

# WHAT ARE HUMAN RIGHTS?

## 1. Practical information

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| <b>Theme</b> | Human Rights in general   |
| <b>Goal</b>  | The pupils have a look at what human rights are and which human rights exist. They realise that Human Rights exist to make people's lives easier. |
| <b>Level</b> | 3 ASO/TSO   |
| <b>Time</b>  | ± 50 minutes  |
| <b>Type</b>  | - Group work<br>- Speaking  |

## 2. Preparation

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| <b>Preparation time for teacher</b> | ± 10 minutes<br><i>To do...</i><br>- Print and cut out cards<br>- Collect some sheets                                   |
| <b>Materials</b>                    | - Cards 1 <sup>st</sup> round<br>- Cards 2 <sup>nd</sup> round<br>- Sheet to keep the score and for the pupils drawings |

## 3. Objectives

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| <b>VOET</b>                               | <b>Gemeenschappelijke stam:</b> 2, 11, 13, 16, 27<br><b>Context 3:</b> 9<br><b>Context 4:</b> 4<br><b>Context 5:</b> 1, 3, 4<br><b>Context 6:</b> 3<br><b>Context 7:</b> 3<br><b>Leren leren:</b> 5  |
| <b>Formation objectives: English</b>      | <i>Language</i><br>- The pupils are able to understand, use and explain certain words related to human rights.   |
| <b>Formation objectives: Human rights</b> | <i>Personality formation</i><br>- The pupils are able to discuss world issues.<br><i>World view</i><br>- The pupils get to have a look at Human Rights by using and drawing pictures. They realise that the things they need are the rights they have in life.<br>- The pupils develop a positive attitude towards human rights. By doing all kinds of activities they obtain insights and become aware of their own attitudes considering certain human rights. |
| <b>Final attainment goals</b>             | <i>Listening:</i> 5, 6, 9<br><i>Reading:</i> 11<br><i>Speaking:</i> 17, 18, 21<br><i>Writing:</i> 31, 32   |
| <b>Attitudes</b>                          | - The pupils are willing to show interest towards human rights.<br>- The pupils are willing to listen carefully to a fragment to answer a few questions about the fragment.  |

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|                   | <ul style="list-style-type: none"> <li>- The pupils are willing to play for president of the US to find a solution to the problems discover in a fragment.</li> </ul>  |
| <b>Strategies</b> | <ul style="list-style-type: none"> <li>- The pupils are able to use a matching exercise to find the meaning of new words.</li> <li>- The pupils are able to answer some fragment-related questions.</li> <li>- The pupils are able to talk about human rights-related problems that occur in the United States.</li> <li>- The pupils are able to use new words in a different sentence.</li> <li>- The pupils are able to match a drawing with a human right.</li> <li>- The pupils are able to give their opinion about human rights.</li> </ul> |

#### 4. Remarks

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| <b>Remarks</b> | The lesson consist of two rounds. In round 1 the pupils have a look at what they 'need' versus what they 'want'. In round 2 the pupils have to draw different pictures that relate to human rights. You don't have to do both rounds. You can choose to do them separately. |
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## 5. Activity and instructions

| ACTIVITY            | INSTRUCTIONS  |
|---------------------|---|
| <b>Introduction</b> | <p><b>A drink...</b></p> <p>You can start off your lesson by telling the pupils that you are really thirsty and that you need a zip of water, and then take the zip. Ask the pupils the following questions.</p> <ul style="list-style-type: none"> <li>- <i>What would happen if I wouldn't have anything to drink? (dead)</i></li> <li>- <i>So, this is something I need to do.</i></li> <li>- <i>Can you give some other examples of things I really need to do/have to survive?</i></li> </ul> <p>Tell the pupils that they are going to play a game on things they need and things they don't really need.</p>   |
| <b>Round 1</b>      | <p><b>STEP 1: explanation</b></p> <p>Explain to the pupils what they have to do.</p> <ul style="list-style-type: none"> <li>- They have to put the cards face down in the middle of the group.</li> <li>- One pupil has to draw a card read the text out loud and show it to the others.</li> <li>- Then they should discuss whether they need this, or whether it's just something for fun. When they need it, they put it to the right of the pile. When it's just for fun, they put it to the left of the pile.</li> </ul> <p>Divide the pupils in teams of 4 or 5 pupils.</p> <p><b>STEP 2: correction</b></p> <p>Look at what the different groups came up with. The teams get one point for every correct answer. Here are the correct answers:</p> <ul style="list-style-type: none"> <li>- <b>needs</b></li> </ul> <p>Right to life<br/> I don't have to show or tell everything to everyone<br/> I have the right to eat<br/> I'm not a slave<br/> I can believe in any religion I want<br/> I have the right to medication<br/> Treated equal<br/> I can think whatever I want<br/> I can go to school<br/> I want a wheelchair when I need one<br/> I cannot be put in prison without a reason</p> <ul style="list-style-type: none"> <li>- <b>wishes</b></li> </ul> <p>I want a cool car<br/> I want a talking parrot<br/> I want to live in a castle<br/> I want the most expensive cell phone<br/> I want to eat as much candy as I want<br/> I want to have a lot of money<br/> I want to be the next King/Queen<br/> I have to have the latest fashion<br/> I want to be lazy all the time<br/> I want the Sun to shine all the time<br/> I want to have an excellent score on every test in school</p> |

