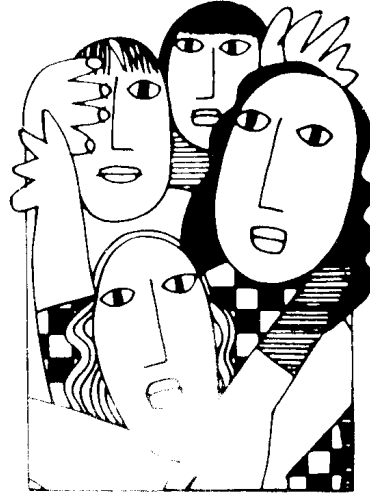


Part Four: Older Children



This part contains:

- Starting up - introductory activities
- Living together - activities about respect
- Who, me? - activities about responsibility
- Rights for Life - activities about universality of rights
- What's fair? - activities about justice
- My rights / Your rights - activities about situations where rights conflict
- Action! - taking human rights beyond the classroom

"All I need is an idea..."

Ukrainian student teacher.

Guide to the activities:

To make them easier to use, the activities in this part of the manual all have the same format.

Title

Aim:	This, and the brief introduction to each group of activities, tells you why they are useful
Learning points:	These are the key concepts contained in the activity. Keep them in mind as you do it,
What you need:	This tells you what equipment you will need and what to prepare before the lesson
Time:	The times shown are estimates of how long it will take to do the activity and any discussion component.
How to do it:	This part explains the activity step-by-step. Where specific methods are used, these are explained in the Part Two of this manual.
Questions:	Most of the activities use open questions and discussion to help students to think about the issues raised by the activity. Advice on using open questions and discussion is available in Part Two of this manual.
Choices:	These are suggestions for further work on an issue. Some activities have ideas for adapting them for another age group. Others have ideas for human rights actions.

Information / Examples / Gamecards:

Some activities have additional parts. To avoid missing anything, read the whole activity through before attempting it, and check that you have found all the items listed under "What you need".

Starting up - introductory activities

Because several of the activities in this part of the manual refer to the Universal Declaration of Human Rights, here are two activities to help

familiarize your students with it.

These activities build on those for younger children in Part Three.

The Imaginary Country

(This activity is based on ideas from Ed O'Brien and Nancy Flowers)

Aim: This activity introduces students to the idea based of rights based on needs, and familiarizes them with the Universal Declaration of Human Rights. It raises ideas of how we value rights, and the "Choices" give options for making a list of "classroom rights."

Learning points:

- Human Rights documents are based on our own inherent needs.
- We value some rights more highly depending on our own situation, but every right is important to someone.

What you need:

- Simplified Version of the Universal Declaration of Human Rights from Part Five.

Time: About an hour and a quarter for the basic activity.

How to do it:

- Form the class into small groups of five or six.
- Read out the following scenario:

Almagine that you have discovered a new country, where no one has lived before, and where there are no laws and no rules. You and the other members of your group will be the settlers in this new land. You do not know what social position you will have in the new country."

- Each student should individually list three rights which they think should be guaranteed for everyone in this new country.
- Now ask the students to share and discuss their lists within the group, and select a list of 10 rights which their whole group thinks are important.
- Now ask each group to give their country a name and to write their 10 chosen rights on a large piece of paper or a blackboard where everyone can see them.
- Each group presents their list to the class. As they do this, make a "master list" which should include all of the different rights from the group lists. Some rights will be mentioned several times, write them on the "master list" once, and tick them each time they are repeated.

- When all the groups have presented their lists, identify rights on the "master" list which overlap or contradict one another. Can the list be rationalized? Can some similar rights be grouped together?
- When the "master" list is completed, compare the Simplified Version of the Universal Declaration of Human Rights. What are the differences/similarities between your list and the UDHR?
- Use the following questions to draw out the learning points. The "Choices" below give options for extending the activity.

Questions:

- Did your ideas about which rights were most important change during this activity?
- How would life be if we excluded some of these rights?
- Are there any rights which you now want to add to the final list?
- Did anyone list a right themselves which was not included in any of the lists?
- Why is it useful for us to make such a list?

Choices:

- If you have time, ask students to put a mark next to the three rights on the "master" list which they personally think are most important, or which they think we could live without. (This could be done during a class break.)
- This activity has been used in many different countries. In countries where war is a problem, students value the right to life most highly, while in those with economic problems the right to work comes first. You can explore this issue with the students by asking question such as: "Do you think the situation in our country has affected your choices of rights? Why? Why not?"
- As a project (see section **Projects** in chapter **Useful teaching methods in Part Two**) this activity can be adapted so that students make a list of "classroom rights" which they think would improve their school environment. For example, the right to work in peace, the right to have your point of view respected, the right to privacy for your personal property.... Be open to their suggestions, but emphasize that all rights have corresponding responsibilities. This "living document" could be displayed in the classroom and updated as necessary. Ask the class "What do you think should happen if someone violates these rights?"
- As an action, students and teachers could agree a list of "Our school is..." which could be displayed in the schools entrance for all to see. Some students who have done this chose to focus on the problem of violence in their school. They wrote: "Our school is: a place of safety, a place where older students look after the younger ones, a place where we respect each other's rights...".