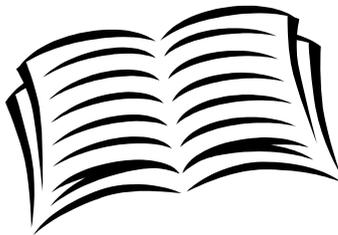
Go to:

<http://www.un.org/Pubs/CyberSchoolBus/unintro/unintro.asp>

Answer the following questions:

1. When did the United Nations come into existence?
2. What is the purpose of the United Nations?
3. How many members are there in this organisation?
4. Where is the Headquarters of the United Nations?
5. What six official languages are used?
6. List the 4 aims of the United Nations

EXERCISE 3



Human rights are rights to which every human being should be entitled. According to **the Universal Declaration of Human Rights**, nobody should be made to live without these basic rights. It was written after the Second World War, when countries were determined not to have a repeat of the human atrocities carried out during the war. For example, the Holocaust, in which millions of Jews were killed.



Now go to:

<http://www.un.org/Overview/rights.html>



How many articles in total are there in the Declaration of Human Rights?

EXERCISE 4



Write the rights that belong to each of the following articles:

Article 1	
Article 2	
Article 4	
Article 13	
Article 18	
Article 24	
Article 25	
Article 26	

EXERCISE 5



Now go to: <http://www.un.org/av/photo/subjects/30.htm>



Write the title of the photo that illustrates each of the previous articles next to the number of the articles. Number 1 has been already done for you.

1	Children in Cape Town, South Africa
2	
4	
13	

18	
24	
25	
26	

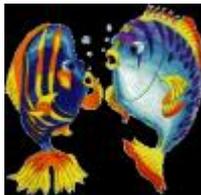
EXERCISE 6



Go to: <http://www.un.org/events/humanrights/2005/>



What day in the year is HUMAN RIGHTS DAY celebrated?.....



Discuss in pairs each of the articles and write down if there are any places in the world where these articles are not being respected. Talk about their situation so that later the teacher can gather all your opinions and write them down on the board.

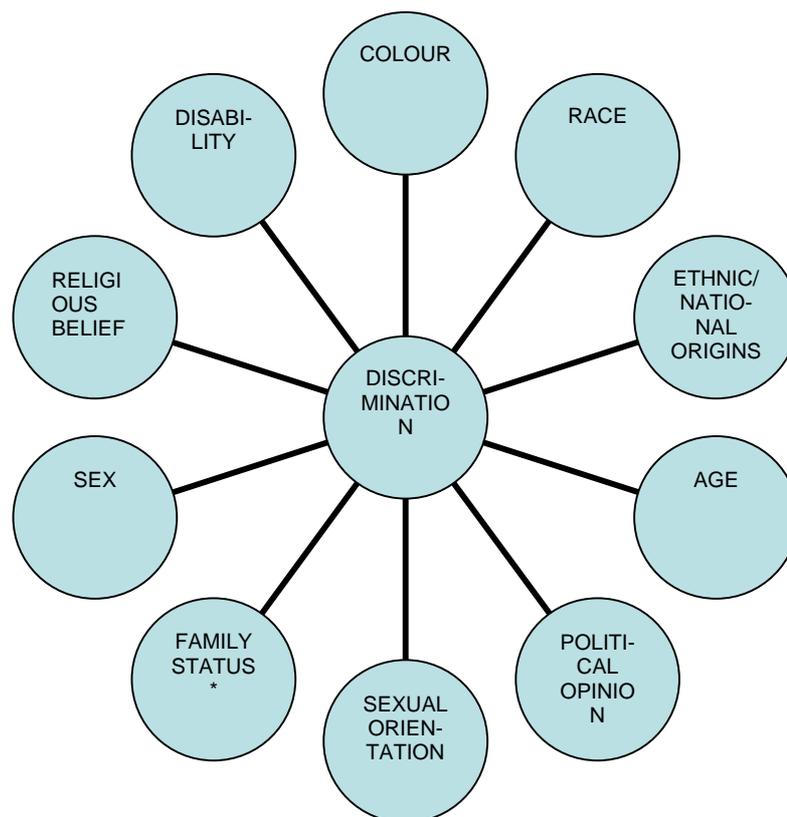
ARTICLES	PLACE IN THE WORLD WHERE THIS ARTICLE IS NOT RESPECTED + BRIEF DESCRIPTION OF WHAT IS HAPPENING
1	
2	
4	
13	
18	
24	

25	
26	

EXERCISE 7

Human rights protect people from unfair treatment. They stop **discrimination** (treating certain people differently to other people).

