I Have Rights

HUMAN RIGHTS ARE INHERENT, EQUAL AND INALIENABLE

AGE: 11 – 16 years

LEARNING POINTS

1. When human rights are upheld, everyone benefits.

2. The United Nations (UN) world community has created a list of human rights and children's rights.

3. We should be able to exercise the rights agreed to by the UN.

MATERIALS

- Talking Stick
- Class Roll
- Class Rules
- Song: This Little Light of Mine
- Image of the United Nations meeting
- Copy of *The Universal Declaration of Human Rights* (UDHR), either the child-friendly version or the original, found at the back of the manual
- Copies of the Preamble for each child
- "My Rights" mini posters: Discrimination, Family, Religion, Play, Expression, Freedom, Education
- Pencils for each student
- Paper for the students
- Chalk or markers
- Chalkboard or flipchart

THE UNIVERSAL DECLARATION OF
Human Rights

HUMAN RIGHTS ARE INHERENT, EQUAL AND INALIENABLE

Preamble:

Whereas . . . the **inherent** dignity and … the **equal** and **inalienable** rights of all members of the human family are the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind,

… The peoples of the United Nations have in the Charter reaffirmed their faith . . .

- in fundamental human rights,
- in the dignity and worth of the human person …
- in the equal rights of men and women . . .

and have determined to promote social progress and better standards in larger freedom.

SIMPLIFIED

The dignity and the equal rights of all human beings [are] the foundation of freedom, justice and peace in the world.

The peoples of the United Nations have declared their faith in equal rights for men and women, and are determined to promote social progress, and better standards of life in greater freedom.

SECOND DAY OF CLASS

WELCOME: (5 minutes)
Greet the students warmly by name and show them where to sit.

Warm-Up Activity: Song, This Little Light of Mine (at the end of the lesson)
To hear the song: https://www.youtube.com/watch?v=vofUBWT8GIU, the first two verses.

Explain: We're going to learn many new things that we can share with our families and our community. Let's sing a song (or recite a poem) that talks about a light that represents the things we're learning to make our lives better.

Ask the youth to stand and form a semi-circle with you (the facilitator) in the middle.

Sing (or recite) the first verse by yourself, emphasizing the words that are in capital letters and bold if you wish, a different one for each line.

This little **LIGHT** of mine, I'm gonna let it shine,
This little light of **MINE**, I'm gonna let it shine,
This little light of mine, I'm **GONNA** let it shine,
Let it shine, let it shine, let it **SHINE!**

Explain: This little light if mine – represents what I'm learning.
I'm gonna let it shine - means I'm going to share it with everyone I know.

Say: I'll sing (or say) it one more time, and I want you to join me as I go along.

This little light of mine, I'm gonna let it shine.

Point to the students in the circle to encourage them to sing with you.
This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
Let it shine, let it shine, let it shine!

Say: Very good! The next verse is about where we're going to shine: Everywhere!

Sing or say: Everywhere I go, I'm gonna let it shine,

Point to the students as before, encouraging them to sing (or say) it with you.
Everywhere I go, I'm gonna let it shine.
Everywhere I go, I'm gonna let it shine.
Let it shine, let it shine, let it shine!

Say: That was great! That's what we're going to do – we're going to shine!

Have everyone return to where they were sitting earlier.

REVIEW (5 minutes)

Ask: Who would like to share what your family or friends had to say about the story of Katje and her box and the tulips for Rosie? Did you talk to them about it?

Hold the Talking Stick and pass it from youth to youth as they speak.

INTRODUCTION (5 minutes)

Short History of Human Rights
Show the image of the United Nations with all the flags (at the back of the lesson).

Ask: We didn't really talk about it, but does anyone remember the name of the important organization that was created after World War II to help people learn to live in peace?
(The United Nations, or the UN.)

Explain: Lots of people wanted to help, but even more than that, they wanted an assurance that the hatred and violence that occurred between people and governments would never happen again.

- So the leaders of 53 countries came together and created a group whose main purpose was to help humanity live and work together for everyone's benefit.

- This group is now called the United Nations or the UN. One of its first tasks was to declare the value of every person on earth to the whole world.

Point to the Class Rules.

Ask: We have class rules to help us have more order and get things done in the right way. How would some worldwide rules benefit everyone?
(When everyone works together, they can all get to their goal faster.)

Show a copy of the *Universal Declaration of Human Rights.*

Explain: In fact, the United Nations created a set of "rules" that governments and people should follow in order to ensure the life, liberty, and happiness of every individual, contributing to the progression of societies as a whole. We call those rules "rights."

- This is a copy of the rights that the leaders in the UN wrote for everyone. It's called the *Universal Declaration of Human Rights,* and it is the law of the world.

Ask: Human rights. What does it mean when we say "human rights"? What does the word "right" mean?

Write all the answers as the youth respond, using just one or two main words for each answer.

Say: This is great.

- Looking at the things we have written here, can we say that a **right is LIKE a rule that exists because it is fair or the correct thing to do**? (Yes.)

