

Lesson 2A - I Have Rights

Equal and Inalienable Human 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. When human rights are upheld, everyone benefits.
2. The United Nations (or UN) has created a list of human rights and children's rights.
3. We should be able to exercise the rights agreed to by the UN.

1. WELCOME (5 minutes)

Chant and sing the song: "Be Our Best," Verse 2 (page 4).

2. REVIEW (5 minutes)

Activity: Ball Toss

Begin by tossing the ball to a student. The student says one thing she or he learned about the U.N. or Article 1, and then tosses the ball to another student who does the same.

3. INTRODUCTION (5 minutes)

Activity: Story, "The Old Man and His Sons" (page 9)

Discussion

- What do you think the father's meaning was?
- What was he trying to teach his sons before he died?

Unity brings strength. We all want to be safe and happy and fulfilled. For this to happen, **we need to look after one another.**

- What does the cord represent that bound the sticks together? How can rules or human rights help us live together peacefully?
- If you had problems in the community or at home, how would you begin to solve them?

QUOTE: "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 Meade, *Cultural Anthropologist*

- What does the word "committed" mean?
- What does this quote mean?

Activity: "Help or Hinder" (Race to the Top) (pp. 9 and 10)

Questions

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

4. DEVELOPMENT (10 minutes)

Show the **picture of the U.N.** (page 6).

- Last time we talked about the Universal Declaration of Human Rights or UDHR. It has 30 articles or rights. It is the law for the world.

Have a student read the explanation below the image of the United Nations (page 6).

5. CONCLUSION (5 minutes)

- Next time we'll look at the PREAMBLE to the UDHR. **PREAMBLE means "introduction."** The Preamble introduces the Declaration and explains how it helps us reach goals like the game we played.
- Listen closely for new words as we read the preamble: inherent and inalienable rights. We'll talk about them next time.

Have another student read the first part of the PREAMBLE.

- Who can tell me what kind of foundation in the world these words provide?

6. CHALLENGE

- Talk with your family or friends about some specific ways that we can bind ourselves together and live in such a way that everyone benefits.



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

Activity: The Old Man and His Sons

An old man had some sons who constantly quarreled and fought. 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 in turn to break the sticks in half. They tried with all their strength, but each son failed. Next, he untied the bundle, and handed each son a single stick and asked him to break it. They could break their sticks easily. "You see my meaning," he said. We are stronger when we work together than we are alone.

(Adapted, en.wikipedia.org/wiki/The_Old_Man_and_his_Sons.) Jan 24, 2024



Activity: Help or Hinder (Race to the Top)

If you have a large class, choose 12 students to demonstrate the activity, while the others observe. Divide them into 2 groups of 6 students each.

- The purpose of the game is to walk as fast as they can from one place to another (for example, around a building, up a wide staircase, from one tree to another, up a hill, or from one side of a room to the other, etc.).
- 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 the path, or trying to distract them.

Round 1

- Bring the two groups back together and tell them to start their walk.
- Using a clock or stopwatch, time how long it takes everyone to reach the finish point.
- Announce the time it took.

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Activity: Help or Hinder (continued)

Round 2

- Play again but ask the students to make the same journey with different rules.
- This time, everyone should help each other to reach the end as quickly as possible.
- Time how long it takes for all the students to make it to the finish line.
- Announce the time that it took to finish this round.

Optional Questions for Help or Hinder

- How does trying to stop someone else's progress hurt your own progress?
- How does it feel when someone tries to keep you from progressing?
- How do rules help everyone?

Preamble

The inherent dignity and the equal and inalienable rights of all human beings are the foundation of freedom, justice and peace in the world.

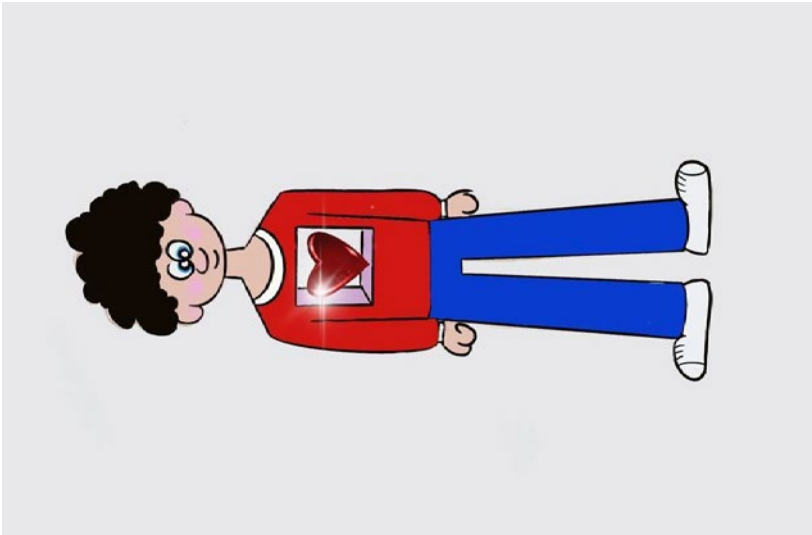
The Universal Declaration of Human Rights

