

Lesson 4A–Freedom From Inhuman Treatment

Freedom from Inhuman Treatment

Article 3

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

Universal Declaration of Human Rights

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Universal Declaration of Human Rights

Learning Points

1. Students will explain to others the meaning of torture, cruel, inhuman or degrading treatment or punishment.
2. Students can define bullying and give specific examples.

Lesson 4A—Freedom From Inhuman Treatment

Lesson Outline

1. Welcome

Song Suggestion: “Kindness Begins with Me” (p. 24)

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

2. Review

Share something you did recently to help prevent discrimination in your family or community. What did you discover about services available in your community for the disabled?

3. Introduction

Have a student read Article 3 and explain what it means. (p. 22)

Questions

1. What does security of person mean? *To feel secure and safe*
2. How do we feel when we are attacked or threatened? *Unsafe, uncomfortable, upset*
3. What behaviors could cause us to feel afraid this way?

4. Development

Read or have a student read Article 5 (p. 22)

Question

1. What does it mean to torture? *To cause someone terrible pain*
2. What is cruel treatment or punishment? *Willfully causing pain or suffering to others with no feeling or concern about it*
3. What is inhuman treatment or punishment? *Treatment that causes intense physical or mental suffering*
4. What is degrading treatment? *Treatment that is extremely humiliating and undignified*
5. What is a word that could be used to describe these behaviors? *Bullying*
6. What is bullying? *Bullying is the use of force, coercion, hurtful teasing or threat, to abuse, aggressively dominate or intimidate. The behavior is intentional and habitual. The bully seeks power over someone perceived as more vulnerable.*
7. What are some forms of bullying that you have observed? *May include: threats, rumors, physical or verbal attacks, exclusion of a person from a group on purpose, hitting, kicking, pinching, spitting, tripping, pushing, taking things that do not belong to you, mean or rude comments or gestures, cyberbullying*

Activity: Paper Mash-up - Bullying Is...

Instructions

Pass out paper and pencils.

1. Ask students to write ‘Bullying is...’ at the top of their paper. Students take one minute to draw a simple picture or words about what bullying looks like. Bullying is something that somebody does on purpose to make you feel bad or hurt you, and the person does it many times. For example: making fun of your clothes, hitting, pushing, teasing, calling names, taking things without permission, saying things about you behind your back, cyberbullying, sending mean notes, emails, or texts.
2. When finished, have students pair up. Give them two minutes to discuss their pictures and words.
3. Ask students to follow these instructions:
 - Crumple your paper into a ball, nice and tight.
 - Unfold your picture and smooth it out as flat as possible.
 - Describe the condition of your picture now.

Questions

1. Were we able to get rid of the wrinkles on our crumpled papers?
2. What did the wrinkles represent? *It’s difficult to take back unkind words or actions.*
3. What can we do if someone is experiencing abuse or they are afraid because someone is bullying them?
4. Why is it important that we all feel safe?
5. How can we help each other feel safe?

Even though it may be hard to repair the damage done by a bully we can try to report bullying when we see it, and offer support to the person being bullied.

5. Conclusion

Discuss the following questions with the class.

Questions

1. What is bullying? *Bullying is the use of force, coercion, hurtful teasing, or threat to abuse, aggressively dominate or intimidate. The behavior is intentional and habitual. The bully seeks power over someone perceived as more vulnerable*
2. Where can bullying happen? *Before, during or after school, on the playing field, in the neighborhood, on the internet, anywhere*
3. Why do people bully others? *To sustain social power or status, to prove allegiance to a group, to fit in, to exclude others, to control behavior*
4. Why is it important that we all enjoy life, liberty, and security of person?

6. Challenge

- Talk with your family or friends about the definition of bullying.
- Ask them to share their experiences with bullying.

Lesson 4A—Freedom From Inhuman Treatment

Welcome

Kindness Begins With Me

Words and music: Clara W. McMaster

Simply ♩ = 60-69 (Conduct two beats to a measure.)

The musical score is written in 6/8 time with a key signature of one flat (Bb). It consists of two systems of music. The first system has a vocal line and a bass line. The vocal line starts with a treble clef and a key signature of one flat. The lyrics are: "I want to be kind to ev - 'ry-one, For that is right, you see. So I". The bass line starts with a bass clef and a key signature of one flat. The lyrics are: "5 2 1 5 5 3". The second system also has a vocal line and a bass line. The vocal line starts with a treble clef and a key signature of one flat. The lyrics are: "say to my-self, 'Re - mem - ber this: Kind-ness be - gins with me." The bass line starts with a bass clef and a key signature of one flat. The lyrics are: "5 2 1 2 5". There are guitar chords indicated above the vocal line: F, Gm, C7, F, Gm, C7, F. There are also fingerings indicated below the notes: 1, 3, 2, 4, 1, 1, 2, 4, 2, 1, 2, 5.

I want to be kind to ev - 'ry-one, For that is right, you see. So I

say to my-self, "Re - mem - ber this: Kind-ness be - gins with me."

slower

To hear the music, go to the **COUNTRIES** menu tab, select **FIJI**, and click on the button that says **Music**.

