

# Lesson 2A–Equal and Inalienable Human Rights

---

## Equal and Inalienable Human Rights

### Preamble: Right to Equality

1. 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...

5. ...Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom...

8. ...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, 5 and 8.

### Learning Points

1. Students will recognize and exercise the rights agreed to by the United Nations (UN) and show respect for the rights of others.
2. Students will explain how everyone benefits when human rights are upheld.

# Lesson 2A– Equal and Inalienable Human Rights

## Lesson Outline

### 1. Welcome

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

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

### 2. Review

Tell us about how you respected someone else's rights.

### 3. Introduction

In 1945 at the end of World War II, the UN appointed a committee of men and women from different countries and cultures, to create a set of principles for the whole world, known as the *Universal Declaration of Human Rights*. It lists 30 articles or principles that all of us should follow to ensure the life, freedom, and security of every person. These rights and the responsibility to honor the rights of others help us live together in harmony.

As we play a game think about how it relates to the objectives of the *Universal Declaration of Human Rights*.

#### Activity: “Help or Hinder” (Race to the Top)

- Divide eight students into two groups of four students each to demonstrate the game.
- The purpose of the game is to walk as fast as they can from one side of the room to another.
- Separate the two groups so that you can talk to each of them privately.
- **Group A:** Tell them that while you are talking to Group B, they should discuss the fastest way to reach the goal.
- **Group B:** Instruct them privately to do their best to hold the other team back. They are not to touch the other students or be aggressive, but they may use tactics such as standing in someone's way, placing obstacles in their path, or trying to distract them.

#### Round 1

- Start the walk. Using a clock or stopwatch, time how long it takes everyone in Group A to reach the finish point while being blocked by Group B.
- Announce the time it took. Have Group B stop blocking.

#### Round 2

- Play again and ask the students to make the same journey, but this time Group B should help Group A to reach the end as quickly as possible.
- Time how long it takes for Group A to make it to the finish line.
- Announce the time.

#### Questions

1. How does this game relate to the objectives of the *Universal Declaration of Human Rights*? Why were the articles written?

2. Why did Round 2 take less time than Round 1?
3. How is this game like society? *When we work together to help each other, everyone in society progresses more quickly.*
4. What are some ways in life that people hold each other back?
5. Has that ever happened in your own life?

### 4. Development

#### Activity: Story, “The Old Man and His Sons” (p. 12)

An old man had some sons who constantly quarreled. As he was about to die, the father called his sons together and asked them to bring him a bunch of sticks. He tied the sticks into a bundle and asked each son to break the sticks in half. They tried with all their strength, but each son failed. Next, he untied the bundle, handed each son a stick, and asked him to break it. Each son could break his stick easily. “You see my meaning?” he said. “We are stronger when we work together than we are alone.”

#### Questions

1. What caused the old man to worry about his sons?
2. What made it easier to break the sticks?
3. What do you think the father was trying to teach his sons before he died? *Unity brings strength. We all want to be safe, happy, and fulfilled. For this to happen, we need to treat each other with respect and work together.*
4. What does the cord represent that bound the sticks together?
5. How can rules or human rights help us live together peacefully?
6. If you had problems in your community or at home, how would you begin to solve them?

### 5. Conclusion

“Never underestimate the power of a small group of committed people to change the world. In fact, it is the only thing that ever has.” - *Margaret Mead, Cultural Anthropologist*