Ask: And what would a HUMAN right be? Is it a right we have just because we are human beings? Yes, that's exactly what it is.

Explain: The *Universal Declaration* has 30 different rights or rules or articles. Today we're going to talk about the beginning of the Declaration. It's called the PREAMBLE.

Activity: The Preamble
Hand out copies of the **Preamble** to each student as you continue talking and moving around. Or ask one of the students to pass them out while you continue talking.

Ask another youth to hand out pencils to each student.

Explain: This is the introduction to the declaration. It's called the PREAMBLE, or introduction. It explains why the people thought it was necessary to create a set of rules for everyone – not just the winners or the losers of the war, but the entire planet.

- Please write your name at the top of the Preamble.

- Let's read this together.

TIP: If the students are uncomfortable reading or writing, the facilitator can read each phrase and then write the key word on the board or flipchart as the youth point them out.

Have the students take turns, a different one reading each phrase. Stop at the end of the first phrase and point out the words that are in bold and have another student write them on the board or flipchart.

> *The **inherent** dignity and the **equal** and **inalienable rights** of all members of the human family are the foundation of **FREEDOM, JUSTICE AND PEACE** in the world.*

Say: Tell me if you know what any of these three words mean: Inherent, Equal and Inalienable.

Take all answers and have the recorder write their answers on the board or flipchart.

Explain: Even though we don't use these words very often, they are very important.

As you explain, have the students circle each of these words in their preamble.

> **INHERENT:** an internal characteristic or feeling that every person is born with. It's inside you. You are born with it. Most of us have an **inherent** desire for freedom.
>
> **EQUAL**: something that is the same. You have the same rights as everybody else.
>
> **INALIENABLE:** cannot be taken away. Impossible to take away. Even in countries where you can't use them, everybody has these rights, because they are inalienable. You still have them.

Point to one of the youth that you know is comfortable with answering questions. Hand her the Talking Stick.

Ask: Margarita, what do we call a characteristic that everyone is born with? (Inherent.)

- Thank you. Inherent – let's say that together! Inherent.

- My value as a human being is . . . (let the students answer) – INHERENT. Outstanding!

Quickly point to another student (who is also comfortable) and hand him the Talking Stick.

- Thomas, if something cannot be taken away, what do we call it? (Inalienable.)
- Yes, Inalienable – let's say that together! Inalienable.
- You may prevent me from using them, but you cannot take away my rights because they are . . . (let the students answer) – INALIENABLE. Very good.

RIGHTS
EQUALITY
DIGNITY

FOUNDATION

Explain: *So the inherent* ***dignity*** – or the dignity or respect that we are born with –

- plus the ***equal*** *and inalienable* ***rights*** – or the rights that are the same and that cannot be taken away –
- *of all members of the human family* – of everybody, including us.

As you talk, draw 3 horizontal boxes on top of each other. (Leave room above them for later drawings.)

Write the word "**dignity**" in one, and "**equality**" in the next box, and then "**rights**" in the next box as you say the words.

Have one of the students continue reading:

. . . are the foundation

Interrupt the reader and point to the 3 boxes and say: So dignity, equality and rights are the foundation. Foundation for what?

Student continues:

. . . of freedom, justice and peace in the world.

FREEDOM	**JUSTICE**	**PEACE**
RIGHTS		
EQUALITY		
DIGNITY		

FOUNDATION

As the student reads, draw 3 vertical boxes or pillars on top of the previous 3 boxes, and write the words freedom, justice and peace, as shown.

Explain: In other words, we all need to have the dignity that we're born with and the rights that are equal and cannot be taken away from us, in order to have freedom and justice and peace in the world.

- The preamble is saying that freedom and justice and peace will happen naturally for societies who provide their citizens with dignity and basic human rights.

Ask*:* Which of these benefits would be good for your community? (Let students respond.)

Emphasize*:* When people and governments grant human rights to others, the entire community benefits, just as all of us did in our race last week.

Read: The preamble goes on to say, "Disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind . . ."

Explain: In other words, because people stopped paying attention and didn't think human rights were important, terrible things happened that made most of us very angry.

Say: Please continue reading. Watch for words that tell us that the people who were writing this document still believed that people were good after all the difficulties of war.

Student reads:

> The peoples of the United Nations have in the Charter reaffirmed their faith
>
> • in fundamental **human rights,**
> • in the **dignity and worth of the human person…**
> • in the **equal rights of men and women**
>
> and have determined to promote **SOCIAL PROGRESS** and **BETTER STANDARDS OF LIFE IN LARGER FREEDOM** …

Ask: What words stood out to you? (Give the students time to answer.)

Say: That's an excellent statement about all of us. We all deserve respect and have value.

Ask: Besides human rights and dignity, what's the last point? It's a really important one.

Give the students time to respond until one of them says: Equal rights of men and women.

Explain: What a great document! And that's only the beginning because it also tells us what we should be helping with: Progress and better standards of living.

- And that's what we're all doing just by being here and learning more about the Universal Declaration of Human Rights. We are so lucky to have it!

