

Activity 2: Activity exploring human dignity and links with human rights – Part 2 -55 min – LO 1,2

Students' activity	Timing	Teacher's Actions	Students' Actions	Related to Session's ILO
<p>2. Activity exploring human dignity and links with human rights – Part 2</p>	<p>55m</p>	<p>(Continuation of earlier activity)</p> <p>Step 7. The instructor then passes out a copy of the simplified version of the Convention on the Rights of the Child (CRC). Students go back into their groups and see if any of the rights mentioned in the CRC are reflected in the “conditions” that they identified for their child. If so, they can note this directly on the paper. For example, if “school” is listed on their paper, this could be linked with Article 28 Right to Education. (15 minutes)</p> <p>Step 8. The groups share their results with the whole class. The instructor asks if there were any conditions that they had identified in their groups that were not reflected in the CRC. Similarly, were there any rights listed in the CRC that were not in their drawing but might be good to add? (10 minutes)</p> <p>Step 9. The instructor debriefs the activity, noting that it began by asking the students to share their own views. After this, the human rights standard of the CRC was introduced. An important principle of human rights education is that the instructor begins</p>	<p>Within the groups, students follow the instructions of the educator, complete the tasks and present the results.</p>	<p>1,2</p>

	<p>with the lived experience and ideas of students, to which human rights values and standards can be introduced. (5 minutes)</p> <p>The instructor then delivers a brief presentation on the history and philosophy of human rights. Critiques of the human rights system are included and addressed. The instructor also presents on what are human rights standards and what are values. The Universal Declaration of Human Rights is introduced. The point is made that the human rights system depends on 'duty bearers' (usually the government) knowing their responsibilities vis-à-vis the international and regional human rights standards, and everyone knowing their rights as citizens. Human rights, which focus on justice, support democratic systems of governance. (10 minutes)</p> <p>The instructor then puts the students into small groups to share their responses to the online discussion question about when they first learned about human rights. (5 minutes)</p> <p>The instructor then brings the learners back and asks for a show of hands for each of the options (primary school, secondary school, university, in the family, through friends or other, never). (In an online environment, the polling</p>	<p>Students actively listen to the presentation and make connections based on their previous group work.</p> <p>Students share with other students their responses to the discussion question answered before class and listen to the responses of their peers.</p> <p>Students indicate their response with a show of hands or, in an online environment, completion of a poll.</p>	
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	<p>feature of an app such as mentimeter can be used to show class-wide results.) Usually, there will be a great variety across the class. The instructor makes the point that for citizens to be able to claim their human rights, they need to know their human rights. It should not be as ad hoc as it is now. (5 minutes)</p> <p>The instructor introduces the definition of human rights education (from the UN Declaration on HRET) and also the qualities of “about” “through” and “for” human rights. (5 minutes)</p>	<p>Students actively listen to the presentation and make connections as both learners and future educators.</p>
Preparatory tasks for Students(if they needed):	Responses to the discussion question before class (either on paper or in an online discussion group).	
Teacher’s preparatory actions:	<p>Handout: Simplified version of the Convention on the Rights of the Child</p> <p>Same white board app/flip chart paper for small group work used in Part 1.</p> <p>If carrying out the session in an online environment, a polling feature of an app such as Mentimeter (Interactive presentation software - Mentimeter) can be used with students for their indicating when they first learned about human rights.</p> <p>For an online session, a platform with a possibility for breakout rooms should be used. The instructor can use a common board (http://jamboard.google.com/ or https://padlet.com/, for ex.) for noting the results of the student work during the debrief period.</p>	
Notes:		
Support Material:	Handout: Simplified version of the Convention on the Rights of the Child	

