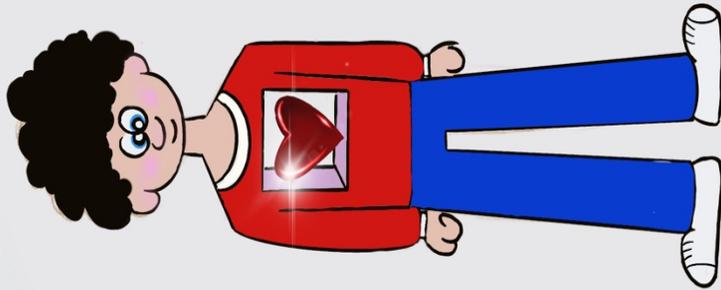
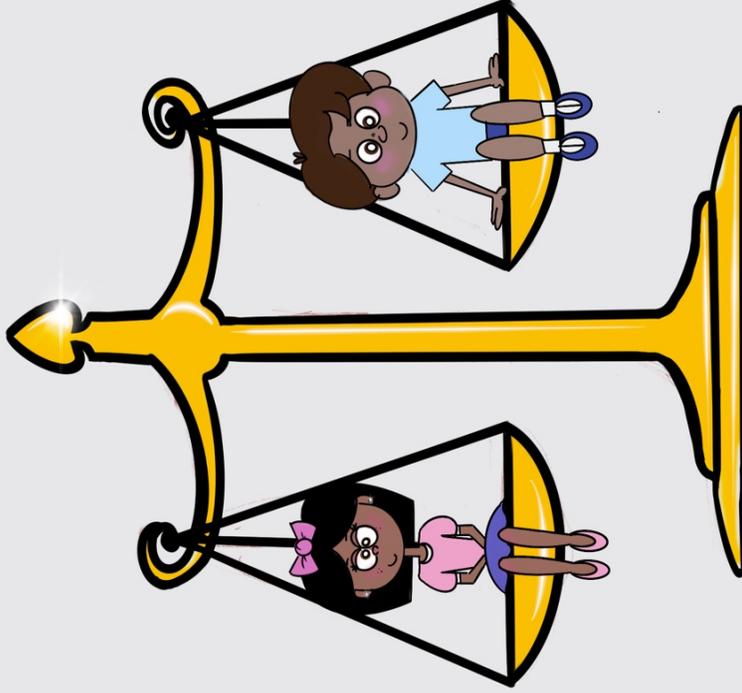


## INHERENT



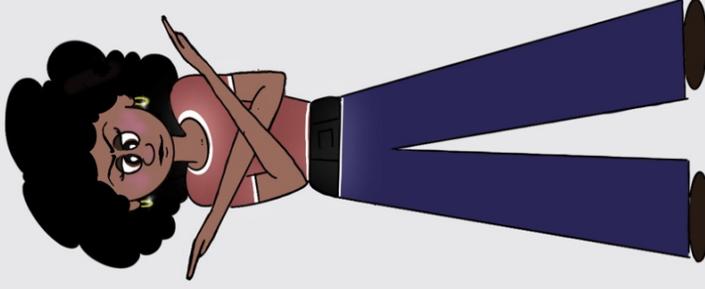
**Inherent:**  
This describes something that is inside or within you, a feeling that you are born with.

## EQUAL



**Equal:**  
You are not the same. You are different from each other, but you have the same rights.

## INALIENABLE



**Inalienable:**  
Something that must not change and cannot be taken from you.

# I HAVE RIGHTS

- The **inherent** dignity and the **equal** and **inalienable** 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 with greater freedom.

*The Universal Declaration of Human Rights, Preamble*

## ★ Learning Points

1. Human rights are the basis for **freedom, justice and peace** in the world.
2. We are all born with rights that are INHERENT, EQUAL and INALIENABLE.
3. When human rights are upheld, everyone enjoys **social progress** and greater **freedom**.
4. The United Nations (UN) has created a list of human rights and children’s rights.

**WELCOME** (5 minutes)

**Chant and Song:** “Be Our Best,” teach Verse 3.

## REVIEW

Would someone please share the ideas that you came up with from our discussion about binding ourselves together like the sticks in the story of the old man and the bundle of sticks?

**INTRODUCTION** (10 minutes)

2. Remember the word “**preamble**”? It is the introduction to the UDHR.
3. Let’s find out WHY the United Nations commission wrote the UDHR. Listen for the words **Inherent, equal and inalienable**.

**Have a student read the first sentence of the Preamble.** (Found at the back of the lesson.)

Let’s define those three words.

**Activity: Preamble Vocabulary** Parts 1 and 2, “Why the Preamble” and “Freeze Frame.” Use images found at the beginning of the lesson. Instructions and **vocabulary** are at the back.

**DISCUSSION** (5 minutes)

*Teacher preparation: Use mini-posters found in the Toolkit, Section IV, at the back of the manual.*

Let’s discover WHY they wrote the UDHR.

