

1

LIVING IN THE WIDER WORLD – BELONGING TO A COMMUNITY – Human rights and shared responsibilities



YEAR GROUP:
3/4 KS2



DURATION:
1 hour



LEARNING OBJECTIVES – students will learn...

- What human rights are and how they protect people
- To identify basic examples of human rights including those of children
- About how they have rights but also responsibilities
- That with every right there is responsibility e.g. right to education and the responsibility to learn
- How to show compassion towards others in need and the shared responsibilities of caring for them



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
- Unicef rights of a child (slide 4)
- Print slides 5 – 9 at A3
- Instruments available

WARM UP

5 MINS

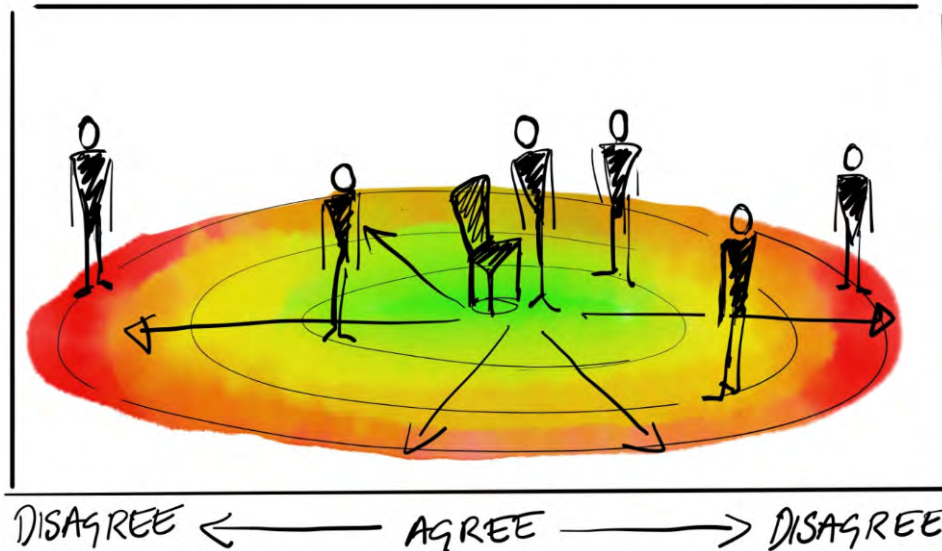
- Establish a quiet signal [Toolbox Tutorial Film – Warm ups and quiet signals](#)
- Collaboration – discuss what successful collaboration looks like – listening, working together etc.
- Set up a working wall

WARM UP / EXPLORE

10 MINS

DRAMA – Chair exercise (Debate)

CHAIR GAME:



(slide 1)

- Put a chair in the middle of the room
- The closer to the chair you stand the more strongly you agree with the statement

Practice

- Marmite is amazing: agree or disagree?
- Ask people far from the chair and close to the chair why they are standing where they are?
- Now continue with these questions and capture responses to create a bank of relevant text.
- As the teacher you are in control of keeping the 'debate' to a minimum at this stage.

Questions to ask the group:

- Everyone has the right to an opinion?
- Everyone has the right to shelter?
- Everyone has the right to safety
- Everyone has the right to play and rest

Toolbox Alternative

Musical responses
Conscience alley (in a line)

Toolbox Extension

Debate expansion KG

DRAMA – What are OUR human rights?**Form a circle**

- ➔ ASK What do you feel are your human rights as a young person?
- ➔ Individually think of a human right – say it out loud and create an action for it. Take it in turns around the circle to share
- ➔ On the flipchart/white board write down responses.

Examples

We all have the right to...

- Have a delicious ice cream at least twice every year
- ...be warm and sheltered
- ...be safe
- ...have an x box

Brief discussion:

- ➔ What is a human right?
- ➔ What would your life be like if you did not have rights?

Human rights are the basic things that every person needs to live with dignity and develop their potential, such as food, housing, education, healthcare, the right to expression, to hold religious beliefs, and to be protected against violence, abuse and discrimination.

Everyone has human rights no matter who they are, where they come from, or what they do.

