

UNIT 2

HUMAN RIGHTS

SESSION 1 **WHAT ARE HUMAN RIGHTS?**



By the end of the lesson the students 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 human rights are not respected
- give examples of places where human rights are not respected
- give examples of people they know whose rights have not been or are not respected

One student in the class reads the following paragraph aloud. The teacher can choose him/her at random or the students can volunteer for that. It is assumed that they know the meaning of the word “right”. If this is not the case, the teacher should clarify it and relate the word “right” to the word “responsibility”. Students may not know what the term United Nations means. In activity 1 they will find out themselves so the teacher does not need to explain at this moment.



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

Students work in the computer room and follow the instructions for each activity.

Go to:

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



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

- olive branches (for peace)
- continents (for where people live)
- globe (for world)



EXERCISE 2



Go to:

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

Students have to answer the following questions about the United Nations organisation. They will be given 10 minutes to do that.

Answer the following questions:

1. When did the United Nations come into existence?

The United Nations officially came into existence on 24 October 1945

2. What is the purpose of the United Nations?

To bring all nations of the world together to work for peace and development, based on the principles of justice, human dignity and the well-being of all people. It affords the opportunity for countries to balance global interdependence and national interests when addressing international problems

3. How many members are there in this organisation?

There are currently 191 Members of the United Nations

4. What does the emblem of the United Nations stand for?

The UN emblem shows the world held in the “olive branches of peace”

5. Where is the Headquarters of the United Nations?

The United Nations Headquarters is in New York City but the land and buildings are international territory

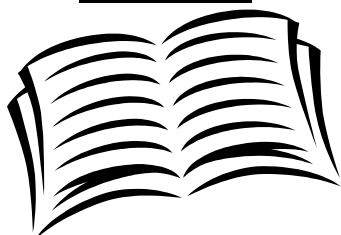
6. What six official languages are used?

Six official languages are used at the United Nations - Arabic, Chinese, English, French, Russian and Spanish

7. List the 4 aims of the United Nations

- **To keep peace throughout the world**
- **To develop friendly relations between nations**
- **To work together to help people live better lives, to eliminate poverty, disease and illiteracy in the world, to stop environmental destruction and to encourage respect for each other's rights and freedoms**
- **To be a centre for helping nations achieve these aims**

EXERCISE 3



Another student in the class reads the following paragraph aloud. The teacher can choose him/her at random or the students can volunteer for that. The passage below is quite easy to understand but it is advisable to stop at each sentence and comment on the meaning. The teacher may remind them

of what they have previously learned about the Second World War and the Holocaust in the Social Studies class or what they know from general knowledge.

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.

They use the computer again to find out the following pieces of information:



Now go to:

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



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

ANSWER KEY: 30 articles

EXERCISE 4



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

Article 1	All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
Article 2	Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.
Article 4	No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
Article 13	(1) Everyone has the right to freedom of movement and residence within the borders of each state.(2) Everyone has the right to leave any country, including his own, and to return to his country.
Article 18	Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance
Article 24	Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25	(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.
Article 26	Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

ANSWER KEY: As shown in the table above

EXERCISE 5

The students go to the computer again and.....



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	Oren Lyons, Faithkeeper of the Onondaga Nation, addresses the United Nations General Assembly on the launch of the International Year of the World's Indigenous People in 1992
4	A boy in India carries bricks to earn a living
13	An elderly Croatian woman looks out over the barbed wire fence of her home which is located on the confrontation line
18	A man praying in a mosque in Kabul, Afghanistan
24	A soccer game in Buenos Aires, Argentina
25	A baby in a camp in Ruhengeri, Rwanda
26	Girls learn to sew in a Fayum, Egypt classroom

ANSWER KEY: As shown in the table above

EXERCISE 6



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



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

ANSWER KEY: 10th December



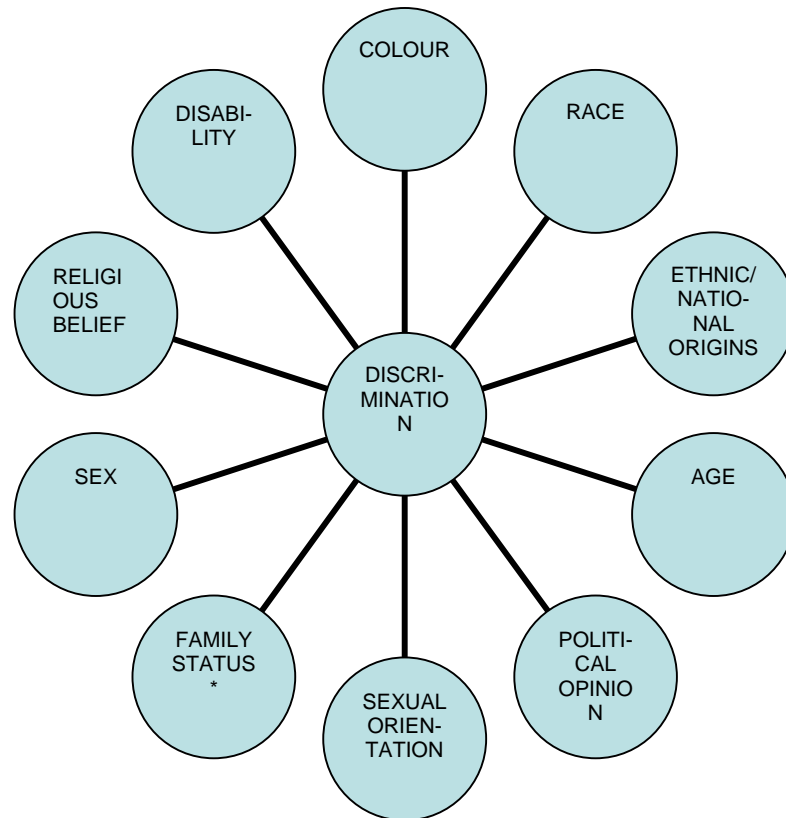
Discuss in pairs each of the articles and write down if there are any places in the world where these articles are not being respected. Talk about their situation so that later the teacher can gather all your opinions and write them down on the board.