People should not be treated unfairly or discriminated against **on the GROUNDS OF:**



*FAMILY STATUS: being single, married, separated, divorced, widowed, in a de facto relationship, with children



Think of 3 different people that you know personally and that you think have faced some kind of discrimination. Write down their **situation**, the **grounds** on which they were treated unfairly and a **possible solution to their problem**. An example has been done for you.

SITUATION	GROUNDS	POSSIBLE SOLUTION
Gerardo is from Peru. He went to view a flat to rent	He had problems to rent it because he is an immigrant	He should convince the owner of the flat that he is such a good payer as a person from the country

SESSION 2 THE RIGHTS OF THE CHILD: INTRODUCTION



By the end of the lesson you should be able to:

- learn about rights and responsibilities
- be aware that in some parts of the world even children's rights are not respected because of their vulnerability
- learn about the Convention on the Rights of the Child

EXERCISE 1



We have already discussed the **RIGHTS** we have as Human Beings and now we should talk about **RESPONSIBILITIES**. With all rights come responsibilities. For example, we all have the right to free speech, but the responsibility to make sure we do not offend or force our views on anyone else. Most of the responsibilities that go with many of the rights we have as citizens are common sense and basically involve treating others the way you would be expected to be treated.



Take a new page in your jotter. Divide the page into 2 columns. Head one column **RIGHTS** and the other **RESPONSIBILITIES**. Now **cut and paste** the correct responsibility a child has opposite the matching right of a child.

RIGHTS

The Right to an
Education

*The Right to be Treated
Fairly*

The Right to Free Speech

The Right to own a Pet

The Right to Shelter

The Right to Privacy

The Right to Play & be
cared for



RESPONSIBILITIES

To act responsibly & treat others fairly

To care for people & to treat others the way you would expect to be treated

To treat your house and the objects in it with respect

Not to invade other people's privacy

To attend school and do your homework every day

To remember that other people have different opinions

To look after & care for your pet



EXERCISE 2

CONVENTION on the RIGHTS of the CHILD



In 1989 the United Nations produced the Convention on the Rights of the Child (CRC). The CRC states the basic human rights that children of the world should have. A child is classified by the CRC as every person under the age of 18. It is more difficult for children to protect themselves than it is for adults. Moreover, some children do not have adults who can look after them and ensure that their rights are protected.

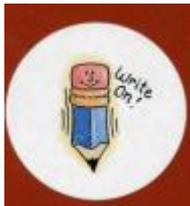
Go to: <http://www.ohchr.org/english/law/crc.htm>



Use the information on this website to match the number of the articles with the summary of their contents. The first one has already been done for you.

Article 2	a. Every child has the right to life	2	B
Article 6	b. The child should be protected against all forms of discrimination on the basis of, for example, their sex, religion, and race		
Article 32	c. A child should not be separated from their parents against their will		
Article 9	d. Every child should have the right to free speech		
Article 13	e. Every child should have the right to a high standard of health		
Article 38	f. Every child should have the right to an education		
Article 24	g. Every child should be protected from performing work that is hazardous or harmful to their health		
Article 28	h. No child under the age of 15 should be made to fight in a war		

EXERCISE 3



You will read some newspaper headlines. Next to each of them you should write down the number of the right that is being denied to children in each of the newspaper headlines.