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| <p><b>Speaking</b></p> | <p><b>Discussion</b><br/>Ask the pupils the following questions.</p> <ul style="list-style-type: none"> <li>- How do these workers have to live? How come?</li> <li>- Are there a lot of people that have to live in these circumstances?</li> <li>- Have you ever heard stories like this?</li> <li>- Do you think this is fair?</li> <li>- Why would some factories do this?</li> <li>- What can you do against this issue?</li> <li>- Why do people do this job even though they earn practically nothing? Why don't they quit?</li> <li>- Imagine Nike caves and bans all forced labour. What would happen to the products' price? Sales? Factories' closures? Malaysian economy?</li> </ul>   |
| <p><b>Round 2</b></p>  | <p><b>STEP 1: introduction</b><br/>Tell the pupils that these things they need are their rights. They have the right to have the things they need to survive. But, they didn't see every right so far. Tell the pupils that they are going to play a game of Pictionary. They will have to draw things about human rights or a word that has got something to do with human rights.</p> <ul style="list-style-type: none"> <li>- One pupil of each group goes to the teacher who will give him a card.</li> <li>- That pupil goes back to his group and draws without saying a word. The other pupils guess.</li> <li>- When they think they have the answer, a pupil – not the artist – goes to the teacher and tells him their guess. They get 3 points if they give the right human right and if they lay a correct link between the picture and the human right and 1 point if they only manage to give the correct right.</li> <li>- That pupil will get another card from the teacher.</li> </ul> <p><b>STEP 2: playing</b><br/>The pupils play the game.<br/><b>Remark:</b> You can play this game for as long as you like.</p> <p><b>STEP 3: after playing</b><br/>Tell the team with the most points that they have won. You can choose to give them a prize.<br/>Try and elicit from the pupils what they have learned during this lesson.</p> |

## 6. Enclosures

- 6.1 Game cards: round 1
- 6.2 Game cards: round 2

## 7. Sources

- Vormen VZW. (Verified 19 May 2010).  
<http://www.vormen.org/downloads/IllustrWensenNodenKR.pdf>



*I have the right to live.*



*I don't have to show or tell everything to everyone.*



*I have the right to eat.*



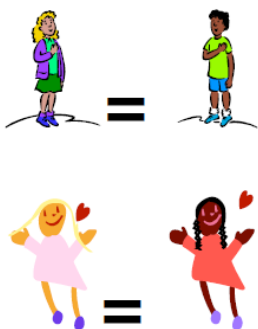
*I'm not a slave.*



*I can believe in any religion I want.*



*I have the right to medication.*



*We are treated equally although we have a different skin colour.*



*I can think whatever I want.*



*I can go to school.*



*I want a cool car.*



*I want a talking parrot.*



*I want to live in a castle.*



*I want the most expensive cell phone.*



*I want to eat as much candy as I want.*



*I want to have a lot of money.*



*I want to be the next King/Queen.*



*I have to have the latest fashion.*



*I want to be lazy all the time.*



*I want the sun to shine  
all the time.*



*I want to have an  
excellent score on  
every test in school.*



*I want a wheelchair  
when I need one.  
(handicapped)*



*I cannot be put in  
prison without a  
reason .*

|                                |                 |                       |
|--------------------------------|-----------------|-----------------------|
| <b>Gay</b>                     | <b>food</b>     | <b>game (playing)</b> |
| <b>Prison</b>                  | <b>school</b>   | <b>parents</b>        |
| <b>praying to God</b>          | <b>handicap</b> | <b>parents</b>        |
| <b>War</b>                     | <b>family</b>   | <b>racism</b>         |
| <b>different nationalities</b> | <b>freedom</b>  | <b>diary</b>          |