

# Lesson 1A–The Right to Equality

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## Right to Equality

### UDHR Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world...

...The General Assembly proclaims this *Universal Declaration of Human Rights* as a common standard of achievement for all peoples and all nations...

*Universal Declaration of Human Rights*, Preamble (paragraphs 1 and 8)

### Learning Points

1. Students will restate to a friend the purpose of human rights.
2. Students will describe the origin of the *Universal Declaration of Human Rights* (UDHR)

## Lesson Outline

### 1. Welcome

**Recite, chant, or sing “Be Our Best” Verse 1 (p. 3)**

Or, select a song, poem or activity from your country or culture.

### 2. Review

**Initial Student Assessment (p. 4)**

Introduce human rights with the Initial Student Assessment to learn what your students know about human rights.

Explain that this is a short questionnaire (not a quiz), and that there are no wrong answers.

**Note:** Keep the Initial Assessment to compare with the Final Assessment at the end of the course.

### 3. Introduction

**Activity: Getting to Know You with the Talking Stick**

**Note:** You may substitute any other object that fits your culture or area that serves the same purpose of allowing your students to speak and listen to each other.

#### Questions

1. Describe what it's like when you cannot find a way to say what you want to say. How does that make you feel?
2. Describe what it's like when you have difficulty hearing what someone else is saying. What do you do when this happens?
3. What is a rule that would help in these situations?
4. Hold up the talking stick. What am I holding? How is it used?

This is called a Talking Stick. A variety of groups of people in North America, Africa, Britain, China, Australia, New Zealand, and the Middle East used Talking Sticks anciently to ensure that everyone could be heard and respected in councils. When a person had the Talking Stick, it was their turn to speak. Everyone else listened. The people sat in a circle, suggesting that they all had an equal voice in the exchange of ideas.

This Talking Stick works in our class as a tool to help us have an opportunity to speak and to listen to others.

#### Instructions for the Teacher

- Divide students into pairs, and give each pair a stick or object to represent a talking stick.
- The person holding the stick shares their name and something that the partner may not know about them, then passes the stick to their partner who also shares their name and something their partner may not know about them. When both partners have finished, they raise their hands.

### 4. Development

World War II killed millions of people all over the world.

After the war, in 1945, men and women from 18 countries and cultures created a set of articles for the whole world that would help everyone live together in peace.

They worked in a way similar to how the Talking Stick circle worked anciently where everyone had dignity and could be heard. Together these representatives wrote 30 articles or principles: the *Universal Declaration of Human Rights* (UDHR).

**Read or have a student read the UDHR Preamble.**

Show the picture of the United Nations on page 5 and discuss the points below.

- These 30 principles or articles are called **Human Rights**. They help us develop a global community.
- This document was written without reference to any particular culture, political system, or religion.
- These 30 articles declare the protection of the life, liberty, and security of every person. These articles define the human rights of all people. They proclaim the worth of every person on earth, making it clear that we all have equal value.
- These articles help us understand that when we have rights, we also have responsibilities to protect those rights for us and others.

### 5. Conclusion

#### Questions

1. What does universal mean? (*For the whole world and everyone in it*)
2. What is a declaration? (*A formal statement of principles*)
3. Why was it important to have people from different countries and cultures on the committee writing the *Universal Declaration of Human Rights*?

### 6. Challenge

- Make a Talking Stick or something similar that could be used the same way. Tell your family or friends about it.
- Use the Talking Stick to discuss human rights with your family or friends.

# Lesson 1A–The Right to Equality

## Welcome

### Be Our Best

#### Recite, chant, or sing:

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

The musical score is written for a 2/4 time signature in F major. It consists of two systems of music. The first system has four measures with lyrics: '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,', and 'Rights to do what we can do To be our best, yes, me and you.' The second system has four measures with lyrics: '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!', 'To be our best, yes, me and you.', and 'To live in freedom and rejoice.' The score includes a treble and bass staff for each system, with notes and rests corresponding to the lyrics. Chord symbols (F, Bb, C7, F) are placed above the treble staff in each measure.

