

10 December - Human Rights Day



PRIMARY SCHOOL ACTIVITY

Preparation: Read the factsheet that accompanies this activity.

Resources: Written/printed large versions of key words (distributed around class before lesson), 'blu-tack', sugar paper, markers (30 markers in 6 groups of 5, same colour for each group), ¼ packs of sticky notes on tables, pictures of human rights symbols (see below).

Key words: human, universal, declaration, treaties, rights, responsibilities, needs, interdependent, equal, international, symbol, freedom, imprisonment, justice, value, respect, protection

Aims:

- To understand the meaning of human rights
- To understand the meaning of freedom
- To recognise personal rights and responsibilities
- To gain understanding of the values and attitudes related to human rights
- To become familiar with the Universal Declaration of Human Rights

Outcomes:

- To appreciate the importance of respecting others
- To value personal rights
- To value the rights of others
- To take positive action in helping secure Human Rights for others

Activity:

Starter (suggested time: 15 minutes)

Tack the key words onto the centre of large sugar paper and distribute around the room along with coloured markers and sticky notes. **Ask children not to use the sticky notes until the next task.**

Place children in mixed ability groups of 5 and direct each group to a starting table. Explain to children that you would like them, when signalled by a clap, to write down as many words as they can that they know about/associate with the word in the middle. (Children can also draw quick illustrations around the word). E.g. **Universal:** *worldwide, widespread, well-known, collective, international, shared, universe...*

Explain to children that each time they hear a clap they move to the next table, ready to start again on your signal. Direct children to keep the pen they started with. Repeat 2/3 times, giving children 3/4 minutes for each table. After the last clap ask each group to share their central word and 3 of the surrounding words. Record as appropriate.

Main (suggested time: 20 minutes)

Display the title **Human Rights** in the centre of a large piece of paper/flip chart on the next line divide the page in two: **What I already know/ What I would like to know**. Ask children to discuss with a partner within their groups what human rights means to them. Instruct children to record ideas on sticky notes. (Each child should have one note prepared for *What I already know* and one for *What I would like to know*). Next, ask children to read out their sticky notes one by one, and record on the chart in the correct column.

Discuss: *Do we have similar ideas about human rights? What are the common themes? Can we agree on a definition for human rights?*



www.una.org.uk



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Associated Schools
www.unesco.org.uk

10 December - Human Rights Day



Confirm the definition of human rights using the factsheet ("*Human rights are the rights and freedoms shared by everyone. Human rights are universal, equal, interdependent and inalienable*").

Explain that the United Nations adopted the Universal Declaration of Human Rights to help protect people's rights worldwide. Explain that the UN was founded in 1945, after World War 2, and that its founders were determined to create an international organisation that would help prevent future wars and protect people. One of the UN's main aims is the protection of human rights and in 1948, countries from all over the world drafted and adopted the Universal Declaration as a common standard of rights, freedoms and responsibilities for people and governments everywhere.

Discuss: Can we give examples of human rights? E.g. right to life, to education, to shelter.

Group activities (suggested time: 15 minutes)

Show children symbols of human rights (see next page – from left to right, starting at the top, the symbols representing the rights to: religion, shelter, speech, protection from abuse, thought, liberty, food shelter and education). On interactive whiteboard/board. Can children recognise what the symbols suggest? Annotate images with children's suggestions.

Place printed symbol sheet (see useful links) and pens/pencils on tables. Put children into pairs. Ask children to sketch one image and annotate with words describing it. Give each pair time to discuss together and then feed back as a class. Ask children to share 2/3 of their words and generate a class word bank.

What words have we found that are similar or connected? (expression/speech). What words have opposite meanings? (freedom/imprisonment). What words are powerful? (home, safety, abuse).

Confirm with children that the symbols signify human rights *Do particular symbols suggest different rights? (rights to freedom of speech, of religion). List freedoms as suggested by children. Freedom of... speech, religion, thought, movement/travel, from war...*

With the children: complete the sentence: Human rights are...

Consolidation (suggested time: 10 minutes)

Discuss as a class which rights are the most important: 1) to you, 2) your school, 3) your local community, and 4) the UK? Are certain rights more important in different situations?

Can the children think of ways in which children's rights are different from those of adults? Why is it important for groups like children to have their own human rights treaty?

Resources:

1) 'Learn about human rights' – teaching resource produced by UN Association of the UK and UK National Commission for UNESCO, which includes child-friendly copies of the Universal Declaration of Human Rights and the Convention on the Rights of the Child, as well as ready-made PowerPoint presentations and student handouts on those two topics: www.una.org.uk/learnabouthumanrights

2) 'The UN Matters' – another free online resource produced by the UN Association of the UK and the UK National Commission for UNESCO that includes case studies on child rights and child labour: www.unesco.org.uk/un_matters



www.una.org.uk



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Associated Schools
www.unesco.org.uk



Human rights symbols

