



LEARNING  
UNIT  
8  
HUMAN RIGHTS



## 8

## LESSON

Activity 1: Group Discussion**KEY WORDS:**

- Human Rights
- Alienation
- Empathy
- Dignity
- Freedom

**DURATION:**

- 1 hour

**OBJECTIVES:**

- Comprehension of concepts such as, “discrimination”, human dignity, equality, empathy, justice.
- Meaningful discussions in pairs, small groups, or the whole class. They can be structured in a variety of effective ways. Some topics are appropriate to a formal debate, panel or dividing participants into small group discussion while the rest can listen and make remarks or ask questions. Topics may also be discussed in talking circles.

**MATERIALS:**

- Board or Flip Chart
- Pencils/Pens
- A facilitator or mediator

## DESCRIPTION:

This section offers activities intended for strengthening human rights education of participants who want to foster human rights awareness covering a number of basic areas. The fact that the Universal Declaration of Human Rights has virtually a global validity and applicability is key when understanding the importance about human rights. However, sometimes controversial and sensitive subjects may arise when participants begin to examine human rights.

The techniques suggested for the following activities illustrate how participants can engage with empathy and moral imagination, challenge their assumptions and integrate concepts like human dignity, equality and justice into their everyday experience of people, power and responsibility.

### Preparation task:

1. Have the students brainstorm together alongside the unit material and come up with the definitions for the learner's glossary.

Brainstorming and opening-up activity:

2. Case study for discussion. (Worksheets for students)

Instructions: Break-up learners into smaller groups and have them read the following text on child marriage to then discuss the different aspects of topic. Guide their discussion by using the questions available in the worksheet 2. Afterwards, brainstorm possible definitions of the concepts presented in the learner's glossary and have them compare their definitions with other groups. At the end, the instructor can provide the definitions available in the trainer's guide.

### Case: Child Marriage

*The United Nations Children's Fund (UNICEF) defines "Child Marriage" as the marriage of a boy or a girl before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married. Child marriage affects millions of children around the world and this practice is significantly more common among girls than boys.<sup>1</sup>*

Things to take into consideration:

Child marriage often comprises a girl's development by resulting in early pregnancy and social isolation, since many young girls are pressured into giving birth briefly after marriage. Interrupting schooling and limiting opportunities for advancement also greatly impact young girls. Marriage may similarly place boys in an adult role for which they are unprepared and may place economic pressures on them and also curtail their opportunities for further education and career advancement.

Child marriage violates a number of interconnected rights, including, the right to equality on the grounds of sex and age, the right to marry and found a family, the right to life, the right to the highest attainable standard of health, the right to education and development and the right to be free from slavery, and others.

Answer the questions with your group, after reading and discussing the above-mentioned text.

<sup>1</sup> Child Marriage, UNICEF. Available from: <https://data.unicef.org/topic/child-protection/child-marriage/>

### Learners Glossary:

Define the following concepts within your groups and then share and compare with the other groups.

#### Freedom

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#### Discrimination

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#### Empathy

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## Worksheet 1:

### Case Study for Discussion

The United Nations Children’s Fund (UNICEF) defines “Child Marriage” as the marriage of a boy or a girl before the age of 18.

Refer to the following case study for discussion and use the following questions for guidance.

The United Nations Children’s Fund (UNICEF) defines “Child Marriage” as the marriage of a boy or a girl before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married. Child marriage affects millions of children around the world and this practice is significantly more common among girls than boys.

Things to take into consideration:

Child marriage often comprises a girl’s development by resulting in early pregnancy and social isolation, since many young girls are pressured into giving birth briefly after marriage. Interrupting schooling and limiting opportunities for advancement also greatly impact young girls. Marriage may similarly place boys in an adult role for which they are unprepared and may place economic pressures on them and also curtail their opportunities for further education and career advancement.

Child marriage violates a number of interconnected rights, including, the right to equality on the grounds of sex and age, the right to marry and found a family, the right to life, the right to the highest attainable standard of health, the right to education and development and the right to be free from slavery, and others



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## Worksheet 2:

### Reflections:

Reflect on the case study and try to answer the following questions:

What are your thoughts on child marriage?

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How are their human rights affected?

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From what age do you think people should be allowed to marry and why?

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Can children consent to marriage?

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Do you think child marriage affects boy and girls equally?

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Does it make a difference if both people getting married are the same age or if one is older than the other?