1. Seven-year-old boys given guns and told to fight in civil war	
2. Rich and corrupted men live in luxury while children in their country starve	
3. Six ten-year-olds kidnapped to work as slaves	
4. Ten-year-old girl dies because of landmine injuries	

SESSION 3

THE RIGHTS OF THE CHILD: REAL STORIES



By the end of the lesson you should be able to:

- know that there are different ways in which children's rights may be seriously violated
- understand there are many problems associated with children being abused like bad health, poor education, parents' carelessness, etc
- learn about child soldiers, child workers and street children



In some countries the basic human rights of the children are violated in a very bad way.

CHILD SOLDIERS: Recent estimates suggest that there are almost 300,000 child soldiers throughout the world fighting in over 40 conflicts. In countries such as Burma, Sudan and Afghanistan, children are fighting alongside adults in wars. Many child soldiers are forcibly removed from their homes, taken from their families and made to fight.

EXERCISE 1



Tick the statements that you think are true about child soldiers.



- Child soldiers require less food than adult soldiers, so they are cheaper to feed
- Child soldiers really want to fight and they go freely to the camps and follow orders without having to be given drugs
- Children are more difficult to control than adults
- Children are brainwashed and often given drugs
- Modern weapons are very light and can be easily handled by children

EXERCISE 2



Summarise now why you think children are used as soldiers using the true statements above. Begin your conclusion like this:

I think children are used as soldiers because...

EXERCISE 3

dictation

In pairs, dictate one of the following short texts to your partner. You have to write what you hear in your jotter and then compare and correct by looking at your worksheets.

CHILD WORKERS: Throughout the world, children as young as 5 years old are forced to work. There are 250 million child workers between the ages of 5 and 14. Their work is often dangerous and is a form of slavery.

STREET CHILDREN: Many children whose parents have died or no longer want to look after them are left to live on the streets. These children face serious health problems because of solvent abuse and attending school is not possible for them.

EXERCISE 4



Photos

The teacher will now show you a pack of **pictures cards** each showing a child involved in some form of child labour.

In small groups, **examine each card in turn** and try to **decide the job** being performed by the youngster in the picture. Also, think about the age of the child in the picture. So you should answer the following questions for every one of the pictures:

What job do you think this child is doing?

Answer: In picture number....., I think the child is.....

What age is the child?

Answer: The child looks.....years old

EXERCISE 5

Go to: <http://www.un.org/av/photo/subjects/childnew.htm>



Have a look at the photos under the title **Human Rights and the Children**. Choose one of them, imagine are him/her and write a diary extract describing how you feel. Use the following key words:

Parents and family, solvent abuse and health problems, where they live, education, friends, how their human rights are abused, etc

SESSION 4 THE RIGHTS OF THE CHILD: YOUR HUMAN RIGHTS PROJECT



By the end of the lesson you should be able to:

- present to the class group their projects about human rights and the rights of the children

Instead of a written assessment as we did at the end of unit 1, you are going to work on a project as the last session of this unit. You have 3 options to choose and you should work in pairs or groups.

OPTION 1 Prepare a **CLASS-TILE WALL** made up of 10 tiles, each representing an article in the Universal Declaration of Human Rights. Use pictures and a few words to show the ideas. You can also use real stories cut out of a current newspaper. Your teacher will assign you to one or more tiles. Each tile will be on a sheet of A4 paper- landscape (sideways). When you have finished, tape all the sheets together and display the frieze in your class or some other important place around your school.

OPTION 2 Go to

http://www.globallinks.org.uk/liveto_india/children_lives.html



Read about the lives of the children of Khalipathar (find out where this place is). You will see there are many differences between your lives and their lives and also differences between boys and girls. Select a time from the list below to find out what the children of Khalipathar do.

5-8 am

8-12 am

12-16 pm

16-20 pm

20-21 pm



Now make a **POSTER** that illustrates all the information that you have been looking at. The title of this poster is going to be **CHILDREN'S LIVES**

OPTION 3 Go to

<http://www.globallinks.org.uk/gallery/gallery2/exhibition2a.html>

You will see a photo gallery of the children of Khalipathar village in Orissa, India. They took these photos to show you what life is like there.

Why don't you take some photos of how children live in Sant Joan Despí and make a

POSTER that show the differences between their lives and your lives?



Each group has to present their work to the rest of the class before hanging it onto the walls.