

# Lesson 1A - Born Free

## Right to Equality

Human rights need to be protected by the law. Members of the United Nations created the Universal Declaration of Human Rights so that everyone would know what human rights are.

*The Universal Declaration of Human Rights, Preamble*



### Learning Point:

To establish interest in learning about human rights.

### 1. WELCOME (5 minutes)

#### Song, “Be Our Best” (page 4)

Welcome students warmly and teach just the chant as they begin arriving.

### 2. REVIEW (5 minutes)

#### Initial Student Assessment (page 2)

Do this on **the first day** in order to learn what your students know about human rights. There are no wrong answers.

#### Assessment Instructions

Count the number of “yes” and “no” answers for each question. Record the totals on the questionnaire.

Thank the students.

**Facilitator tip:** If possible, have someone else with you to assist, count and record answers. **Keep the Assessment in a safe place.** You will need it again after **Lesson 10B**.

### 3. INTRODUCTION (10 minutes)

#### Activity: Getting to Know You

Show a short stick. Ask if anyone has ever heard of a Talking Stick.



You can also use a stone or other small item, and ask students to substitute the name of the object, such as a Talking Stone.

- Explain that many communities use a Talking Stick to ensure that everyone can be heard and listened to. When a person has the Talking Stick, no one else may speak.
- Today we’re going to use the Talking Stick to get to know each other better.

### Instructions

- Turn to the person next to you so you each have a partner. Tell each other 2 things: your name and your favorite color.
- Raise your hand when you finish. When we’re all ready, I’ll call on one of you and give you the stick to say what you **learned about your partner**. Then give the stick to your partner to tell us things about you.
- I’ll call on another pair of partners to do the same, and so on (staying within the time limit).

**Question:** How did you feel when you had the Talking Stick and everyone was listening to you?

### 4. DEVELOPMENT (5 minutes)



Show the logo image on the previous page.

- What do you see in this image?
- What does this image say to you?

*After students answer, explain:* This logo stands for children and their books, celebrating human rights education and learning. Next time we’ll learn how a horrible war helped create a great set of rules called human rights.

### 5. CONCLUSION (5 minutes)

If you have not heard of the United Nations or human rights, that’s okay. Lots of people don’t know very much about them. And that’s exactly what we’re going to talk about next time.

#### Activity: Story, The Race (page 3)

- Raise your hand if you’ve ever been in a race.
- Read the story, including the final sentence.*
- What would you have done if you were Ivan?

### 6. CHALLENGE

- Make a Talking Stick. Use it to tell your family and friends about the Colega logo, and ask them to tell you what they think about it.
- Tell them the true story of the race between the runner from Kenya and the runner from Spain who wanted us all to be winners.

## Lesson 1A - Born Free

### Initial Student Assessment - Lesson 1A

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Male: \_\_\_\_\_ Female: \_\_\_\_\_

Location: \_\_\_\_\_ Rural: \_\_\_\_\_ Urban: \_\_\_\_\_

Read the questions aloud and have students mark the answers with an X in the boxes under Yes or No.	YES	NO
1. Have you heard of the United Nations?		
2. Do you know what Human Rights are?		
3. Do you believe that every human being is equal in dignity and rights?		
4. Do you know what discrimination is?		
5. Do you know what bullying or harassment is?		
6. Have you heard about freedom of religion or belief?		
7. Do you know what it means to have a nationality?		
8. Do you think you have the right to your own identity?		
9. Have you heard about child labor?		
10. Do you have responsibilities towards the people in your community?		
Please, briefly comment on the human rights you believe you have: _____ _____ _____		



**Save the Assessment** with answers in a safe place to refer to at the end of this course. A similar evaluation is included in the last lesson so that you can see the progress of your students.



**Facilitator Tip:** Please fill out the brief **Facilitator Notes and Reflections** section for today's lesson (page 66).

**Activity: The Race**

**Kenyan** runner Abel Mutai was only a few meters from the finish line, but got confused with the signs and stopped, thinking he had finished the race.

**Spanish** runner Ivan Fernandez was right behind him and recognized Mutai's confusion.

He started shouting to the Kenyan to keep running. But Mutai did not know Spanish and did not understand.



Realizing what was going on, Fernandez pushed Mutai over the finish line to victory.

A reporter asked Ivan, "Why did you do this? You could have won the race." Ivan replied, "My dream is that one day we can all be winners." The reporter insisted, "But why did you let the Kenyan win?" Ivan replied, "I didn't let him win, he was going to win. The race was his."

"But you could have won!" the reporter said. Ivan looked at him and replied: "But what would be the honor of my victory? He was the rightful winner. What would my mother think if I didn't help my friend?"

**And that's what we're going to do. We're going to help each other reach the finish line as we learn about our human rights.**



**Optional:** As you tell the story, have 2 students pantomime the runners, while you take the role of the reporter.

(Adapted from <http://www.fairplayinternational.org/honesty-of-the-long-distance-runner>)

# Be Our Best

## Chant:

Dignity and children's rights! Oh, dignity for ev'ryone!  
 Dignity and children's rights! Oh, dignity! It can be done!

1. I have val - ue, yes I do. I have val - ue, you do, too, With  
 2. I have rights to lift my voice. Du - ties, too, with ev - 'ry choice. To  
 3. Du - ty, yes, to be our best. Not to fight or to op - press. Oh,

Rights to do what we can do To be our best, yes, me and you.  
 Help each per - son have a voice To live in free - dom and re - joice.  
 dig - ni - ty for ev' - ry one! With chil - dren's rights it can be done!