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# 8

## LESSON

### Activity 2: Brainstorming, discussion and roleplay

#### KEY WORDS:

- Human Rights
- Equality
- Empathy
- Dignity
- Freedom

#### DURATION:

- 1 hour



#### OBJECTIVES:

- A role-play is a simulation of a story played-out before the group or class. It is largely improvised and may be done as a fictional situation, making up a dialogue where the key characters interactions develop the story. Role-plays have value for sensitizing participants to the feelings and perspectives of other groups and to show the importance of certain issues. Allowing enough time for discussion after the simulation can give participants the opportunity to express themselves and their feelings, opinions and feedback. Encouraging them to put themselves in the character's shoes and discuss what they would have done in that situation, or what they would have done differently, or perhaps how they think the key characters were feeling can give participants the opportunity to step back and analyse the situation deeper.

#### MATERIALS:

- Board or Flip Chart
- Pencils/Pens
- A facilitator or mediator

**DESCRIPTION:****Self- Reflection and Explorations Activity.**

This activity leads participants to gain a deeper understanding of concepts by exploring and defining what it means to be human and to relate human rights to human needs.

What does it mean to be human?

Divide participants into smaller groups of 5 or 6 people. Ask two participants from each group to stand, preferably a man and a woman, and encourage other participants to brainstorm and reflect, what does it mean to be human. During the exercise, let us pretend that each participant is from a different place around the world, think about the possible differences they may face as humans from different parts of the world. Take a few minutes to answer the following questions as a group.

Do you think the meaning of human changes in different contexts? Is being human different in different places and/or cultures?

Is being human different for men and women?

**Brainstorming:**

**Part A:** What qualities define a human being?

Can any of our “essential” human qualities be taken from us?

What do you think is needed in order to protect, enhance and fully develop these qualities of a human being?

What is dignity? What do people need to live in dignity? Are all human beings essentially equal?

Read the following abstract from the Universal Declaration of Human Rights, in it the UDHR sets the standards of how people should behave towards one another so that everyone’s dignity is respected.

Preamble of the UDHR:

... recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of the freedom, justice and peace in the world.

Article 1 of the UDHR:

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Part B:**

### Preparation Activity

Reflect with your groups and write down your thoughts on the following questions.

What is a right?

What is the meaning of “right” when we speak of human rights?

Brainstorm a definition of human rights and write it down on the board. Come up with a definition that everyone in your group can agree on.

Write on the board this definition of human rights and compare with the groups’ answers:

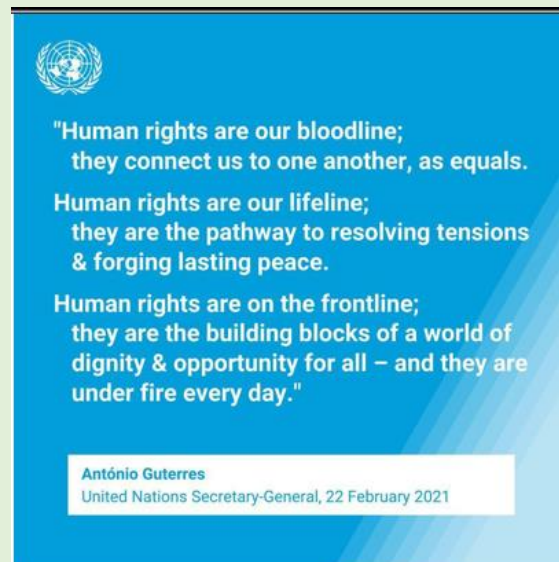
Human rights are rights inherent to all people simply for being human beings regardless of their sex, race, color, language, national origin, age, class, religion, or political beliefs. They are universal, inalienable, indivisible, and interdependent. They range from the most fundamental, like the right to life- to those that make life worth living, such as the rights to food, education, work, health, and liberty.

Brainstorm and discuss:

What is meant by universality? By inalienable? By interdependent? What is a universal right?

Should human rights address only what human beings need to survive? When does life begin and when does life end?

When do human rights begin and end? (Worksheet for students)



### Part C:

### Role Play- Hitting Children is Part of my Religion

#### Case:

A group of headteachers, parents and teachers at four schools took a case to court claiming that this law was against their Christian religion, and therefore breached their human rights. They felt that parents should be allowed to decide whether or not their children could be hit by teachers as a punishment.

The parents and teachers argued that certain sections in the Bible say that it is important to discipline children by hitting them, so that they learn how to behave properly. 'He who spares the rod hates his son, but he who loves him is diligent to discipline him.' Proverbs 13:24

The other side of the argument is that the law against corporal punishment is there to protect the rights of children in schools.

Experts say that hitting children as a punishment causes distress, pain and other harmful effects. The American Psychological Association (APA) claims that corporal punishment is 'violent and unnecessary, may lower self-esteem, and is liable to instil hostility and rage without reducing the undesired behaviour'. The APA also states that corporal punishment is likely to train children to use physical violence.

### **TASK:**

Read the text together as a group. Refer to the Human Rights Act and make a note of which human rights are relevant in this case. Think about the rights of the children and their parents. Decide who is going to play the following roles in the courtroom and write the script for your presentation.

