

Introduction to the Basic Human Rights

Objectives

Students will discover that all humans have basic rights regardless of where they live. Students will discover that even though all humans have the same basic rights not all rights are being met. Manitoba curricular connections: 3-KC-002, 3-KC-005, 3-KG-028, 3-KG-029, and 3-KG-030

Materials

- Journey to a New Planet Game **BLM 1.5.1**
- Rights Cards (UNICEF) **BLM 1.5.2**
- Envelope for each group
- Basic Human Rights **BLM 1.5.3**
- National Geographic magazines, or calendars for pictures representing basic human rights
- Up For Discussion **BLM 1.5.4**
- Answer Key: Up For Discussion **BLM 1.5.5**
- TV/VCR
- **Video # 1 Segment 3: - Kids Helping Kids**
- Book: *No Two Snowflakes* written by Sheree Fitch (included in the kit)
- Index cards and markers
- No Two Snowflakes Comparison Chart **BLM 1.5.6**
- Rights and Responsibilities **BLM 1.5.7**

Teacher FYI

Definition of terms: (Taken from *Education for Development: A Teacher's Guide for Global Learning*, Susan Fontaine, UNICEF, 1995. Page 150)

Rights: Central to the issue of social justice is the concept of human rights. Rights may be defined as those things - both material and non-material - which one is, in fairness, entitled to have or to do. Human rights are sometimes thought of in terms of freedom from and freedom to.

Freedom from: All people have the right to protection from obvious forms of injustice, such as violence, exploitation, abuse and torture. They also have a right to have their basic survival needs met, to be free from the more subtle injustices of poverty, hunger, lack of health care, and environmental pollution. It is essential

that children are aware that such injustices occur not only in developing countries, but in the wealthier nations as well.

Freedom to: Everyone has the right to participate in those human activities which allow one to develop fully, such as education, the practice of one's religion, culture, and language, the freedom to express opinions, to be part of associations and to have access to information.

Responsibilities: With every right come responsibilities. A person who desires the right to health, for example, cannot at the same time mistreat his body with illegal drugs. Perhaps the broadest responsibility borne by each person who wishes to have her rights respected, is the responsibility to uphold and promote others' rights, to ensure that justice is available to all members of society

Basic human rights will be studied throughout the GlobalTrek kit. The UN Convention on the Rights

of the Child identifies 54 rights. The following is a condensed version of the ten basic rights. These rights will be referred to in this kit:

1. The right to have enough food to eat.
2. The right to equality of opportunity.
3. The right to an education.
4. The right to be free from violence.
5. The right to a livelihood.
6. The right to have clean water.
7. The right to live in a safe environment.
8. The right to healthcare.
9. The right to a home.
10. The right to a say in the future.

Research the following websites for more information:

<http://www.peace4all.iwarp.com/catalog.html> for a complete list of the rights of the child.

<http://www.therightssite.org> for more information and an interactive game.

<http://unicef.ca> for more information and interactive games.

<http://www.unicef.ca/eng/unicef/notwosnowflakes> for activities related to the book No Two Snowflakes

<http://unicef.ca> for Journey to a New Planet game. Click on Global Schoolhouse,

scroll down to Teaching for Children's Rights and click on Rights, Wants & Needs Card and Activity Kit.

Synopsis of Video # 1 Segment 3: - Kids Helping Kids (UNICEF) This video features students participating in the annual UNICEF Halloween campaign, giving them the opportunity to act as responsible global citizens and shows that even the youngest citizens can change the world. Children from all over the world are shown in their daily situation. It also summarizes the Rights of the Child and how they are not equal around the world. An inspiring video that shows a way of helping, to make a difference.

(Caution: Situations for some of the children shown in the video could be upsetting.)

Video length: 7 minutes

Part 2: "Teachers Talk About Trick-or-Treat" (UNICEF)

This section is useful for teachers and features testimonials from teachers who inspire.

Video length: 2 minutes

Book Synopsis No Two Snowflakes written by Sheree Fitch, illustrated by Janet Wilson

In this book Sheree Fitch, the author, is writing to a friend who lives in a country that does not experience snow. The book conveys the message that just as no two snowflakes are the same, no two children are the same. Despite the differences there are some things that are the same for all children around the world. These things are considered universal basic human rights.

Sheree Fitch wrote No Two Snowflakes in association with UNICEF.