<https://go-hre.org/resources/music-english/>



Right to Protection from Torture, Cruel, or Inhuman Treatment

Lesson 4B–Freedom From Inhuman Treatment

Freedom from Inhuman Treatment

Article 3

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

Universal Declaration of Human Rights

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Universal Declaration of Human Rights

Learning Points

1. Students will define bullying.
2. Students will explain the difference between an Upstander and a Bystander.
3. Students will discuss methods to deal with bullying.
4. Students can explain why it is important to report bullying to someone they trust.

Lesson 4B—Freedom From Inhuman Treatment

Lesson Outline

1. Welcome

Song Suggestion: “Kindness Begins with Me” (p. 24)

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

2. Review

Share an example of bullying that a friend or family member shared with you. How does that example compare to the ones you have seen or experienced? How are they the same? How are they different?

3. Introduction

Ask a student to read Article 5 and explain what they think it means. (p. 26)

Ask another student to read Article 3 and explain how it relates to Article 5. (p. 26)

Questions

1. How do these articles work together to protect us from harm?
2. What do we call someone who purposely and repeatedly uses force, coercion, hurtful teasing, or threats to abuse or aggressively dominate or intimidate someone?
A bully

4. Development

We often recognize bullying when it happens, but what should we do to make the bully stop? Accept all answers.

The Six ‘R’s’ for Handling Bullying

1. **Recognize** bullying.
Know it when you see it.
2. **Review** where to get help.
Sometimes it’s dangerous to try to stop a bully. Where can you go to get help if you need it? Review your local resources and policies.
3. **Report** bullying.
Researchers report that 57% of incidents of bullying stop within ten seconds when someone intervenes on behalf of the victim. (Polanin, Espalage & Pigott, 2012)

Do you remember the definition of an **Upstander**? A *person who sees bullying and stands up to the bully by speaking out to stop it or getting help from a person with authority.*

Sometimes it is not safe to physically stop a bully, but we can report it and get help.

4. **Reject** standing by and doing nothing.

What is a **Bystander**? *A person who sees bullying and stands by, watches, and does nothing.*

5. **Reassure** and support the victim of bullying.
6. **Refuse** to bully.

Activity: What Do I Do? (p. 28)

Tell the stories and ask students what they would do to help stop the bullying.

Teacher Note: Change student names and examples as necessary to match your culture.

5. Conclusion

Discuss the following questions with the class.

Questions

1. What are the six methods for dealing with a bully?
2. Why isn’t it always safe to stand up to a bully? What can you do instead?

Show the Right to Protection from Torture, Cruel or Inhuman Treatment mini poster on page (p. 25)

Read Article 5 together as a class. (p. 26)

6. Challenge

- Tell your family or a friend about Article 5 in the UDHR and how it applies to bullying. Describe to them the six methods you can use to deal with bullying.
- Explain the difference between an Upstander and a Bystander.
- Be an Upstander. Decide right now not to be a Bystander the next time you see someone being bullied.

Lesson 4B–Freedom From Inhuman Treatment

Development

Activity: What Do I Do?

Tell the stories below and ask students what they would do to help stop the bullying.

Story 1

Ella and her family moved to a new neighborhood. She had lots of friends, both boys and girls. Unfortunately, two girls in her neighborhood were jealous of Ella. They began spreading rumors and lies about her on the internet, saying that her behavior was not good. Soon other girls in the neighborhood thought Ella was not good and their parents didn't want them to be friends with her.

- What could you do to be an Upstander in this situation?

Story 2

Heather was very tall for her age and she had an illness that affected her appearance. She was often the object of ridicule, teasing, and taunting. Heather didn't feel like she had value, even though she was very smart and good at school.

- What could you do to be an Upstander in this situation?

Story 3

John began losing hearing when he was seven years old. At first, he loved his hearing aids because he could finally hear what others were saying. When he got into secondary school, he had to remove the hearing aids and put them in his locker when he played soccer or climbed ropes in the gym. One day he came back from soccer and found the hearing aids were missing. Some of the boys laughed and pointed to another row of lockers. When John turned the corner, he saw his hearing aids on the ground, smashed.

- What could you do to be an Upstander in this situation?

Story 4

Nikola liked playing basketball with his friends after school. One day Stefan came to the court and started calling Nikola and his friends ugly names. Stefan walked up to Nikola and took his ball. Nikola told Stefan and his friends that they could play, but the basketball was his. Stefan began shoving Nikola so hard he fell to the ground. His friends started calling Nikola names and laughing at him as they passed the ball around above him.

- What could you do to be an Upstander? Is it safe?

Story 5

Simon is worried about going to school. Everyone knew he was different from others. He wore different clothes, and ate different food. He was slowly learning the language, but he sounded different. One day he was surrounded by a group of boys just beyond school. The boys hit, kicked, and spit on Simon. They called him rude names and told him to go back where he came from. A group of students gathered around to watch.

- What could you do to be an Upstander? Is it safe?

Story 6

Mara saw what was going on. Girls were whispering, passing notes, and laughing. She knew she was the target of their fun because they had done the same thing online. She didn't even look at her phone anymore. Now the same thing was happening at school. She wanted to be invisible.

- What could you do to be an Upstander?