**Ask another student to read the second sentence of the Preamble.**

*Questions (Remember to use the Talking Stick.)*

1. What does this mean?
2. What were they trying to do?  
(Promote a better life with greater freedom.)
3. Can somebody think of a right that we have just because we are human beings?

As students name possible rights, show mini-posters from the Toolkit. Or write them on the chalkboard. Suggest others they might miss.

- How about education? A family?

Explain that we’re going to learn about many of these rights in the next few weeks.

**CONCLUSION** (10 minutes)

Restate all the rights mentioned.

*Questions*

1. Why do we need Human Rights?
2. Someone tell us what **inalienable** means.
3. What is a **preamble**?
4. Who can tell us what **inherent** means?
5. Which human rights are inherent?  
(**All** of them are inherent.)

We need a set of human rights to help us all live together in a way that everyone is treated fairly so people can live and progress in peace.

Raise your hand if you have ever heard of the *Convention on the Rights of the Child*. It was created after the UDHR. It also includes rights but they are especially for children up to the age of 18!

**CHALLENGE**

1. Share your new words with your family and friends: Preamble, Inherent, Inalienable, Equal.
2. Explain: We all have Human Rights, even if we don’t always know what they all are.

## THE PREAMBLE

1. The **inherent** dignity and the **equal** and **inalienable** rights of all human beings are the foundation of freedom, justice and peace in the world.
2. The peoples of the United Nations (all the countries who are members of the UN) have declared their faith in (or their support for) **equal rights for men and women**, and are determined to promote **social progress**, and **better standards of life with greater freedom**.

*The Universal Declaration of Human Rights*

### **How to deal with an issue when somebody breaks a rule.**

1. Confront the student in a nice voice, and ask, "Which rule have you not kept?"
2. The student will mention the rule.
3. Discuss the responsibilities of everyone to work for the common good in the classroom.
4. Ask the student not to do that particular behavior again.
5. Move on.
6. Make an extra effort to compliment that student in the future.

Students will respond differently as you deal with this issue, but you can improvise as you move through these steps, using the basic structure, adapting to the situation.



Remember to fill out your Facilitator's Notes and Reflections page.

# PREAMBLE VOCABULARY

**Part 1: WHY THE PREAMBLE** (Images are found at the beginning of the lesson.)

Write three words on the board: INHERENT, EQUAL, INALIENABLE.

Have a student hold each image (found at the beginning of the lesson) as you explain the definitions.

1. **INHERENT:** What do you see here? *Wait for an answer. Then ask more questions.*  
What do you think the heart represents? And what did we just read?  
Explain that we are all born with dignity. It is inherent, a characteristic inside us.
2. **EQUAL:** *Point to the image.* On the scales of Human Rights, men and women are equal in value. Does that mean they are the same? (No.) Then how are they equal? (They have the same rights.)
3. **INALIENABLE:** *Point to the image.* This means something that cannot be taken away. It belongs to you and it is indestructible. This young woman refuses to let you take away her human rights.

Read the first sentence of the Preamble again and have students define the 3 new words.

- “The INHERENT dignity” —means what kind of dignity? (The dignity you’re born with.)
- “and the EQUAL and INALIENABLE rights of all human beings” —means what kind of rights?  
*Accept all answers.* (Rights that are the same and cannot be taken away.)

Read the whole sentence together: The **inherent** dignity and the **equal** and **inalienable** rights of all human beings—are the foundation of freedom, justice and peace in the world.

Read it together again. *Point to the 3 words on the board as you say them.*

## Part 2: FREEZE FRAME

Explain that some students will use their bodies to make some shapes that show the rest of the class the meaning of one of the new vocabulary words.

1. Give them a time limit. Students in the group talk quietly together about a shape that best communicates the word, and then create that shape with their bodies. They may make separate shapes or work together to create a single shape. When they find the shape they think is best, they FREEZE and hold still like a statue.
2. The class guesses the word.
3. Now ask each group to find a second shape for the same word, and challenges them to find a way to move from the first shape to the second. This encourages students to think flexibly.
4. The facilitator may comment from the side to guide the exploration, acting as a coach.

FIRST WORD. Select 3 students to come to the front of the class. Show them the first word.

**INHERENT:** A feeling or characteristic inside you.

SECOND WORD. Select 3 **pairs** of students and show them the second word.

**EQUAL:** You are different from each other, but you have the same rights.

THIRD WORD. Select 3 more students. Show them the third word. They follow the same pattern.

**INALIENABLE:** Something that does not change and cannot be taken away from you.

Option: If there is time, the facilitator can ask the “actors” to connect the shapes. “How would you connect the first word (or shape) with the second word and then with the third one?”

This game teaches the students a new skill, as well as important new vocabulary words. Having some students move around while others guess what they’re doing will cement the words in their minds. The more they play the game, the more flexible they will become in both mind and body.

