

HUMAN RIGHTS

LEARNING OBJECTIVES/WALT

- To know what human rights are and how they protect people
- To identify basic examples of human rights including those of children

KEY VOCABULARY/LANGUAGE

- STEM sentence - *Everyone has the right to...*
- Human rights are for everyone wherever they live
- Dignity
- Potential
- Discrimination
- Entitled

WHAT YOU WILL NEED

- 1 chair
- Flipchart & pens or interactive white board
- Post-it notes of bright colours
- pairs of postits stuck to an A3 paper & pencils
- A3 paper
- Lesson 1 Resources doc ([Link](#))
- Unicef rights of a child (slide 4)
- Print slides 5-9 at A3
- Instruments available

LESSON 1 - LIVING IN THE WIDER WORLD - BELONGING TO A COMMUNITY - Human rights and shared responsibilities

Lesson Content	Time guide	Outcomes
EXPLORE DRAMA - Chair exercise explorative debate (slide 1) - Marmite is amazing: agree or disagree? Ask people far from the chair and close to the chair why they are standing where they are? - Questions to ask the group (capture responses to create a bank of relevant text) Everyone has the right to an opinion? Everyone has the right to shelter? Everyone has the right to safety?	10 mins	Bank of ideas about what human rights are and areas for discussion Collaborative skills in listening and debating
EXPLORE DRAMA - What are OUR humans rights - Form a circle ASK What do you feel are your human rights as a young person? Individually think, say aloud the stem sentence and create an action for it around the circle. Collect responses. Examples <i>Everyone has the right to...</i> Have a delicious ice cream at least twice every year Brief discussion: What is a human right? What would your life be like if you did not have rights? Use slide 4 to check understanding and clarify	10 mins	Collection of responses about OUR human rights Highlight vocabulary in the quote
IDEATE / EVALUATE - Diamond 9 (slide 5) In small groups - Each writes down on 2 post-it notes 2 human rights they think are most important (could be the one they just made up or another, refer to the list made earlier) - In a group pick the most important 9 from the ones in their group - Order these into a diamond 9, stick onto a piece of A3 paper keep for next exercise	15 mins	Collaborative working and questioning decisions Understanding what is really important e.g. food vs Xbox
IDEATE DRAMA - Tableau in small groups - Create 1 tableau of the top right in your diamond 9 (a frozen picture) - Rehearse saying your right in unison and then making your tableaux. Perform group by group. Ask one of the students to count "321 Action" for each performance.	10 mins	Peer learning and sharing of ideas
EVALUATE - The Facts - Look at Human rights poster (slide 6) - Do any of our diamond 9 post-its match the Unicef rights of a child areas? - Where do your rights fit on the poster? re stick post its or write (on board or print outs) them on to the colour matching slides 7-11 - how well did you do? Are there any areas you missed?	10 mins	Children measure their ideas against the poster of facts