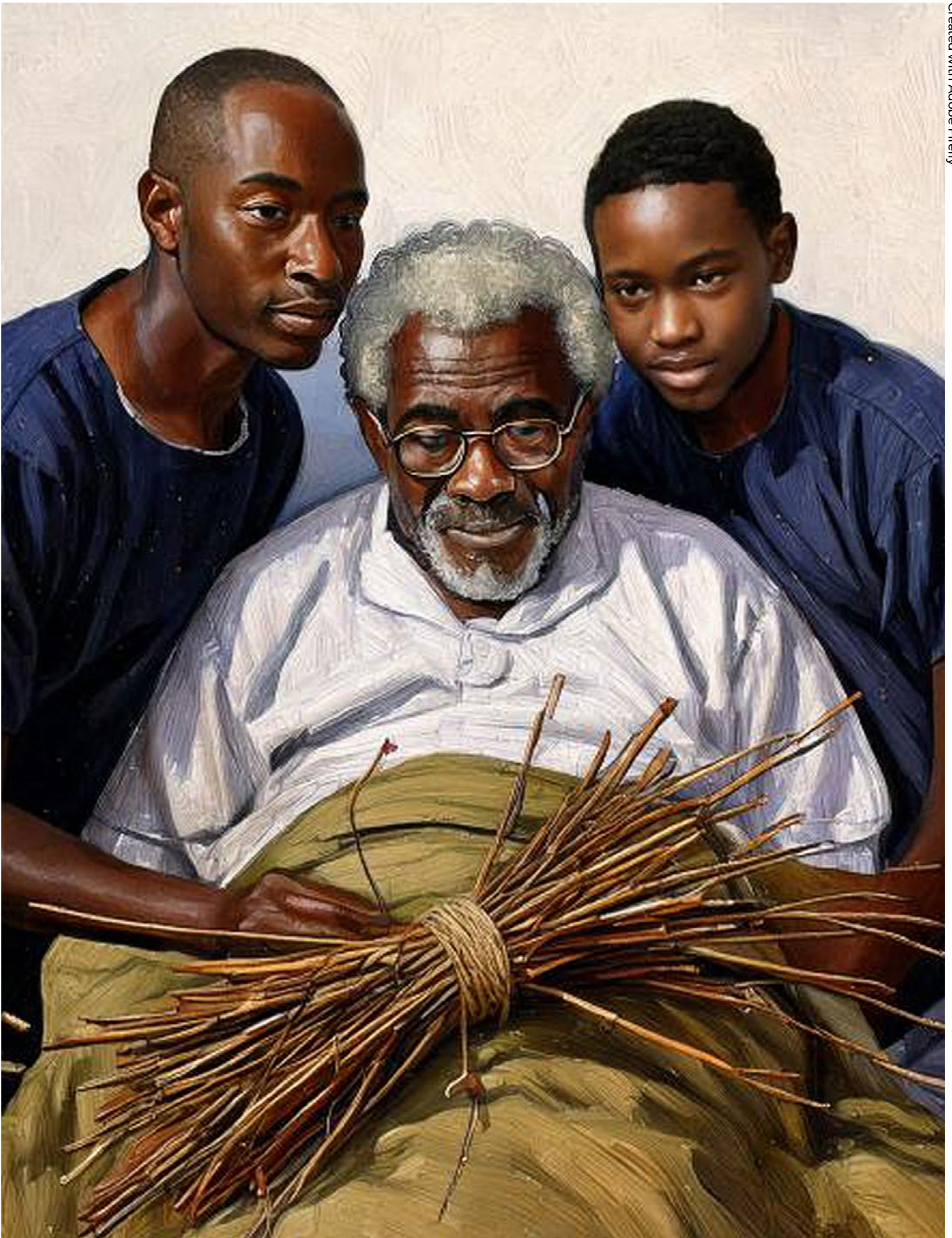
#### Questions

1. What does the word committed mean?
2. What point does Margaret Mead make?
3. Is it easier to make a change for the better by yourself or with others?

### 6. Challenge

- Talk with your family or friends about some specific ways we can bind ourselves together and live so that everyone benefits.
- Show respect for the ideas of others around you, as you work in a group. Find ways to work together productively.





# Lesson 2B–Equal and Inalienable Human Rights

## Equal and Inalienable Human Rights

### Preamble: Right to Equality

1. 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...

5. ...Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom...

8. ...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*

### Article 3

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

*Universal Declaration of Human Rights*

### Learning Points

1. Students will review the rights agreed to by the United Nations (UN).
2. Students will demonstrate the meaning of the words inherent, equal, and inalienable.
3. Students will explain how everyone benefits when human rights are upheld.



# Lesson 2B–Equal and Inalienable Human Rights

## Lesson Outline

### 1. Welcome

**Recite, chant, or sing “Be Our Best” Verse 3. (p. 3)** Or, select a song, poem, or activity from your country or culture.

### 2. Review

Remember the story about the old man and his sons? Someone tell us specific ways you found to bind yourself to your friends or family so that everyone benefited. What was the challenge?

### 3. Introduction

**Read the Preamble to the *Universal Declaration of Human Rights* and Article 3. (p. 13)**

#### Questions

1. Why do you think the United Nations Commission wrote the *Universal Declaration of Human Rights*?
2. What is a preamble? *An introductory statement designed to help us know the reasons for and the intent of a document.*

### 4. Development

**Have a student read the UDHR Preamble. (p. 13)**

Listen for the words: **inherent, dignity, equal, and inalienable**. They all apply to rights.

#### Questions

1. What does the word inherent mean? *An inborn, permanent, essential, or characteristic attribute.*
2. What does dignity mean? *A state or quality of being worthy of honor or respect.*
3. If we all have inherent dignity, what does that mean?
4. When did we receive that dignity? *When we were born.*
5. Why did we receive it? *Because we are a member of the human family.*
6. Which of the human rights are inherent? *All of them.*
7. What does the word equal mean? *The same in value; a person or thing considered to be the same as another in status or quality*
8. Must people be the same to be equal? *No. Men and women are equal in value, but they are not the same.*
9. How are they equal? *They have the same rights.*
10. What does the word inalienable mean? *Unable to be taken away or transferred from the possessor. It is indestructible.*
11. Can your rights be taken away by someone? *If we have rights just because we are human, our rights can be violated but they cannot be taken from us. They are part of us.*

**Read paragraph 1 of the Preamble again.**

1. “What is the foundation that the words inherent, equal, and inalienable build? *Freedom, justice, and peace in the world*

2. How do these three words build a foundation?

**Have a student read paragraph 5 of the Preamble.**

1. The UDHR confirms faith in three things. What are they? *Fundamental human rights, the dignity and worth of the human person, and the equal rights of men and women.*
2. What will equal rights for men and women achieve in the world? *Social progress, better standards of life and larger freedom.*

**Have a student read paragraph 8 of the Preamble.**

What will honoring human rights achieve? *A common standard of achievement for all peoples and all nations.*

#### Activity: Pantomime Vocabulary Words

Ask for volunteers to act out or pantomime three vocabulary words, without speaking – **equal, inalienable, inherent**. They may make separate shapes or work together to create a single shape to communicate the meaning of the word. The class will guess the word.

Select three students to come to the front of the class. Show them the first word. Allow the class to guess the word.

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

Follow the same steps with the next two words.

**Inalienable:** Something that cannot be taken away. It is indestructible.

**Inherent:** A characteristic inside us. We are all born with dignity. It cannot be taken away.

### 5. Conclusion

**Show the Life, Liberty, and Security of Person Mini Poster. (p. 8)**

Read or have a student read Article 3 of the UDHR.

#### Questions

1. What three rights did you hear in Article 3? *Life, Liberty, and Security of Person*
2. How could you define these words in your life today?
3. Which one do you think is the most important? Why?
4. Can we have one without the others? Why or why not?

### 6. Challenge

- Share your new words with your family or friends: Preamble, Inherent dignity, Inalienable, Equal.
- Explain to a friend how human rights are the foundation of life, liberty, and security. Include the idea that we all have human rights.