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	GROUND	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

ANSWER KEY: The student's answers are open and free. They should write about any of the examples of the spider diagram and state their personal opinions. Some of their answers can lead to a class discussion.

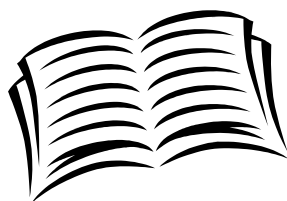
SESSION 2

THE RIGHTS OF THE CHILD: INTRODUCTION



By the end of the lesson the students 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



Teacher reads the aims of the session aloud and tries to brainstorm some ideas about the rights of children. Some examples which the students could come up with and that the teacher could add are the following:

Children have the right...

1. to life
 2. to play
 3. to be with their family or those who will care for them best
 4. to not be used as cheap workers
 5. to free education
 6. to health care
 7. to enough food and enough water for their needs
 8. to be kept safe or not be hurt or neglected
 9. to not be used as soldiers
 10. to not be tortured or given cruel treatment or punishment
 11. to special care if they are disabled
 12. to enjoy their own culture, religion and language
 13. to a decent standard of living
 14. to special protection if they are refugees
 15. to help to be reunited with their families if they have been separated
 16. to not get capital punishment or life imprisonment
-

It is important to write them on the board with a number beside them as students will use these numbers in exercise 2. Students have to write all the items in their jotters.

EXERCISE 1

Students do the cut and paste exercise in their jotters.

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 remember that other people have different opinions

To look after & care for your pet

To attend school and do your homework every day



ANSWERS:

The right to an education=To attend school and do your homework every day

The right to own a pet=to look after and care for your pet

The right to be treated fairly=to act responsibly and treat others fairly

The right to shelter=to treat your house and the objects in it with respect

The right to free speech=to remember that other people have different opinions

The right to privacy=not to invade other people's privacy

The right to play and be cared for=to care for people and treat others the way you would expect to be treated

EXERCISE 2



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	6	A
Article 32	c. A child should not be separated from their parents against their will	32	G
Article 9	d. Every child should have the right to free speech	9	C
Article 13	e. Every child should have the right to a high standard of health	13	D
Article 38	f. Every child should have the right to an education	38	H
Article 24	g. Every child should be protected from performing work that is hazardous or harmful to their health	24	E
Article 28	h. No child under the age of 15 should be made to fight in a war	28	F

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	9 from the list that your teacher wrote on the board before
2. Rich and corrupted men live in luxury while children in their country starve	7 from the list that your teacher wrote on the board before
3. Six ten-year-olds kidnapped to work as slaves	4 from the list that your teacher wrote on the board before
4. Ten-year-old girl dies because of landmine injuries	6 from the list that your teacher wrote on the board before

SESSION 3

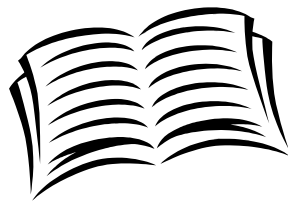
THE RIGHTS OF THE CHILD: REAL STORIES



By the end of the lesson the students 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

Teacher starts reading the following paragraphs and comments on the new vocabulary with the students.



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



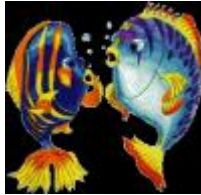
EXERCISE 2



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, each of the students can dictate one of the following short texts to the other. They have to write what they hear in their jotter and then compare and correct by looking at their worksheet.

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

In small groups students look at the cards that the teacher is going to show them. They examine each card in turn and try to decide the job the children are performing and their age.

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.....

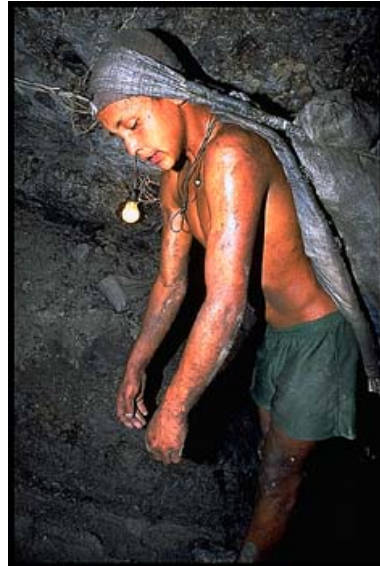
What age is the child?

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

1



2



3



4



5



6



7



8



9



10



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 the 8 photos, imagine you 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 you live
Your education
Your friends
How your human rights are abused
Etc

ANSWERS: free and open

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



By the end of the lesson the students 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, the students are going to work on a project as the last session of this unit. They have 3 options to choose and they should work in pairs or groups.

OPTION 1 **CLASS-TILE WALL**

Prepare a 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/childrens_lives.html b



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/exibition2a.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. The teacher will give a mark to each student depending on their participation, contribution to group work and open presentation.