Lesson 1A - Born Free

Right to Equality

Human rights and dignity need to be protected by the law. The United Nations reaffirms their faith in fundamental human rights, and the dignity and worth of the human person.

The Universal Declaration of Human Rights (UDHR), Summary of Paragraphs 1, 3, 5, Preamble

Learning Point: To establish interest in learning about human rights.

1. WELCOME

Song, "Here We Are Together" (page 4)
Welcome the students warmly.

2. REVIEW

Initial Student Assessment (page 2)

- Do this on the **first day** in order 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.
- Proceed with the assessment. Count the number of "yes" and "no" answers for each question. Record the totals on the questionnaire.
- The assessment can be done orally or individually on paper.

Facilitator tip: If possible, have someone else with you to assist, count and record answers. **Keep the assessment in a safe place**. You will need it again after **Lesson 10B.**

3. INTRODUCTION

Activity: Getting to Know You
Show a short stick. Ask if anyone has ever heard of a Talking Stick.

- Explain that many communities use a Talking Stick to ensure that everyone can be heard and listened to. When a person has the Talking Stick, no one else may speak.
- Today we are going to use the Talking Stick to get to know each other better.

You can also use a stone or other small item, and ask students to substitute the name of the object, such as a Talking Stone.

Instructions
Turn to the person next to you so you each have a partner. Tell each other two things: your name and your favorite color.

- Raise your hand when you finish. When we are all ready, I'll call on one of you and give you the stick to say what you learned about your partner.
- Then give the stick to your partner to tell us things about you. I'll call on another pair of partners to do the same, and so on.

Question
How did you feel when you had the Talking Stick and everyone was listening to you?

4. DEVELOPMENT

Show the logo image on the previous page. What do you see in this image?

After students answer, explain: This logo stands for students and their books, celebrating human rights education and learning. That is what we will be doing in the next few weeks.

5. CONCLUSION

Explain that if the students have not heard of the United Nations or human rights, that's okay. Human Rights are things like the right to have a family, the right to be safe, and the right to an education.

Activity: Story, The Race (page 3)
Tell the story, and ask:

- Raise your hand if you've ever been in a race.
- What would you have done if you were Ivan?

6. CHALLENGE

- Make a Talking Stick. Use it to tell your family and friends about the Colega logo, and ask them to tell you what they think about it.
- Tell your family or a friend about the true story of the race between the runner from Kenya and the runner from Spain who wanted us all to be winners.

Lesson 1A - Born Free

Initial Student Assessment - Lesson 1A

Use this assessment, or refer to it an as 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: _____

_____

_____

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.







Activity: 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. But Abel didn't know Spanish and didn't 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 said.

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?"

And that is what we are going to do. We are going to help each other reach the finish line as we learn about our human rights.

> ***Optional:*** As you tell the story, have two students pantomime the runners, while you take the role of the reporter.

(Adapted from http://www.fairplayinternational.org/honesty-of-the-long-distance-runner)

Here We Are Together

Here we are together*, together, together;
Oh, here we are together with our happy face.
There's (child's name) and (another name)
and (another name) and (name);
Oh, here we are together in our happy place.

*Alternate phrases:
Here we go a-walking
Here we are a-singing
Here we go a-marching
Here we are a-clapping

***Instructions*:**
As soon as a few students arrive, sing the song, naming a few who are there. Encourage the students to sing with you the second and third time, naming different students each time. This is a good way to begin. Students love to hear their own names.

- Improvise actions as suggested by the words.
- The list above offers only a few of the possibilities.
- Consider other phrases that might fit the music and the occasion.

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

Lesson 1B - Born Free

Right to Equality

You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

The Universal Declaration of Human Rights (Child Friendly Version), Article 1

Learning Point: Students will understand what is meant by **human rights, free** and **equal.**

1. WELCOME

Song, "Here We Are Together" (page 4)

If you prefer, use a song that students already know that expresses a similar idea.

2. REVIEW

Using the Talking Stick, can someone tell us what our logo stands for? *Students celebrating books and human rights.*

3. INTRODUCTION

Show the picture of the United Nations (page 6). Read the explanation below the picture.

Activity: Class Rules

Before we talk about human rights, we need rules to help us have an orderly class.

While using the Talking Stick, ask what rules would you like to have?

*Quickly **write all the ideas** on the board or paper so you can **prepare a simple Class Rules chart** to be displayed each week.*

From their list, allow students to choose no more than **four rules** that they like best. Encourage words such as **respect** and **responsibility**. Here are some ideas:

- **Listening:** Our Talking Stick makes us aware of how we listen to each other—something very important in our class. That means that all eyes and ears are focused on the speaker!
- **Respectful language:** Use words that aren't mean or disrespectful to other people.
- **Following:** Listen carefully to the facilitator and follow directions.
- **Punctuality:** Try to be to class on time.

4. DEVELOPMENT

Show the picture of the **United Nations** on page 6 again.

Let's talk about another important set of rules.

- The United Nations (or the UN) committee included people from 18 different countries.

Question

- Why would it be important to have people from different cultures on the committee?

Read or have a student read Article 1 of the UDHR. Have everyone repeat it.

Questions

- What if you are poor?
- Who is born free and equal in rights?
- What does it mean when we say **human rights**?
- What does the word **rights** mean?

***Write all answers** on the chalkboard, using one or two main words for each answer.*

- Explain: A right is something you're allowed to be, do, or to have. **A right is like a rule that exists because it is the fair thing to do.** Have class repeat the last phrase together.

5. CONCLUSION

Question

- What would a human right be? *A human right is a right we have just because we are human beings.*

6. CHALLENGE

- Tell your family and friends about the United Nations and Article 1 of the *Universal Declaration of Human Rights.*
- Explain that human rights are like rules that are fair and they apply to everyone just because we are human beings.

Lesson 1B - Born Free



wikicommons/amin

This is a picture of the United Nations building, also known as the UN, with flags from all the countries who are members of the United Nations. It was created in 1945 at the end of a terrible war called World War II that killed millions of people all over the world. The UN appointed a committee of men and women from different countries and cultures, who created a set of rules for the whole world, known as the *Universal Declaration of Human Rights*. It is a universal document without reference to any particular culture, political system or religion. It lists 30 articles or **rules** that all of us should follow to ensure the life, liberty and happiness of every person. These articles are called Human Rights, and they proclaim the worth of every person on earth, saying that we all have equal value. It still exists today.

Article 1

You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

The Universal Declaration of Human Rights (Child Friendly Version)