

I HAVE RIGHTS

1. We are all born free and equal in dignity and rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.
2. These rights belong to everybody, whatever our differences.
3. We all have the right to life, and to live in freedom and safety.

Articles 1, 2 and 3, *The Universal Declaration of Human Rights*, Articles 1, 2 and 3



Learning Points

1. Human rights are necessary in order for all children to live in freedom and safety.
2. There is a strong connection between human needs and human rights.

WELCOME (5 minutes)

Song, "Here's We Are Together"

REVIEW (5 minutes)

- Ask if someone would like to talk about an animal they found and what it would need if they had it for a pet.
- Who found an animal that would **not** be good to keep as a pet? Why?

INTRODUCTION (5 minutes)

On the chalkboard or large piece of paper, draw 2 columns.

Explain that we need a name for our class and an animal for a class pet for today.

See next page for example and instructions.

DISCUSSION (10 minutes)

Questions (using the Talking Stick)

- What are the things that (Pet's name, such as BOOMER) will need to live and be safe? (List under Animal NEEDS.)
- Who is responsible to make sure that Boomer's rights are met? (List under WHO?)
- Why does Bommer have a right to them?
- Can someone tell us what a "right" is?

Offer some prompts: A right is . . . (wait for a response) like a rule that . . . exists because it is the . . . fair or the correct thing to do.



- What do WE need to enjoy a happy, healthy, safe life? (List answers under CLASS NEEDS, such as home, food, clothes, love, education.)

- If the (Class name, such as STARS) need these things to survive, what do we call them? (Human rights.)
- Who is responsible for helping us get the things we need to be safe and free? (Encourage answers such as adults, parents, family or caregivers and **teachers**.)
- What about our friends?

Each one of us is responsible to help in getting what we need. (Source: Nancy Flowers, ed., *Compasito*, Council of Europe, 2009, p. 138.)

Activity: Line Up! (5 minutes)

Let's practice helping each other.

See the previous page for instructions.

- How were you able to make your lines so quickly? (Working together helps.)
- Did you feel safe? Did you trust each other?
- How did you feel when you got in the right order?

CONCLUSION (5 minutes)

Hold up the Freedom mini-poster (from the previous lesson) and **read Article 3** to the children. Have the children read it with you.

We all have the right to life, and to live in freedom and security.

*Explain that the **right to be free and safe** is one of our human rights.*

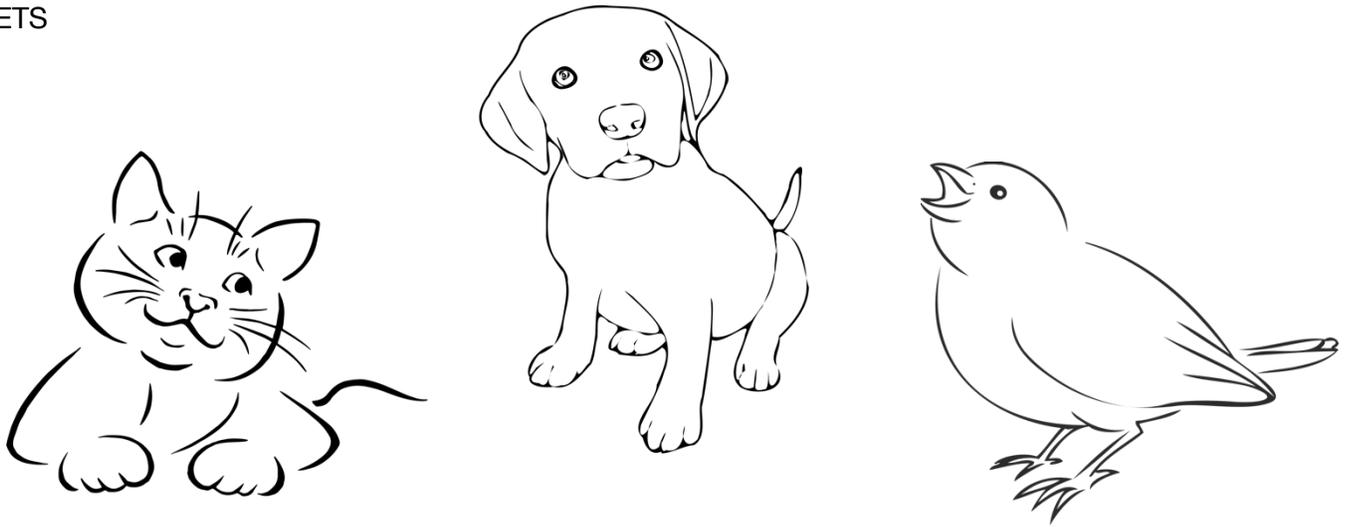
- Does anyone remember the name of the document that says what rights we have? (*The Universal Declaration of Human Rights*)

Next time we will learn more about our rights.

CHALLENGE

1. Find a way that you can work with members of your family or friends so that everyone feels free and safe.
2. The next time we meet, be ready to share with our class what you discovered.

PETS



CLASS NAME AND PET NAME

Name of the Pet	Name of the Class
Animal's Needs	Class Needs
Who helps with Needs?	Who helps with Needs?

Show the images of animals, or suggest others that children might want for a pet.

- List their choices on the chalkboard or paper.
- Do the same with class names, such as Thunderbolts, Stars, etc.
- And then again with pet names, such as Tippy, Boomer, Nacho, etc.

Allow the children to decide on the final name for the class and the pet.

Article 3
We all have the right to life, and to live in freedom and security.
The Universal Declaration of Human Rights

LINE UP!

- Divide the children into teams of five or six or more.
- Tell the children that when you say “GO!” you want them to line up from shortest to tallest.
- Explain that as soon as their team is finished, they should all hold up their hands.
- Give the “GO!” signal, and allow the children to finish. Have them check the order as a group.

(Source: Line -up! Activity village.co.uk)

Remember to fill in your brief *Facilitator Notes & Reflections*. Found following Lesson 10B.