Activities

Previewing

- Students will participate in the game: A Journey to a New Planet BLM 1.5.1 and use the Rights Cards BLM 1.5.2. This is a simulation game that helps students differentiate between wants and needs. It also introduces the idea that people's basic needs are considered rights. Complete each step before proceeding to the next.

Video Viewing - Kids Helping Kids, Trick or Treat for UNICEF Part 1

Post-viewing

- Students will discuss what human rights are. They will use Basic Human Rights BLM 1.5.3 and complete the questions Up for Discussion BLM 1.5.4. To complete question #11 teacher needs to have magazine pictures that represent basic human rights.
- Students will brainstorm for words about snow. The teacher will record each suggestion on a separate card.
- Students will sort the cards into related groups such as: types of snow, feel of snow, snow activities, clothes for playing in the snow, sounds of snow, etc.
- Read No Two Snowflakes written by Sheree Fitch, illustrated by Janet Wilson.
- Using the No Two Snowflakes Comparison Chart BLM 1.5.5 students will list things that are different and things are the same for all children around the world.
- In pairs, small groups, or as a whole class students will review the Basic Human Rights BLM 1.5.2 and discuss what responsibilities go along with each right. Discussion points can be recorded on Rights Review BLM 1.5.6.

Students record ideas of How To Make A Difference in their Ripple Effect Booklets. Suggestions could be: I can participate in the UNICEF Trick-or-Treat campaign; I can earn money by doing odd jobs and/or by bringing in any spare pennies for any agency.

Ripple Effect: Add to the On-Going Ripple Effect Bulletin Board




Students may participate in the UNICEF Trick or Treat campaign. Go to <http://www.unicef.ca> for more information.

If your school does not observe Halloween, the campaign could be made into a class project. Students could bring pennies from home for a certain time period. Once the pennies are collected the class can decide where to donate the money so they can make a difference somewhere in the world.

Money can be earned by, doing odd jobs and/or having the students bring in any spare pennies. Ask the students what they would like to do to collect funds for a project.

Assessment

Assessment can be done through observation. Use At A Glance Observation Sheet #2 BLM provided at the start of this unit.



Did you know that... (adapted from **Kids Helping Kids (UNICEF)**)

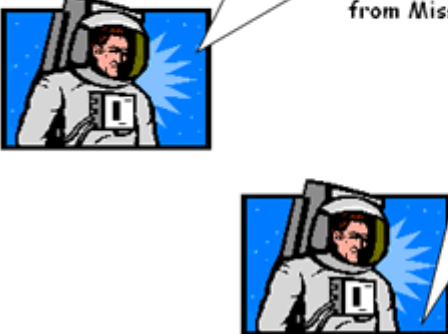
- 25¢ treats 1 child dehydrated from diarrhea
- \$2 immunizes 6 children from measles
- 50¢ saves 1 child from pneumonia
- \$25 immunizes 1 child from 6 killer diseases
- \$35 buys pencils, books, chalk, and chalkboard for a class of 30
- \$250 buys a well to provide safe drinking water
- \$400 buys 160 blankets for Day Care Centers

A Journey to a New Planet

(Adapted from UNICEF: for Journey to a New Planet game, go to www.unicef.ca Click on Global Schoolhouse, scroll down to Teaching for Children's Rights and click on Rights, Wants & Needs Card and Activity Kit.)

Step 1: Read this introduction: You have been chosen to live on a new planet. You will set up a new society there. Mission Control wants you to have things that you will NEED in order to live and grow. You and your partner will receive a set of 20 cards in an envelope showing items that you may bring.

Step 2: Read your message from Mission Control:



This is your captain speaking. Due to unforeseen circumstances and limited space on the spaceship we will need to lighten our load. Therefore you must eliminate 6 of your items. Choose carefully. Discard only what you can absolutely do without into your envelope.

Step 3: (Minutes later) You have another message from Mission Control to read.

This is your captain speaking. I have just been informed that we have unexpected aliens joining us for our trip to the new planet. Therefore we will need to further lighten our load. Please eliminate 4 more items. Place them into the envelope. REMEMBER, take only what you think is most essential.

Step 4: Look at the cards that you kept - why did you keep them?
Are the cards you kept - Needs or Wants?

Source: http://www.globaltrek.ca/units_grade3.htm#2