

2

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



YEAR GROUP:
3/4



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 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
- With every right comes a responsibility
- Compassion and empathy towards others in need is my responsibility
- Responsibility
- Compassion
- Empathy



WHAT YOU WILL NEED

- Whiteboard
- Lesson 2 Resources doc
- Rhythm frame (slide 3)
- Unicef Human Rights poster
- Image flash cards / ppt resource

MUSIC Quick warm up

Think about the rhythm of words, the *syllables*, by choosing a few names from the class and clapping the different syllables.

Toolbox Tutorial Film Rhythm frame

1.	2.
3.	4.

(slide 3)

- ➔ choose 4 from the following 5 words about our human right:
education, protection, healthy, fairly treated, everyone heard (write one word into each square)
- ➔ Establish a very slow, steady beat on a woodblock or similar. 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*
E.g. Heal --- thy ---
Ed - u - ca- ted
Treat- ted fair- ly
Heard -----
- ➔ Choose a different order (e.g.1,3,2,4)
Heal --- thy ---
Treat- ted fair- ly
Ed - u - ca- ted
Heard -----
- ➔ Any strong students could be given a percussive instrument to beat the word rhythm alongside the group clapping
- ➔ Remove the speaking, so only the rhythm is now heard (clapped and on the instrument).
Remember to count 4 beats in as their cue
- ➔ Split the class into two groups
- ➔ Each group decides a box performance order, and rehearses their (clapped) rhythm (with one person designated the count-in/cue giver). Go round twice, so the rhythm lasts a little longer.
- ➔ Bring the two groups together. Count the 4 slow beats as the cue, then both groups perform their
???? appears to be text missing here as sentence doesn't finish properly

ACTIVITY 1 / EXPLORE

15 MINS

Rights = responsibility

Get into a circle

→ Each right has a responsibility - what are they?

Do 2 examples as a whole group

Model Template:

With the right to be heard

Comes the responsibility to listen

→ Split into 5 groups, give each group one of the following titles:

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

In groups use this model template above to write your own two lines finishing these stem sentences

With the right to be

Comes the responsibility to

(slide 4)

NB. Remember to reference what you have written on slides 7-11 from previous lesson for ideas

ACTIVITY 2 / IDEATE

20 MINS

MUSIC - Create a Human Rights song

(to help remember them and teach to the school if appropriate)

Toolbox Tutorial Film Song-writing warm up and How to write a song

As a group

→ Take the text just created, the rights with their responsibility and make them into song lyrics, using the following template each time:

"With the right to be..... You need to....."

- Use Ideas and text from the Human Rights poster (or their Diamond 9) to create these lyrics.
- Keep editing when turning them into song lyrics, so minimum words are used.
- Use the song-writing method in the toolbox. Try to re-use the melody for line one for line two, if possible. Repetition is good!
- Three or four lines is sufficient for a song.

Toolbox Tutorial Film Staging your song

This song can be performed to the school in an assembly / the whole school could learn it (stage directions/start whole group tableaux/move the tableaux/add gestures/moving to sections of the stage/linking line by line/keep it simple)

Compassion and Empathy

Resource images (slides 5-10)

**Ask these question of each image:**

- ➔ What human right does this person NOT have?
- ➔ Click to next slide to see some suggested answers - Did we come up with more or different ones?
- ➔ How does it make you feel?
- ➔ 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.

Toolbox Extension

Design - I am made up of my human rights

ASSESSMENT QUESTIONS / CAPTURE

if time

Play the Chair game again and ask assessment questions from lesson 1 and 2

- ➔ Do human rights apply to every child, no matter where they live?
- ➔ I have a right to be educated
- ➔ I understand some human rights are essential while others are nice to have?
- ➔ It is really important to have lots of toys?
- ➔ I understand that I have rights and with that comes my own responsibilities
- ➔ I understand that we have a shared responsibility to be compassionate and help others in need
- ➔ Tell me something you have learnt / a take away