LESSON 1
UNDERSTANDING HUMAN RIGHTS

This lesson introduces students to human rights using images, a hands-on activity and a short film. It can be taught as a stand-alone lesson or to introduce a series of cross-curricular lessons on human rights.

LEARNING OBJECTIVES
- To know about the history of human rights
- To understand some of the principles behind human rights
- To identify human rights and human rights abuses

STARTER
15 MINS

This activity uses shocking images from the Holocaust. Introduce human rights using images to encourage students to develop their own ideas about the principles behind human rights.

- Show the students images of the Holocaust – slides 2-4 (these can also be given as handouts). Ask the class what has been taken away from the people shown in the pictures.
- Show slide 5. In pairs or small groups, students brainstorm the question 'What is a "human right"?' Each group then writes the three words they think sum up their ideas.
- Make a class list of these words.

MAIN
15 MINS

Introduce students to the Universal Declaration of Human Rights and compare the ideas behind it with the students' ideas in the last activity.

- Explain that after the Holocaust the world's leaders came together to work out how to stop future atrocities, and did exactly what the class has just done. The eventual document drawn up in 1948 is called the Universal Declaration of Human Rights (UDHR). It sets out all the rights they thought every human should have. There is more information about it on slide 6.
- Explain to students that they are going to look at the introduction to the UDHR. Give out Worksheet 1: *Preamble to the Universal Declaration of Human Rights – abridged and simplified* and ask students in pairs to read the document and highlight the three words that they think are the most important.
- Feed back these words to the class and compare them with the class list made in the starter activity. How similar were the ideas of the class with those of the leaders of the world in 1948?

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DEVELOPMENT
20 MINS

Consider the rights contained in the UDHR using a hands-on activity to stimulate class discussion.

- In groups of four, students pick a card from an envelope and keep it secret from the other groups (prepare this using cards from Resource 1: *Human Rights Articles*). Each card holds a human right from the UDHR.
- Ask the class to imagine that they have been asked by the United Nations to create a two-minute advertisement for young people illustrating the importance of the right they have picked. Using mime, narration, drama and illustrations, students may show a right being denied or enjoyed in their advertisement.
- After students have prepared their advertisement, hand each group a copy of Resource sheet 2: *Universal Declaration of Human Rights – summary version* and sheets of blank paper.
- Each group presents their advertisement to the class. When other groups have guessed the article being shown, they write the number of the article on their sheet of paper and hold it up. Discuss why each right is an important right to protect and ask students if they can think of any examples where it is denied.

PLENARY
10 MINS

Students consider the implications of the UDHR for themselves and for other people in the world today.

- Watch *You Are Powerful* but do not tell the students the title of the film.
- Ask students to make a note of the human rights articles that are shown being violated during the film. Discuss what they have written.
- Ask the students to guess the title of the film. Do they think Amnesty has chosen a good title? Does knowing about human rights make the class feel more powerful?