

**Achievement objectives:**

Students will gain knowledge, skills, and experience to:

LEVEL FOUR

- Understand that events have causes and effects
- Understand how formal and informal groups make decisions that impact on communities
- Understand how people participate individually and collectively in response to community challenges

LEVEL FIVE

- How systems of government in New Zealand operate and affect people's lives, and how they compare with another system.
- How the ideas and actions of people in the past have had a significant impact on people's lives.
- How people define and seek human rights

Specific learning objectives:

- Define what human rights are and identify specific human rights
- Learn about events that have impacted the development of human rights through history
- Research a specific event in human rights history
- Learn about the Universal Declaration of Human Rights
- Categorise and prioritise different human rights
- Identify civil and political rights and discuss how they impact our lives
- Identify economic, social and cultural rights and discuss how they impact our lives
- Explore the relationship between rights and responsibilities

Key concepts:

Human rights, inalienable, universal, equality, justice, fairness, discrimination, freedom, protection, violation, treaty, political and civil rights, economic social and cultural rights, responsibilities

Skills:

- Applying understandings of concepts to a new context
- Making connections between concepts
- Close reading
- Categorising and ranking human rights
- Applying human rights concepts to possible scenarios
- Time-line or history road creation
- Researching a human rights event in history
- Devising symbols for human rights
- Persuasive presentation of key information in poster or speech
- Participating in making a class treaty
- Summarise key conceptual understandings

Examples of key competencies:

- **Thinking** – Brainstorming prior knowledge about human rights, ranking and categorising human rights
- **Using language, symbols and text** - Close reading, creating symbols for human rights
- **Managing self** – Being responsible for individual learning, contribute as member of a group and class

- **Relating to others** – Categorising and ranking rights in a group, sharing ideas in discussions
- **Participating and contributing** – Creating a classroom treaty that ensures respect for the rights of all

RESOURCES – INTRODUCTION TO HUMAN RIGHTS

What are human rights?

Document:

- *What are human rights?*
 - United Nations General Assembly, *Universal Declaration of Human Rights*, 10 December 1948, 217 A (III). Retrieved from <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
 - Amnesty International New Zealand. (April 2015). *What are human rights?* Retrieved from <https://www.amnesty.org.nz/what-are-human-rights>

Video:

- Amnesty International Australia. (2008, November 30). *Universal Declaration of Human Rights*. Retrieved from <https://www.youtube.com/watch?v=3VhQQrtq7PE>. 4:31 mins.

Which human rights are the most important?

Document:

- *UDHR Pictionary*

The history of human rights

Presentation

- *History of Human Rights*

The Universal Declaration of Human Rights (UDHR) 1948

Document:

- *UDHR Pictionary*
- *UDHR Plain Text*

Civil and political rights

Document:

- *Civil and Political Rights*

Economic, social and cultural rights

Document:

- *Economic, Social and Cultural Rights*

Rights and responsibilities

Presentation:

- *Rights and Responsibilities*

SUGGESTED LEARNING EXPERIENCES

1. Exploring key concepts on human rights

Divide students into groups. Give each group a large sheet of paper and one of the key concepts from the unit.

Within five minutes, groups have to articulate in words and images what their given concept is or means, without writing the word of the concept itself. They can each contribute individually on the paper or work as a group to provide one illustration.

After five minutes, give each student a number of sticky notes equal to the number of groups. Students move around the desk groups silently and stick on a sticky note with the word or phrase they think each group's unique concept might be.

Come back as a class to share the different illustrations of concepts and discuss what students thought they were by the sticky notes. Find connections between the different words and relate them all to the topic of human rights.

You could come up with different names to call your unit on human rights using the ideas brought up in this discussion.

2. What are human rights?

Brainstorm with answers to this using following discussion questions:

- What are human rights?
- Can you identify specific human rights?
- What does the word "universal" mean?

Provide the class with the document *What are human rights?*

Students could complete a KTD chart or similar based on the class brainstorm. (What do we **K**now? What do we **T**hink we know? What **D**on't we know / want to find out?)

Watch the video from Amnesty International Australia on the Universal Declaration of Human Rights (4:31). While watching, students write down any specific rights that they think are especially important.

3. Which human rights are the most important?

Explain the following to the class:

We have been stranded on a desert island and will be stuck there for the foreseeable future. There have been some problems with people not thinking about others when they act, so we have all decided that there need to be rules for us all to live happily.

Brainstorm on the board which rules and rights the class wants to have.

Referring to the document *UDHR Pictionary*, each individual either chooses their top 20 rights that they think are the most important, or ranks all thirty of them.

Break class into groups. Individuals share their top 20 rights / ranking system with the rest of the group. Identify similarities and differences of opinion. The task is to peacefully discuss, negotiate and democratically make decisions in the following activities.

- Choose the top 20 rights that your group thinks are the most important.
- Rank each of these top 20 rights from 1 being most important to 20 being least important.
- You could share and compare groups' answers
- Debate and decide on a class top 20

Possible discussion questions:

- What was your process for ranking the rights when you were by yourself?
- How similar was your list compared to others in your group? Could you easily agree on rankings? If you changed your rankings, what convinced you to do so?
- Are there any rights you would add to this list? Any you would take away?
- What affect could the removal of those 10 discarded rights have on people's lives if they were removed?
- Can you think of any people or communities in New Zealand who are denied these rights?
- Can you think of any people or communities around the world who are denied these right?
- Would different people define any of these rights in different ways? How?

You could expand the desert island activity by elaborating on the scenario, offering a range of events into the narrative and have students make collective decisions in how they react to these events.