### **NARRATOR:**

You introduce the case to the class, explaining clearly what it is about and what human rights are involved.

### **THE PROSECUTION LAWYERS:**

You are speaking on behalf of the parents and teachers who think that they should be allowed to hit children in school. You must persuade the rest of the class that you are right and justify your opinion.

### **THE DEFENCE LAWYERS:**

You are speaking on behalf of the government. You are arguing that the law is right to prevent teachers from hitting children in schools. You must persuade the rest of the class that you are right and justify your opinion. Which side will be the most persuasive?

**Part D:****Conclusion Activity**

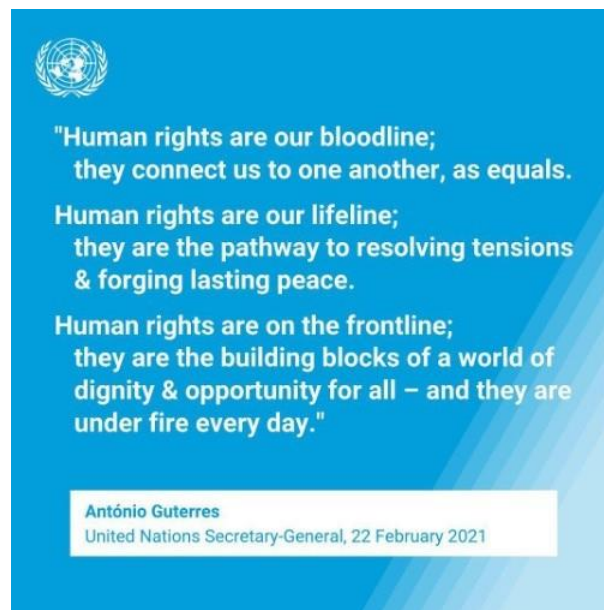
Discuss with your groups and then share with other groups.

What is the relationship between human dignity, human rights, and the concept of human treatment? Do these concepts complement or contradict each other?

## Worksheet 1:

Questions to help you brainstorm:

- What is meant by universality? By inalienable? By interdependent?
- What is a universal right?
- Should human rights address only what human beings need to survive?
- When does life begin and when does life end? When do human rights begin and end?



## Self-assessment

| Exceeds   | Proficient | Developing | Novice   |
|---|------------|------------|----------|
| I understand the use of the word 'rights' in this context |            |            |          |
| <b>4</b>  | <b>3</b>   | <b>2</b>   | <b>1</b> |
| I can engage in discussion about human rights             |            |            |          |
| <b>4</b>  | <b>3</b>   | <b>2</b>   | <b>1</b> |
| I can think reflectively about different situations       |            |            |          |
| <b>4</b>  | <b>3</b>   | <b>2</b>   | <b>1</b> |





# 8

## LESSON

### Activity 3: Group research, brainstorming and discussion. Human Rights Around the World

#### KEY WORDS:

- Human Rights
- Equality
- Empathy
- Dignity
- Freedom

#### DURATION:

- 1 hour
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#### OBJECTIVES:

- Group research activities create more opportunities for critical thinking and allows participants to gain knowledge by themselves and from each other.
- To provide the participants a space to compare ideas and responses.

#### MATERIALS:

- Board or Flip Chart
- Computer with access to internet
- Pencils/Pens
- A facilitator or mediator

## DESCRIPTION:

Human rights around the world and at home.

This activity leads participants to research and refine their understanding of the importance of human rights and how people may be affected around the world and at home when human rights are not respected.

Break up into small groups.

Pick 3 or 4 of the statements below and find out which human rights are being violated and in which way. Share your findings with other groups. Discuss selected statements that you find especially interesting or important. Afterwards, work with your group to define the learner's glossary and share the answers with other groups. (Using the Worksheets)

Part A: Human rights issues around the world:

1. A Brazilian child is denied attending school because the family cannot afford to pay for school supplies.
2. A criminal in Peru is held in jail for months without being charged by any crime.
3. A journalist in Belorussia is sent to jail for writing a news article that may criticize the government's actions and policies to tackle COVID19.
4. The Chinese government punishes a couple for having a second child.
5. A person in Venezuela is sent to jail for being part of a protest the current president.
6. Garment workers in India are forced to work long hours in poor conditions and must wait months to be paid.
7. People fleeing violence in El Salvador are denied refuge in the United States.
8. Women in Afghanistan are not allowed to attend school.
9. Native Americans are forced to attend boarding schools and are forbidden to speak their tribal languages.
10. A woman in Iran is beaten for not covering her face in public, an illegal act.

Human Rights issues in Europe:

1. Workers in Poland demand the right to form a union.
2. A terrorist from Ireland bombs a restaurant in England.
3. The Turkish government burns down villages of Kurds, an ethnic minority in southeast turkey.
4. The city council in Pristina, Kosovo, removes books from the library that it considers unpatriotic.
5. Intelligence agencies in Germany practice surveillance over its population based on overly

broad and vague provisions.

