

Activity 1: Activity exploring human dignity and links with human rights – Part 1 -55 min – LO 1

Time	3 hours			
Students' activity	Timing	Teacher's Actions	Students' Actions	Related to Session's ILO
1.Activity exploring human dignity and links with human rights – Part 1	55m	<p>The instructor welcomes learners to the session and asks students what they think are the characteristics of human rights. These are noted on flipchart paper, white board, or white board app.</p> <p>The instructor then shares some of the basic principles of human rights (universal, inalienable, indivisible, interrelated) and emphasizes that human rights are intended to guarantee human dignity. (5 minutes)</p> <p>Students are then put into small groups of 4-5 people and follow the step-by-step directions of the instructor.</p> <p>Step 1. (if in person) Draw an outline of a child on a large piece of flip chart paper. This outline could look like a 'gingerbread' person outline. Leave plenty of room around the outside of the child's outline and don't draw inside yet. Feel free to name your child. (5 minutes)</p> <p>Step 2. Think about the qualities that make us human – our attributes, our feelings, our capabilities.</p>	<p>Students share their ideas about what are human rights. (The instructor can ask students to share verbally or use a white board app.)</p> <p>Within the groups, students follow the instructions of the educator, complete the tasks and present the results.</p>	1



	<p>Write these or draw these inside the outline. (if online, a white board app can be used, with each group using a different sheet on the same app, so that other groups' work can be viewed later) (15 minutes)</p> <p>Step 3. Now that you have identified these qualities, what are the conditions in the environment that will help a child to develop these qualities? These could be general conditions, people, institutions, and so on. Write these outside the outline of the child. (15 minutes)</p> <p>Step 4. (if in person) Post your results on a wall and allow everyone to see. (if online) View the work of the other groups on the whiteboard app. (5 minutes)</p> <p>Step 5. General discussion about what is the same and different about the qualities of being human that were identified across the groups and about the conditions to ensure their development in a child (5 minutes).</p> <p>Step 6. The instructor relates that what the groups wrote inside their outlines – the qualities that make us human – could be considered as an initial definition of 'human dignity'. What is outside the outline are conditions to ensure human dignity. This is what human rights tries to do.</p>	<p>Students share their observations about what was similar and different across the group work and engage in discussion about the conditions that help a child to thrive.</p>	
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Preparatory tasks for Students (if needed):				
Teacher's preparatory actions:	For an online session, a platform with a possibility for breakout rooms should be used. The instructor can set up a white board app (http://jamboard.google.com/ for ex.) with one page for each small group to work with. They will then easily be able to see each other's work in the virtual "gallery walk".			
Notes:	This activity is best carried out in person using flip chart paper, but it is possible to carry it out successfully in an online learning environment.			