Human rights are not earned, we are all entitled to rights simply because we are human.

(slide 4)

Vocabulary to draw out

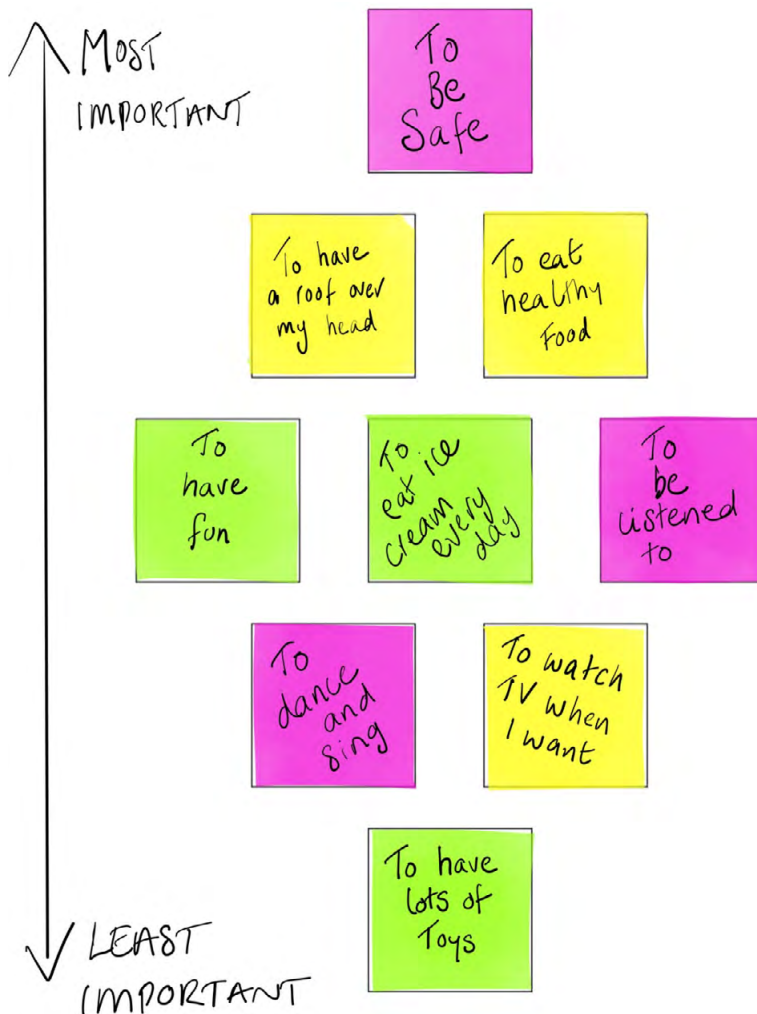
Dignity, potential, discrimination

Write theses up for your working wall

Toolbox Extension

Human rights poetry writing KG

Diamond 9



(slide 5)

In small groups

- ➔ Each person 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)
- ➔ As a group pick the most important 9 from the ones in their group
- ➔ Order these into a diamond 9 with the most important at the top stick onto a piece of A3 paper – keep for next lesson
- ➔ Sharing: group by group share and talk through the top 3 rights in each diamond 9
- ➔ Photograph these or glue these onto the A3 paper and put up on wall will be used next lesson
- ➔ Collect pencils in so it is clear that this part of the exercise is complete

ACTIVITY 3 / IDEATE

10 MINS

DRAMA – Rights Tableaux

- ➔ Stay in same groups
- ➔ Create 1 tableaux of the top right in your diamond 9 [Toolbox Tutorial film – creating a Tableaux](#)
- ➔ Rehearse saying your right all together and then making your tableaux
- ➔ Perform group by group. Ask one of the students to count “321 Action” for each performance.

THE FACTS

→ Look at Unicef human rights Poster (on screen slide 6)



In small groups

- Do any of our diamond 9 post-its match the Unicef rights?
- Group them and write them on to the slides 7 – 11

Toolbox Extension

Design a poster for the new rights that came up in the lesson that are important to the class.