**Facilitator:**

Let's learn a new chant! Repeat these words and actions after me.  
 Pat (hold), pat, pat, snap! Pat (hold), pat, pat, snap! Pat (hold), pat, pat, snap! Clap, clap, clap!

Repeat it three times: Pat (hold), pat, pat, snap! Pat (hold), pat, pat, snap!  
 Pat (hold), pat, pat, snap! Clap, clap, clap!

Now we're going to add the words to the chant.

Pat pat pat, snap! Pat pat pat, snap! Pat pat pat, snap! Clap clap clap!  
**Dig - ni - ty and child - ren's rights! Oh, dig - ni - ty for ev' - ry - one!**

Pat pat pat, snap! Pat pat pat, snap! Pat pat pat, snap! Clap clap clap!  
**Dig - ni - ty! and child - ren's rights! Oh, dig - ni - ty! It can be done!**

**Chant**

Dignity and children's rights!  
 Oh, dignity for ev'ryone!  
 Dignity and children's rights!  
 Oh, dignity! It can be done!

2. I have rights to lift my voice,  
 Duties, too, with ev'ry choice,  
 To help each person have a voice,  
 To live in freedom and rejoice.

**Song**

1. I have value, yes I do.  
 I have value. You do, too,  
 With rights to do what we can do  
 To be our best, yes, me and you.

3. Duty, yes, to be our best,  
 Not to fight or to oppress.  
 Oh, dignity for ev'ryone!  
 With children's rights, it can be done!

*You can either sit or stand as you pat your knees or thighs as instructed.*

# Lesson 1B - Born Free

## Right to Equality

You are 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.

You have the right to live, to be free and to feel safe.

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



### Learning Point:

Students will understand what is meant by “human rights” and “free” and “equal.”

### 1. WELCOME (5 minutes)

**Chant and song, “Be Our Best”** (page 4)

Begin the chant as students arrive. Teach Verse 1 when class starts.



*If you prefer, use a song that students already know that expresses a similar idea.*

### 2. REVIEW (5 minutes)

Using the Talking Stick, can someone tell us what our logo stands for? *Children celebrating books and human rights.*

### 3. INTRODUCTION (5 minutes)

**Show the picture of the United Nations** (page 6).

READ the explanation below the picture.

### Activity: Class Rules

Explain that before we talk about human rights, we need rules to help us have an orderly class. While using the Talking Stick, ask:

- What rules would you like to have?

Repeat what the students say, and ask, “Did I hear you correctly?”



*Quickly write all the ideas on the board or paper so you can prepare a simple Class Rules chart to be displayed each week.*

Allow students to choose no more than 3 rules from the list that they like best or think are most important. Include words RESPECT, RIGHTS, and DUTIES in the discussion:

- **Listening:** Our Talking Stick makes us aware of how we listen to each other—something very important in our class. That means that all eyes and ears are focused on the speaker!
- **Respectful language:** Use words that are not mean or disrespectful to other people.
- **Following:** Listen carefully to the facilitator and follow directions.
- **Punctuality:** Try to be to class on time.

### 4. DEVELOPMENT (10 minutes)

*Show the picture of the United Nations again.*

Let’s talk about another important set of rules.

- The United Nations or the U.N. committee included people from 18 different countries.
- Why would it be important to have people from different cultures on the committee?

Have someone **read Article 1 of the UDHR** (page 6).

*Have everyone repeat it.*

- Who is born free and equal in rights? What if you’re poor or live in a different country?

Show the **Right to Life mini poster** (page 7).

Have another student **read UDHR Article 3** (page 6).

- What 3 rights did you hear?
- Which one do you think is the most important?
- Can we have one without the others?
- What does it mean when we say “human rights”?
- What does the word “right” mean?



*Write all answers on the chalkboard, using 1 or 2 main words for each answer.*

- Explain: A right is something you’re allowed to be, or to do, or to have.
- **A right is like a rule that exists because it is the fair thing to do.**

(Have the class repeat the last phrase together.)

### 5. CONCLUSION (5 minutes)

*Question*

- What would a **HUMAN** right be?

Guide students to recognize that a human right is a right we have **just because we’re human beings.**

### 6. CHALLENGE

- Tell your family and friends about the United Nations and Article 1 of the Universal Declaration of Human Rights.
- Explain that human rights are like rules that are fair, and they apply to everyone just because we are human beings.



## Lesson 1B - Born Free



This is a picture of the UNITED NATIONS, also known as the U.N., with flags from all the countries who are members of the United Nations. It was created in 1945 at the end of a terrible war called World War Two that killed millions of people all over the world. The U.N. appointed a committee of men and women from different countries and cultures, who created a set of rules for the whole world, known as the Universal Declaration of Human Rights. It's a universal document without reference to any particular culture, political system or religion. It lists 30 articles or "rules" that all of us should follow to ensure the life, liberty, and happiness of every person. These articles are called "Human Rights," and they proclaim the worth of every person on earth, saying that we all have equal value. It still exists today.

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### **Article 1**

**You are 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.**

*The Universal Declaration of Human Rights*

### **Article 3**

**You have the right to live, to be free and to feel safe.**

*The Universal Declaration of Human Rights*



Remember to fill in your brief **Facilitator Notes and Reflections** (page 66).



## The Right to Life, Freedom and Security

Article 3 of the UDHR