

I GET TO GO TO SCHOOL

You have the right to go to school. You should be able to learn a profession or continue your studies as far as you can. *The Universal Declaration of Human Rights, Article 26*

Education should prepare you for life.

The Convention on the Rights of the Child, Article 29

★ Learning Points

1. With every right, we have a responsibility.
2. When we protect the rights of others, we all benefit.

WELCOME (5 minutes)

Song, “This Little Light of Mine”

(See previous lesson.)

Questions

How are you going to let your light shine?

How are you going to share what you’ve been learning with friends and family?

REVIEW

Student Evaluation Questionnaire

Administer the Questionnaire before the lesson. This is the same one used at the beginning in Lesson 1. It is used in this final lesson to determine how much students have learned.

- After each individual response, ask the students to explain what they know about that question before going on.
- After each question, count the number for each answer. Record it on the Evaluation Questionnaire.
- **After the class is over**, take time to compare this with the results from the first Evaluation Questionnaire in Lesson 1. Keep this for your own future reference. Report the final results to your supervisor.

INTRODUCTION (5 minutes)

Question: Which human right do you appreciate the most and why?

Allow 2 or 3 students to respond, but don’t go beyond 5 minutes for answers.

DISCUSSION (10 minutes)

Activity: Picture This, My Rights and Responsibilities!

Preparation and instructions on the back.

Explain that each right carries a responsibility to respect and protect the rights of others.

Play the game.

CONCLUSION (10 minutes)

Activity: The Human Knot

Now that we’ve reviewed the Articles, let’s try an experiment.

Instructions on the back.

- Invite students to stand in a circle, facing inward, shoulder to shoulder.
- If there are more than 10-12 players, you can create two groups and organize a competition between them. The first group to finish can help the second group.

Questions

- How is this game like having Human Rights for everyone?
- Why is our responsibility to each other just as important as our own rights?
- Did you ever want to quit or think you might not be able to undo the knot?
- What strategy or method worked best in undoing the knot?
- If we played this again, how would you try to undo the knot more quickly?
- What was the best way to cooperate as a group that made us more successful?

CHALLENGE

1. Follow **Malala’s example** of courage in sharing her right to education. As the leader of the UN said, “She is a brave and gentle advocate of peace who became a global teacher just through the simple act of going to school.”
2. **Be an advocate of peace** by going to school and learning as much as you can.
3. **Let your light shine** by taking responsibility for what we’ve learned about our human rights, and sharing it with others—with everyone everywhere we go!

STUDENT EVALUATION QUESTIONNAIRE 2

Date _____

City or town name _____

Ages of the students (6 to 10 or 11 to 16) _____

<i>This is NOT a test. The students will not know all the answers.</i>	Number of students YES	Number of students NO
<p>1. HAVE YOU HEARD OF THE UNITED NATIONS?</p> <ul style="list-style-type: none"> • Raise your hand if you have heard of the United Nation. (Count the hands.) • Raise your hand if you have NOT heard of the United Nations. (Count the hands.) 		
<p>2. HAVE YOU HEARD OF “HUMAN RIGHTS”?</p> <ul style="list-style-type: none"> • Raise your hand if you have. (Count the hands) • Raise your hand if you have NOT heard of human rights. (Count the hands) 		
<p>3. DO YOU THINK YOU HAVE ANY HUMAN RIGHTS?</p> <ul style="list-style-type: none"> • Raise your hand if you think you do. (Count the hands) • Raise your hand if you don’t think you have any human rights. (Count the hands) 		
<p>4. CAN ANYONE TELL ME ANY HUMAN RIGHTS YOU THINK YOU HAVE?</p> <p>Let any student answer who thinks she or he might know. Don’t worry about whether the answer is right or not. Just count the number of students who answer.</p>		

Keep this **Evaluation Questionnaire 2** and the Questionnaire from the first lesson in a safe place. By comparing these two questionnaires, you can see the progress of your students. They may be useful for future reference.

Optional Discussion Questions if you have time before the Challenge

1. Do you understand what the *Universal Declaration of Human Rights* is?
2. How do you know what your rights are?
3. What would you do to show somebody you care?
4. How would you do it?

ACTIVITY

PICTURE THIS: MY RESPONSIBILITIES! (10 minutes)

1. Divide the class into Team A and Team B. Choose a person from Team A to be an artist.
2. Tell the teams that they are trying to guess the name of the **Human Right** and its matching **Responsibility**. They get 1 point for guessing the correct Right. They get a second point if they get the Responsibility that goes with it.
3. Carefully show a Right **only to the artist** from Group A without the rest of the class being able to see it (either as a mini-poster or just the title written on a piece of paper).

2 Protection against Discrimination

3 Life, Liberty and Safety

5 Torture or Bullying

6 Recognition as a Person

16 Marriage and Family

18 Freedom of Religion or Belief

19 Freedom of Expression

23 Child Labor

26 Education

4. Artist from Team A draws a picture on the board to illustrate the Human Right, while Team A tries to guess what the Right is. The artist may not speak or use actions or sounds, just drawing. Time the activity for 2 minutes while Team A guesses. If Team A guesses correctly, they get a point.
5. They get a second point if they identify the Responsibility that goes with it.
6. If Team A does not guess the correct Right, allow Team B to guess what the artist is trying to draw. If Team B guesses correctly, they get a point. Then show everyone the poster or written words for that Right.
7. Now choose an artist from Team B. Show artist B a different poster, and Team B guesses. And so on. Use only the number of Rights that you have time for.

Accept all logical answers. Congratulate everyone. Show the other Human Rights posters.

ACTIVITY: THE HUMAN KNOT

- Have students stand in a circle and close their eyes and move slowly toward the center of the circle with their arms extended in front of them, and grab hold of the first two hands that they touch.
- Have them keep their eyes closed until you give the signal to open them.
- Make sure that each student is holding the hands of two different people.
- Have them open their eyes, and explain that they have to undo the knot and form a circle without letting go of any hands.
- Watch the group to ensure no one gets hurt and intervene only if absolutely necessary.
(Adapted from: *Play It Fair Toolkit, Activity 36. Equitas--International Centre for Human Rights, 2008.*)



After everyone is “unknotted,” have the students return to their seats for the discussion.