- Wow! We've covered a lot of territory today. Believe it or not, there's also a document just like this for children because they need additional rules. It's called the *Convention on the Rights of the Child.* It's for young people below the age of 18. We'll be talking about some of those rights also.

- Right now, we're going to play a game to learn about some of the rights you have.

Ask one of the students to gather up the copies of the Preamble, but have everyone keep their pencil. Save the Preambles for another lesson.

Activity*:* My Rights, Picture Charades
How to Play: Divide the class into pairs.
Ask another student to give each pair of students three or four pieces of paper.

- Have the youth sit across from their partner, forming two lines facing each other.

- The facilitator stands behind one row so that only the youth in the other row can see her.

- Say: I'm going to show one poster at a time. See if you can guess what kind of right is being shown. The person who can see the poster will draw something like it that will help your partner to guess what it is.

- NO speaking or writing words or using actions or sounds. Just drawing.

- Choose **four** of the mini posters. As the students play, the facilitator switches sides every other round so she can show one of the individual mini posters to only half of the group.

- Every poster uses the following pattern: "The right to _____." Write this pattern on the board if you wish.

- **The Right to Education**: You have a right to go to school and learn as much as you can.

- **The Right to Freedom of Religion or Belief**: You have a right to choose your own religion or have no religion at all. Your parents should help you decide about this.

- **The Right to a Family**: You have the right to live with your family or someone who cares for you. You have the right to get married when you grow up, and to have a family of your own.

- **The Right to Play**: You have the right to relax and play.

- **The Right to Life, Liberty And Security**: You have the right to live and be free and feel safe. Actions and decisions that affect you should be based on your best interests.

- **The Right to Freedom of Expression**: You have the right to share information as long as it is not damaging to you or others, and you don't say things that aren't true.

- **The Right to Protection Against Discrimination**. You have the same rights as everyone else no matter what your nationality or gender or religion or color or language might be.

When the game is finished (and you have shown all four posters), stand where all the students can see you. Show each poster again and briefly explain the right. As you show and explain, have the students hold up their drawings for that particular right.

FACILITATOR TIP: If you have more time, you can use one or two of the other posters.

When you finish your brief explanation, you may also post the drawings and the rights posters on the wall or somewhere for everyone to see them.

CONCLUSION

Ask*:* Did any of the rights in this game surprise you? If so, which ones? Why?

Explain*:* A set of human rights (or rules) helps us all live together in a way that everyone is treated fairly, and societies can progress more efficiently.

As we meet together, we will learn more about some of the rights we have as human beings. We will also learn about our responsibility to help others enjoy their rights.

Ask: Who remembers what the letters UN stand for? (United Nations)

- Why do we need human rights? Remember the three pillars. (To provide freedom and justice and peace throughout the world.)
- What organization developed a list of these rights? (The United Nations)

CHALLENGE

Explain: We've really learned about a lot of things today. Let's be like your little light: See how many things you can remember and share them with at least one other person this week.

- For instance, you can tell them about the **United Nations** and why it was created.
- Or you can tell them about the **Universal Declaration of Human Rights** and that rights are like rules that help us live together in peace.
- Or you can tell them about the **preamble**, and that it talks about freedom and justice and peace.

Say: Be sure to invite your friends to join us. See you next time! I miss you already!

FACILITATOR TIP: Save the students' drawings, and use them during future gatherings as you discuss human rights and child rights.

FACILITATOR NOTES AND REFLECTIONS

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Adapted from Keating-Chetwynd, Sarah, ed., *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences.* Council of Europe, 2008, p. 61.)

MATERIALS

UNITED NATIONS

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Disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind . . .

The peoples of the United Nations have in this Charter reaffirmed their faith

- in fundamental **human rights**,
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and have determined to promote SOCIAL PROGRESS and BETTER STANDARDS OF LIFE IN LARGER FREEDOM

EXCERPTS FROM THE PREAMBLE of
The Universal Declaration of Human Rights

UDHR 3

THE RIGHT TO

UDHR 2 & CRC 2

THE RIGHT TO

FREEDOM OF RELIGION

OR BELIEF

UDHR 18 and CRC 14

UDHR 16 and CRC 9

UDHR 24 and CRC 31

THE RIGHT TO

EDUCATION

UDHR 26 and CRC 28

THE RIGHT TO FREEDOM OF EXPRESSION

UDHR 19 and CRC 13

THIS LITTLE LIGHT OF MINE

This little light of mine, I'm gonna let it shine,
This little light of mine, I'm gonna let it shine,
This little light of mine, I'm gonna let it shine!
Let it shine, let it shine, let it shine!

Everywhere I go, I'm gonna let it shine,
Everywhere I go, I'm gonna let it shine,
Everywhere I go, I'm gonna let it shine,
Let it shine, let it shine, let it shine!

This little light of mine, I'm gonna let it shine,
This little light of mine, I'm gonna let it shine,
This little light of mine, I'm gonna let it shine!
Let it shine, let it shine, let it shine!

To listen to the music:
https://www.youtube.com/watch?v=vofUBWT8GIU

This Little Light of Mine