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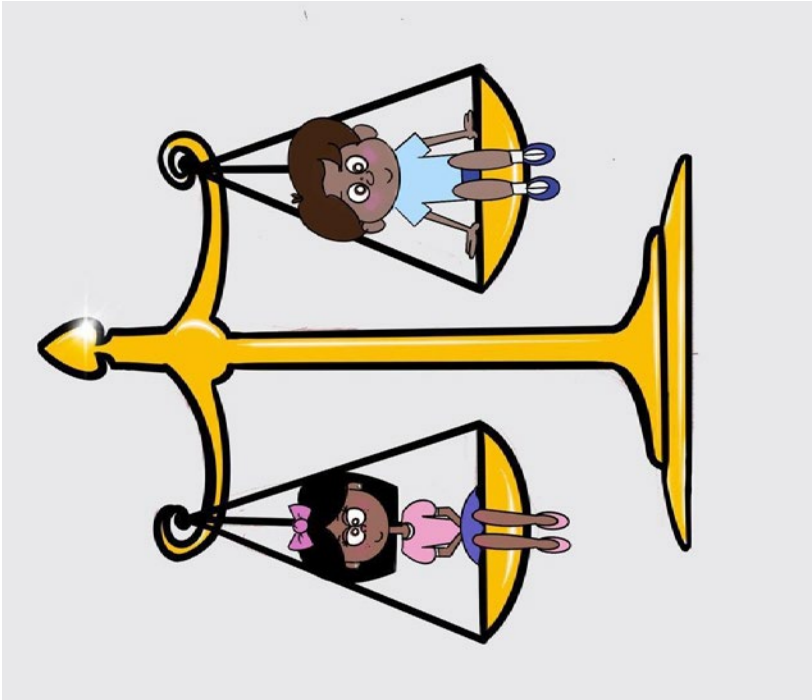
FACILITATOR TIPS

- Don't be afraid to set ground rules for discussions. To control your time, tell the students that you will ask some questions and you will only call on two or three people to answer.
- By laying the discussion ground rules first and then following through, you will have more cooperation when it is time to move on, and the lesson will go more smoothly.
- Ask for volunteers when you need a student to read. Choose a different student to read each time.
- **Class Rules:** As you hold class, display the short list of Class Rules somewhere in the classroom each week. Point them out occasionally as needed just as a gentle reminder.
- Please fill out your **Facilitator Notes and Reflections** along with today's date (page 66). Briefly note your thoughts for future reference:
 - How do I feel about what happened with today's lesson?
 - What might I do differently next time?



Inherent

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



Equal

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



Inalienable

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

Lesson 2B - I Have Rights

Equal and Inalienable Human 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 has created a list of human rights and children's rights.

1. WELCOME (5 minutes)

Chant and sing the song: "Be Our Best," teach Verse 3 (page 4)

2. REVIEW (5 minutes)

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?

3. INTRODUCTION (5 minutes)

- Remember the word "**preamble**"? It is the introduction to the UDHR.
- Let's find out WHY the United Nations commission wrote the UDHR. Listen for the words **inherent, equal and inalienable**. (For illustration see page 11)

Have a student **read the first sentence of the Preamble** (page 14).

Let's define the words **inherent, equal and inalienable**.

Activity: Preamble Vocabulary Parts 1 and 2, "Why the Preamble" and "Freeze Frame." Use images found on page 11. Instructions and vocabulary are on page 13.

4. DEVELOPMENT (5 minutes)

Teacher preparation: Use mini posters found in the Facilitator Toolkit, Section IV, starting on page 88.

Let's discover WHY they wrote the UDHR.

Ask another student to **read the second sentence of the Preamble** (page 14).

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.

5. CONCLUSION (10 minutes)

Re-state 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!

6. CHALLENGE

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

Activity: Preamble Vocabulary

Part 1: WHY THE PREAMBLE (Images are found on page 11.)

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: Point to the Image.** 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 or PANTOMIME

Use either game to have students guess the 3 new words. Ask for volunteers and choose students to act out (Pantomime) or show the class (Freeze Frame) the words without speaking.

Freeze Frame: Explain that some students will use their bodies to create shapes that show the rest of the class the meaning of one of the new vocabulary words. Give the group a word.

1. Students in the group confer quietly 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 decide on a shape, they FREEZE and hold still like a statue.
2. The class guesses the word. Give the class a time limit to guess.
3. Now ask each group to find a second shape for the same word, and challenge 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.

Pantomime: Give the group a word without letting the class know what it is. They quietly decide on a way to act it out, either together or as one individual. They do not “freeze” in place, and they cannot use words. Give the class a time limit to guess.

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.



These games can teach the students new skills, 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 either game, the more flexible they will become in both mind and body.

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 U.N.) 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

To read the complete preamble of the UDHR go to;
<https://www.un.org/en/about-us/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 in your brief ***Facilitator Notes and Reflections*** (page 66).



The Right to Protection from Discrimination

UDHR 2 and CRC 23