Lesson 2A - I Have Rights

Equal and Inalienable Human Rights

You have the right to live, to be free and to feel safe.

The Universal Declaration of Human Rights (Child Friendly Version), Article 3

Learning Points

1. **Human rights are necessary in order for all children to live in freedom and safety.**
2. **There is a strong connection between human needs and human rights.**

1. WELCOME

Song, "Here We Are Together" (page 4)
Greet the students and seat them in a circle.

2. REVIEW

Questions—Use the Talking Stick

- Who would like to share something you did to help someone this week?
- Does anyone want to tell us one of the rights that we talked about last time?
- What is a right? *A right is like a rule that exists because it is the fair or correct thing to do.*
- What is the name of the document that contains all these rights? *The Universal Declaration of Human Rights.* Let's say that together.

3. INTRODUCTION

Questions

- Does anyone have a pet that you would like to tell us about?
- How many of you would like to have a pet?

4. DEVELOPMENT

Activity: Story, "Amari and Mwaki" (page 8)
Discuss the questions that are at the end of each part of the story.

Read or have a student read Article 3 from the UDHR (page 8). Have them repeat it after you.

Show the Freedom mini poster (page 9)
Questions

- How do you think this child feels?
- Who remembers what a right is like? *A right is like a rule that exists because it is fair or the correct thing to do.*
- Who do rights belong to? *Everybody.*

5. CONCLUSION

Question

- If you could have a pet, what would you choose to name it?

Activity: Guess My Pet

Question

- Who would like to pantomime (act out) the pet you would choose?

Allow a few students to pantomime their pet while the rest of the class tries to guess the animal. When the class guesses correctly, ask them: What does this pet need?

6. CHALLENGE

- Look around for different animals in your area and identify what they would need if you had them as a pet.
- Can you think of any animals that would **not** be good to keep as pets? Why?

Activity: Amari and Mwaki



Part 1

I'm going to tell you a story about Amari who wanted to have a dog. Every day he asked his father and mother over and over if he could have a dog. "A dog could guard our compound at night," Amari said. "And he could help keep Mama's goats from running away." The goats were very valuable. Mama sold their milk and cheese and meat and hides at the outdoor market. She used some of the money to help pay for the children's school fees.

Finally, Amari's parents said, "Yes, you can have a dog — but you must take care of him." Amari felt happy, and he named his dog Mwaki. Amari and Mwaki the dog were best friends.

Questions

Remember to raise your hand for the Talking Stick.

- What do you think Amari needed for his dog? *Food, water, shelter, love.*
- Who would make certain that Mwaki had these things?

Part 2

Every day after Amari went to school, Mama took Mwaki the dog to help her with their small herd of goats. When school was over, Amari would meet Mama in the field so that he and Mwaki could herd their goats safely back to the compound. "What a good dog," said Mama. But Father sometimes thought it cost too much money to feed the dog and take care of him. One night as the family lay sleeping, Mwaki heard the soft sounds of a wildcat as it crept up to the goat pen. "Woof, woof! Woof, woof!" barked Mwaki as loud as he could. Amari's father jumped out of bed and chased the wildcat away before he could eat any of the goats. "Good dog!" said Amari's father.

Questions

- Do you think Mwaki the dog has a right to things like food, water and shelter?
- Who can tell me which rights we need, too? *All of them are rights we need.*

Article 3

You have the right to live, to be free and to feel safe.

The Universal Declaration of Human Rights (Child Friendly Version)

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The Right to Live, to be Free and to Feel Safe

UDHR 3 (Child Friendly Version)

Lesson 2B - I Have Rights

Equal and Inalienable Human Rights

You have the right to live, to be free and to feel safe.

The Universal Declaration of Human Rights (Child Friendly Version), Article 3

Learning Points

1. **Human rights are necessary in order for all children to live in freedom and safety.**
2. **There is a strong connection between human needs and human rights.**

1. WELCOME

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

2. REVIEW

Questions—Use the Talking Stick

- Who would like to talk about an animal they found and what it would need if they had it for a pet?
- Who found an animal that would not be good to keep as a pet? Why?

3. INTRODUCTION

Activity: Pets (page 11)

On the chalkboard or large piece of paper, draw two columns. Explain that we need a name for our class and an animal for a class pet for today.

4. DEVELOPMENT

Fill in the chart in the Pets Activity.

Questions

- What are the things that our pet will need to live and be safe?
- Who is responsible to make sure that our pet's rights are met?
- Why does our pet have a right to them?
- Can someone tell us what a right is?

Offer some prompts with pauses in between: A right is . . . (wait for a response) like a rule that . . . exists because it is the . . . fair or the correct thing to do.

- What do we need to enjoy a happy, healthy and safe life? *List answers under Class Needs, such as home, food, clothes, love and education.*
- If the class needs these things to survive, what do we call them? *Human rights.*
- Who is responsible for helping us get the things we need to be safe and free? *Adults, parents, family, friends or caregivers and teachers.*

Each one of us is responsible to help in getting what we need. *(Adapted from: Nancy Flowers, ed., Compasito, Council of Europe, 2009, p. 138.)*

Activity: Line Up! (page 11)

Let's practice helping each other. See the next page for instructions.

- How were you able to make your lines so quickly? *Working together.*
- Did you feel safe?
- Did you trust each other?
- How did you feel when you got in the right order?

5. CONCLUSION

Hold up the Freedom mini poster (page 9) and read **Article 3** to the children. Have the children read it with you. **We all have the right to live, to be free and to feel safe.** Explain that the right to be free and safe is one of our human rights.

Question

- Does anyone remember the name of the document that says what rights we have? *The Universal Declaration of Human Rights*

Next time we will learn more about our rights.

6. CHALLENGE

- Find a way that you can work with members of your family or friends so that everyone feels free and safe.
- The next time we meet, be ready to share with our class what you discovered.







Activity: Pets

Talk with the students about animals that they might want as pets.

- List their choices on the chalkboard or paper.
- Do the same with class names, such as Thunder-bolts, Stars, etc.
- And then again with pet names, such as Tippy, Boomer, Nacho, etc.

Allow the students to decide on the final name for the class and the pet.

Pet name and Class Name

Name of the Pet	**Name of the Class**
Animal's Needs	**Class Needs**
Who helps with needs?	**Who helps with needs?**

Article 3

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Activity: Line Up!

- Divide the students into teams of five or six or more.
- Tell the students that when you say "Go!" you want them to line up from shortest to tallest.
- Explain that as soon as their team is finished, they should all hold up their hands.
- Give the "Go!" signal, and allow the students to finish. Have them check the order as a group.

(Source: Line-up! Activity village.co.uk)