Some examples:

- *Three of us were caught stealing precious and rationed food from others.*
- *A group of us was exploring the island one day and stumbled across a fresh clear spring. Water is scarce, but so is food. The group has been allowing only people with enough food for payment to access the spring. Others who do not have enough food to spare any as payment to the water guardians have to drink water that is less clean and can make them sick.*
- *A small group became angry at people ignoring each other's rights, so they arrested and imprisoned someone they had decided were not behaving as they should.*

4. The history of human rights

With reference to the presentation *History of Human Rights*, you could do one or more of the following activities.

- Create an accurate time-line in books that depicts the history of human rights.
- With paint on long roll of paper or chalk outside, the groups / class can create, illustrate and annotate a history road depicting the history of human rights.
- Create a comic strip / story board with events throughout the history of human rights.
- Divide class into groups – each receives an event and does more research on it to then present to the rest of the class or role-play it

5. The Universal Declaration of Human Rights (UDHR) 1948

With reference to what students have learned about the history of human rights, explain:

The UDHR was the first global expression of rights to which all human beings are entitled. It was adopted by the United Nations General Assembly on 10 December 1948. This was three years after the end of World War Two, which had been a devastating experience with vast violations of human life and dignity (students could give examples).

The UDHR consists of 30 articles. These articles are expanded upon in following treaties, such as the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights.

For what reasons was the Universal Declaration of Human Rights created and signed?

You could explore the causes behind the development of the UDHR (and the UN) such as World War Two, the Holocaust, the League of Nations etc., and discuss their prior knowledge about the impact the United Nations and the Universal Declaration of Human Rights has had on people's lives since their establishment.

Pictionary activity

Divide class into large groups. Provide each group with a print out of the document *UDHR Pictionary*. Split each group into two teams.

Instructions:

1. Cut out each article from the document.
2. Shuffle and stack cards.
3. Get a big drawing surface such as big sheets of paper taped to wall, easel, chalkboard etc) and some big marker pens, chalks etc.
4. Have a clock or a timer handy.
5. Each team takes a turn – one member of the team gets up and picks a card from the deck, they have 1 minute to draw a representation of the human right that is on the card (no words, gestures or speech allowed!). The rest of the team-mates guess which human right is being drawn until the time is up.
6. If the team guesses the correct human right they get a point.
7. Once all the cards are used, the team with the most points wins.

Categorising activity:

Divide class into small groups. Challenge students to arrange the articles they have cut out from the document *UDHR Pictionary* on their desks into whichever categories they come up with.

When complete, they can walk around to other desk groups and see how others have categorised them.

When you come back as a class, discuss the different ways groups grouped the articles and explain reasons with each other.

Finally, explain that the UDHR is divided into five categories. Provide each student with a copy of the document *UDHR Plain Text* to illustrate these categories. Students could colour code them on their copies.

- Articles One and Two are the foundation blocks, referring to the principles of liberty, equality etc. that the UDHR is based on.
- Articles 3 to 11 consist of the *rights of the individual*, such as the right to life and freedom from slavery.
- Articles 12 to 17 are about the *rights of the individual in civil and political society*, such as freedom of movement, the right to privacy and the right to own personal property.
- Articles 18-21 are concerned with *spiritual, public and political freedoms* such as freedom of thought, freedom of choosing who we associate with and the right to take part in the governance of our country.
- Articles 22 to 27 consist of *economic, social and cultural rights* such as the right to work for a fair wage, access to education and healthcare, the right to celebrate our culture.
- Articles 27 to 30 *bind the others* together and lay out our duties to protect these universal human rights.

Identify similarities and differences to these categories compared to those created by the students. Students could make a visual representation of the UDHR and its categories.

6. Civil and political rights

Hand out the document *Civil and Political Rights* that has a select number of civil and political rights taken from the UDHR.

Discuss how these rights play a part in students' lives, how NZ integrates these rights and how these rights are protected or violated in different parts of the world.

Students are to draw a symbol that represents each right and provide a scenario where they can identify the effect on people's lives of the right being protected or violated. If there is time they could also act this out in pairs or small groups, perhaps as a starter activity in the following lesson.

7. Economic, social and cultural rights

Hand out the document *Economic Social and Cultural Rights* that has the six ESC rights taken from the UDHR.

Discuss how these rights play a part in students' lives, how NZ integrates these rights and how these rights are protected or violated in different parts of the world.

Students are to draw a symbol that represents each right and provide a scenario where they can identify the effect on people's lives of the right being protected or violated. If there is time they could also act this out in pairs or small groups, perhaps as a starter activity in the following lesson.

Each student could draw one UDHR right from a hat and make a poster about it for a wall display.

8. Rights and responsibilities

Go through the presentation *Rights and Responsibilities*.

Discuss:

- How can we apply this knowledge and analysis of human rights and our corresponding responsibilities to our classroom?

Collaborate together to make a class treaty wherein everyone's rights and responsibilities are laid out. All students and teachers sign it and display it on the wall.

9. Summarising questions

- What is meant by the phrase "**universal** human rights"?
- For what reasons was the Universal Declaration of Human Rights created and signed?
- What are the aims of the Universal Declaration of Human Rights?
- Are all human rights equal?
- How does the protection or violation of human rights impact on individuals and communities?
- In what ways can individuals and communities seek to enjoy and protect their human rights?
- What is meant by the phrase "with rights come responsibilities"?



UNIT – INTRODUCTION TO HUMAN RIGHTS

Amnesty International is a member-led global movement of over seven million individuals who protect human dignity and defend human rights.

Amnesty International is independent of any government, political ideology, economic interest or religion.

Our purpose is to protect people wherever justice, fairness, freedom and truth are denied.

We do this by educating young people in the present so that one day, the dream of human rights for all can become a reality.