

Lesson 2A - I Have Rights

Equal and Inalienable Human 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.

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.

Display the Class Rules.

1. WELCOME (5 minutes)

Sing the song, "Here We Are Together" (page 4)
Greet the children and seat them in a circle.

2. REVIEW (5 minutes)

Questions (Use the talking stick)

- Who would like to share something you did to help someone this week?
- Does anyone want to tell us one of the rights that we talked about last time?
- What is a right? (A right is like a rule that exists because it is the fair or correct thing to do.)
- What is the name of the document that contains all these rights? (*The Universal Declaration of Human Rights.*)

Let's say that together.

3. INTRODUCTION (5 minutes)

- Does anyone have a pet that you would like to tell us about?
- How many of you would like to have a pet?

Activity: Story, "Amari and Mwaki" (page 8)

4. DEVELOPMENT (10 minutes)

Questions at the end of each part of the story

Part 1

- What do you think Amari needed for his dog? (Food, water, shelter, love.)
- Who would make certain that Mwaki the dog had these things?
- Remember to raise your hand for the Talking Stick.

Part 2

- Do you think Mwaki has a right to these things like food and water and shelter?
- Who can tell me which one of those rights is something that we need, too? (All of them are rights that we need.)

Explain that we call these rights **Human Rights**. They are also called **Children's Rights**. Have the children repeat the words with you: Human Rights and Children's Rights.

Show Article 3 from the UDHR (page 8). Read or have one of the students read it. Have them repeat it after you.

Show the FREEDOM mini poster (page 9)

Questions

- How do you think this child feels?
- Who remembers what a right is like? (A right is like a rule that exists because it is fair or the correct thing to do.)
- And who do they belong to? (Everybody.)

5. CONCLUSION (5 minutes)

If you could have a pet, what would you choose to name it?

Activity: Guess My Pet

Question

Who would like to pantomime (act out) the pet you would choose?

Allow a few children to pantomime their pet while the rest of the class tries to guess the animal. When the class guesses correctly, ask them: What does this pet need?

6. CHALLENGE

- Look around for different animals in your area and identify what they would need if you had them as a pet.
- Can you think of any animals that would **not** be good to keep as pets? Why?

Lesson 2A - I Have Rights

Activity: Amari and Mwaki

Part 1

I'm going to tell you a story about Amari who wanted to have a dog. Every day, he asked his father and mother over and over if he could have a dog. "A dog could guard our compound at night," he said. "And he could help keep Mama's goats from running away." The goats were very valuable. Mama sold their milk and cheese and meat and hides at the outdoor market, and she used some of the money to help pay for the children's school fees.

Finally, Amari's parents said, "Yes, you can have a dog—but you must take care of him." Amari felt happy, and he named his dog "Mwaki." Amari and Mwaki the dog were best friends.

Questions

- What do you think Amari needed for his dog? (Food, water, shelter, love.)
- Who would make certain that Mwaki had these things?
- Remember to raise your hand for the Talking Stick.



Part 2

Every day after Amari went to school, Mama took Mwaki the dog to help her with their small herd of goats. When school was over, Amari would meet Mama in the field so that he and Mwaki could herd their goats safely back to the compound. "What a good dog," said Mama. But Father sometimes thought it cost too much money to feed the dog and take care of him. One night as the family lay sleeping, Mwaki heard the soft sounds of a wildcat as it crept up to the goat pen. "Woof, woof! Woof, woof!" barked Mwaki as loud as he could. Amari's father jumped out of bed and chased the wildcat away before he could eat any of the goats. "Good dog!" said Amari's father.

Questions

- Do you think Mwaki the dog has a right to these things like food and water and shelter?
- Who can tell me which one of those rights is something that we need, too? (All of them are rights we need.)

Article 3

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

The Universal Declaration of Human Rights



Remember to fill in your brief **Facilitator Notes and Reflections** (page 70).

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The Right to Life, Freedom and Security

UDHR 3

Lesson 2B - I Have Rights

Equal and Inalienable Human 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.

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.

1. WELCOME (5 minutes)

Sing the song, "Here We Are Together" (page 4)

2. 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?

3. INTRODUCTION (5 minutes)

Activity: Pets (page 11)

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 pretend class pet. Pick a name for the class pet.

4. DEVELOPMENT (15 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 Boomer have a right to them?
- Can someone tell us what a "right" is?



Offer some prompts with pauses in between:
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! (page 11)

Let's practice helping each other. See the next 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?

5. CONCLUSION (5 minutes)

Hold up the Freedom mini poster (page 9) 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.

6. CHALLENGE

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

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Activity: Pets

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.

PET NAME AND CLASS NAME

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

Article 3

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

The Universal Declaration of Human Rights

Activity: 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 and Reflections** (page 70).