6. In France, authorities disproportionately restrict people to assembly.

7. In Italy, social housing for Roma remains disproportionately low compared to other minorities.

#### Part B: Identify human rights issues in your community

Discuss the following questions with your group and then share your answers with others.

Generate a similar list of 5 statements of human rights issues or abuses that may affect your country or community.

Why are the statements above meaningful?

Are there individuals or groups working to promote and defend the human rights of people in your community?

## Worksheet 1:

### Human Rights around the World

Pick 3 or 4 of the statements below and find out which human rights are being violated and in which way. Share your findings with other groups. Discuss selected statements that you find especially interesting or important.

- A Brazilian child is denied attending school because the family cannot afford to pay for school supplies.
- A criminal in Peru is held in jail for months without being charged by any crime.
- A journalist in Belorussia is sent to jail for writing a news article that may criticize the government's actions and policies to tackle COVID19.
- The Chinese government punishes a couple for having a second child.
- A person in Venezuela is sent to jail for being part of a protest the current president.
- Garment workers in India are forced to work long hours in poor conditions and must wait months to be paid.
- People fleeing violence in El Salvador are denied refuge in the United States.
- Women in Afghanistan are not allowed to attend school. Native Americans are forced to attend boarding schools and are forbidden to speak their tribal languages
- A woman in Iran is beaten for not covering her face in public, an illegal act.

## Worksheet 2:

### Human Rights Issues in Europe

Pick 3 or 4 of the statements below and find out which human rights are being violated and in which way. Share your findings with other groups. Discuss selected statements that you find especially interesting or important.

- Workers in Poland demand the right to form a union.
- A terrorist from Ireland bombs a restaurant in England.
- The Turkish government burns down villages of Kurds, an ethnic minority in southeast turkey.
- The city council in Pristina, Kosovo, removes books from the library that it considers unpatriotic.
- Intelligence agencies in Germany practice surveillance over its population based on overly broad and vague provisions.
- In France, authorities disproportionately restrict people to assembly.
- In Italy, social housing for Roma remains disproportionately low compared to other minorities.

### Worksheet 3:

#### Human Rights Issues in Your Community

Identify human rights issues in your community. Discuss with your group and then share your answers with others. Generate a similar list of 5 statements of human rights issues or abuses that may affect your country or community.

## Learners Glossary:

### Learner's Glossary

policies: \_\_\_\_\_

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community: \_\_\_\_\_

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## Self-assessment

| Exceeds   | Proficient | Developing | Novice   |
|---|------------|------------|----------|
| I understand what human rights are                              |            |            |          |
| <b>4</b>  | <b>3</b>   | <b>2</b>   | <b>1</b> |
| I can discuss and participate in topics related to human rights |            |            |          |
| <b>4</b>  | <b>3</b>   | <b>2</b>   | <b>1</b> |
| I can identify issues related to human rights                   |            |            |          |
| <b>4</b>  | <b>3</b>   | <b>2</b>   | <b>1</b> |

## TEACHER'S GUIDE

This section offers activities intended for the strengthening of human rights education of participants who want to foster human rights awareness covering a number of basic areas. It offers practical advice, including suggestions for developing learning activities. It is not meant to place an extra burden on an already overloaded curriculum but rather to assist in infusing human rights issues into the topics already learned throughout this guide.

The fact that the Universal Declaration of Human Rights has virtually a global validity and applicability is key when understanding the importance about human rights. However, sometimes controversial and sensitive subjects may arise when participants begin to examine human rights. Teachers or facilitators must try to be understanding and need to remain constantly alert to student's discomfort. In some cases, participants may face certain conflict towards human rights education on the ground that it imposes non-native principals that may seem contradicting and threaten local values and customs. It is important to acknowledge that human rights necessarily involve conflicts of values and that participants will benefit from understanding these conflicts and seeking to resolve them.

The techniques suggested for the following activities illustrate how participants can engage with empathy and moral imagination, challenge their assumptions and integrate concepts like human dignity, equality and justice into their everyday experience of people, power and responsibility.

### Activity 1.

Child marriage- Text

Possible questions to ask learners.

Does child marriage exist in your/our culture? Did child marriage exist in the past?

Why do you think child marriage happens?

### Glossary 1:

Freedom.- The power or right to act, speak and think as one wants.

Discrimination.- The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, gender, or disability.

Empathy.- The ability to understand and share the feelings of another.

### Glossary 2

Policies.- Principles to guide decisions

Community.- A community is a social unit with commonality such as norms, religion, values, customs, or identity. Communities may share a sense of place situated in a given geographical area or in virtual space through communication platforms.