#### 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!

To hear the music go to the **RESOURCES** tab on the website: [www.go-hre.org/music](http://www.go-hre.org/music)



**Listen to *Be Our Best***

## Review

### Initial Student Assessment

Use this assessment, or refer to it as an example to create your own.

Date: \_\_\_\_\_ Grade/Age: \_\_\_\_\_

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: <hr/> <hr/> <hr/>		



**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.





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# Lesson 1B–The Right to Equality

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## Right to Equality

### Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

*Universal Declaration of Human Rights*

### Article 3

Everyone has the right to life, liberty and security of person.

*Universal Declaration of Human Rights*

### Article 29

Everyone has duties to the community in which alone the free and full development of his personality is possible.

*Universal Declaration of Human Rights*

### Learning Points

1. Students will explain what is meant by the terms human rights, free, and equal.
2. Students will list three rights related to their lives and personal safety.
3. Students will list three ways they can protect the rights and freedoms of others.

# Lesson 1B–The Right to Equality

## Lesson Outline

### 1. Welcome

**Recite, chant, or sing “Be Our Best” Verse 2 (p. 3)**

Or, select a song, poem, or activity from your country or culture.

### 2. Review

If you made a Talking Stick or used some other object, tell how you used it to talk to your family or friends about human rights.

### 3. Introduction

**Read or have a student read Article 1 of the UDHR. (p. 6)**

#### Questions

1. What does it mean to be free and equal?
2. Who is born free and equal in rights?
3. Do you have rights even if you are poor?
4. What does it mean when we say human rights? *A right is like a rule that exists because it is the fair thing to do. A human right is a right we all have just because we are human beings. Along with our rights, we have the responsibility and duty to respect the rights of others.*

**Read or have a student read Article 3 of the UDHR. (p. 6)**

**Show the Life, Liberty, and Security of Person Mini poster on page 8.**

#### Questions

1. What are the three rights named in Article 3? *Life, liberty, and security of person*
2. Why are these rights important to you and to your friends?
3. In many places in the world children struggle to live, to be free, and to feel safe. What can be done to help them?

**Read or have a student read Article 29 of the UDHR. (p. 6)**

#### Questions

1. What does duty mean? *A moral or legal obligation*
2. What does responsibility mean? *The act of accepting and acting on a duty that has been given to you.*
3. Who is your community?
4. What duty or responsibility do you have to your community?
5. How does your community help you grow?
6. How can you show respect for people who are not like you?

### 4. Development

**Read the following story and show the picture. (p. 9)**

#### “The Race”

Kenyan runner Abel Mutai was in a big race in Spain. He was only a few meters from the finish line, but he got confused with the signs in Spanish, and he stopped, thinking he had finished the race. Spanish runner Ivan Fernandez was right behind him and recognized that Abel was confused. Ivan started shouting to Abel Mutai to keep running.

However, Abel did not know Spanish and did not understand. Realizing what was going on, Ivan pushed Abel across 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 argued.

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?”

<https://www.fairplayinternational.org/honesty-of-the-long-distance-runner>

### 5. Conclusion

#### Questions

1. Do you think both runners wanted to win the race? How do you know?
2. Why did Ivan push Abel ahead of him to win the race?
3. What are important things to remember when you race?
4. Why is winning not always the most important thing?
5. What would you have done and why?
6. How does this story relate to respecting the rights of others?

### 6. Challenge

- Tell your family or friends about Articles 1, 3, and 29 of the *Universal Declaration of Human Rights*, and that rights are like rules that are fair and apply to everyone just because we are human beings.
- Find a way you can respect someone’s rights and tell your family or a friend what you did.





# Right to Life, Liberty, and Security of Person





Carlos Arribas / El País Madrid 19 DIC 2012 - 21:29 CET ampliar foto