

HUMAN RIGHTS

LEARNING OBJECTIVES/WALT

- To understand we have rights but also responsibilities e.g. right to education and the responsibility to learn
- To show compassion towards others in need and the shared responsibilities of caring for them

KEY VOCABULARY/LANGUAGE

- STEM sentence – *With the right to ... comes the responsibility to ...*
- Human rights are for everyone wherever they live
- With every right comes a responsibility
- Compassion and empathy towards others in need is my responsibility
- Responsibility
- Compassion
- Empathy

WHAT YOU WILL NEED

- Interactive whiteboard
- Lesson 2 Resources Doc ([Link](#))
- Rhythm frame (slide 3)
- Printed stem sentence for KS1 (slide 4)
- Unicef Human Rights poster
- Image flash cards / ppt resource

LESSON 2 - LIVING IN THE WIDER WORLD - BELONGING TO A COMMUNITY - Human rights and shared responsibilities

Lesson Content

Time guide

Outcomes

EXPLORE MUSIC - Rhythm Window

10 mins

- Think about the rhythm of words, the syllables - choose a few names from the class and clap the different syllables and hear the different rhythms
- Using slide 3 pick 4 of the 5 rights of a child and write 1 in each window of the frame
- Establish a very slow, steady beat on a woodblock. Whole class speak the four words in order (1,2,3,4), one box per beat, and clap the rhythm as they speak NOTE: as introduction count four slow beats clearly, at the tempo they will perform
- Choose a different order to the windows
- Allocate instruments to pupils to beat the word rhythms instead of speaking them
- Remove speaking to reveal only the rhythm
- Split class into 2 groups - each group chooses an order of windows and practices
- Bring both groups together and perform - notice the cross rhythm

Embedding vocabulary and recap from lesson 1
Creates a catchy chant to help 4 of the human rights to stick
Concentration and group goal achievement

EXPLORE TEXT - Each right has a responsibility - what are they?

15 mins

Model Template with whole group (slides 4 and 5) - *With the right to be **heard**. Comes the responsibility to **listen**.* Split into 4 groups, give each group one of the following rights to work with;

1. Be protected
2. Be educated
3. Be healthy
4. Be treated fairly

In groups, each pupil to use the stem sentence to write their own two lines finishing these stem sentences

Text writing
Consolidating and building on learning

IDEATE MUSIC - A human rights song

20 mins

- Consolidate the text into 5 lines (1 for each right) Write onto the board/flipchart.
- Cueing the class with 1,2,3,4, everyone sing the first line together - anything they like
- Ask for volunteers to sing their tune alone. Hear a few, when one offering is memorable and easy to copy, everyone sing it together
- Draw a coloured wavy line above the words which traces the ups and downs of the melody.
- Continue composing the song in similar manner, but keep singing (everyone) from line 1
- Practice and perform

Embedding the learning with a catchy song
A memorable song class can sing again and teach others

EVALUATE - Compassion and Empathy

10 mins

- Click through slides 6 - 11 Ask these question of each image: What human right does this person NOT have?
- Ask how does it make you feel? And What could you do to help?
- Summary Discussion: It is important we understand that not everyone has access to the same rights. We need to be compassionate and help others in need. Can redo the chair game from lesson 1 to test learning.

Testing the learning
Engaging with emotions - compassion and empathy
Recap and reinforce all ideas of lesson 1 and 2