



# Human Rights Articles 26–30

## Lesson VIII: Teacher's Guide

### Purpose:

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To help students learn Articles 26–30 of the Universal Declaration of Human Rights and to understand what they can do to help others enjoy these rights.

### Materials:

- *What Are Human Rights?* booklet
- “30 Rights, 30 Ads” public service announcements DVD

### Handouts:

- Things Anyone Can Do for Human Rights (in the “Things Anyone Can Do” section on page 141)

### Time:

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|--|----------------|
| 1. Attention-getter  | 5 min.         |
| 2. Define key words, learn Rights 26–30<br>and show PSA for each | 30 min.        |
| 3. Essay   | 20 min.        |
| <b>Total time:</b>   | <b>55 min.</b> |

### Teacher preparation:

- Read Human Rights Articles 26–30 in *What Are Human Rights?* and the unabridged version in the back. When reading the unabridged version, use a good dictionary to define any words you are uncertain about.



- Reproduce the handout, “Things Anyone Can Do for Human Rights,” which can be found on page 141 in its own section of the same name.

**Tips:**

- At this point, the students should be eager to write an essay and look forward to doing something for human rights. If any student is not, then the teacher should consult with the student individually, as there may be something the student does not understand and needs help with.
- Accept even the simplest action for the “What I Will Do” essay (in the Lesson Plan). Just talking to another person about human rights is a step forward.
- Suggest that the students form a Youth for Human Rights Club and work together for human rights. Club projects can include items from “Things Anyone Can Do for Human Rights” or projects of the students’ invention. Or students can make a game of showing UNITED to as many people as possible to raise awareness of human rights. They can teach the UNITED song or the Universal Declaration of Human Rights and open discussions that result in efforts to improve human rights. When they form a club, notify Youth for Human Rights International so the club can receive adequate support and materials for its activities.



# Human Rights Articles 26-30

## Lesson VIII: Lesson Plan

Present each part of the Lesson Plan in the following order:

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### Attention-getter (5 min.):

Use this exercise to attract interest and involve the students in the lesson that follows.

Show the students a map of Madagascar and Africa. Then read the following story: (Ref: [un.org/works](http://un.org/works))

**Lolona of Madagascar:** Lolona didn't know how to read and write until she was 30 years old. She couldn't write to her relatives or read their letters. The fishing business she owned with her husband was losing money because she did not know mathematics and could not manage her household money or the business.

Then the United Nations and a group called Malagasy Mahomby joined together to bring schooling to Lolona and other villagers in her area.

Lolona wasn't able to go to her new school every day as she wanted to, because twice a week she walked 2½ hours to Fianarantsoa, a city far from her home village of Maroharona. In Fianarantsoa, Lolona sold her fish and then walked 2½ hours home in the evening. Nevertheless, she worked hard to finish her adult school program. It took her about two months and at the end she said, "My life has completely changed."

Now she enjoys reading and writing letters to her family. Her business is doing much better and so are the seventy friends and neighbors in her village who studied the same program with her. The whole village has been changed.

In Madagascar four out of ten children do not make it to the 5th grade. The others either do not go to school at all or drop out before they turn eleven. Many leave after learning to read and write their names, because their parents think they are



now adequately educated. Once their children can read and write their names, the parents want them to work so everyone in the family can eat.

More than 990 million people in the world cannot read. To give something to compare this to, the population of Greece is about 11 million, Switzerland about 7 million, the United States 300 million and Korea 48 million. Therefore 990 million is more than the combined population of many countries. It is a shocking number of people.

Many people in struggling areas (places where people are trying very hard to survive or overcome difficulties) feel it is useless for girls to be educated: Lolona's inability to read was common among the girls in her village. Now Lolona's husband, Rakotazafy Emmanuel, says, "I'm very proud to have a wife that is literate (able to read and write)." They now have a baby girl and Rakotazafy declares, "Women must be educated. It is important for them and their children. All of our children will go to school, no matter what their gender (whether they are male or female)."

#### ■ End of Story

#### Discussion:

Sometimes an interesting discussion starts with something as simple as, "What do you think of that?" Pose this question and call on a few students as time and student interest permit.

#### Human Right 26 (6 min.)--Vocabulary:

**Education:** the acquiring of knowledge and ability, usually through teaching and learning, especially at a school or similar place. Example: *Education* is most valuable when we do something with our learning.

**Primary school:** in a number of countries, this means the most basic education from kindergarten through 6th grade. The usual ages would be five years old to eleven or twelve. Example: In *primary school* we learned to read, write and calculate.

#### Read aloud:

Human Right 26 in *What Are Human Rights?* Be sure to fully explain what this right means. Check student understanding.

#### Discussion:

Why is it part of this human right that parents can choose what we learn?



Can you also learn things *you* want to learn?

What do you want to learn? (Do not allow students to say what they do not want to learn. Keep it positive.)

### Show:

Show Human Right 26 from “30 Rights, 30 Ads” public service announcements.

### Human Right 27 (6 min.)—Vocabulary:

**culture:** art, music, literature (the valuable, creative written works of a society), ideas, scientific progress and other creations of a people or people in general. Example: I enjoy *culture* when I can listen to music with my friends.

**copyright:** the legal right to be the only one to make copies of a piece of writing, art, photograph, music or other artistic creation. If you created it, it’s yours, unless you give permission for someone else to copy it. Example: A *copyright* will protect you from people who copy your song and sell it to make themselves money.

**pirate:** to use or reproduce somebody else’s work without their permission in order to make money (illegally). Example: He was caught *pirating* a CD.

### Read aloud:

Human Right 27 in *What Are Human Rights?* Be sure to fully explain what this right means. Ask questions to check student understanding.

### Demonstration:

Have the students open a book and find the copyright symbol. It is usually on one of the beginning pages, with information about the publisher.

### Discussion:

Is it fair to take someone’s creation and make money from it for yourself? Why or why not?

Is it fair to use someone’s creation without paying or asking permission?

What if someone offers you a copy of someone else’s work (like a music CD) and you know they didn’t pay for it, but they’re offering it at a very low price. Is he or she a thief? (Answer should be YES.) What do you do?



Why do you think they call these illegal copies “pirated copies”? What did pirates do? (They stole other people’s treasures.)

**Show:**

Show Human Right 27 from “30 Rights, 30 Ads” public service announcements.

**Human Right 28 (5 min.)—Vocabulary:**

**fair:** honest, according to what is right, following the rules; not based on prejudice or meanness. Example: It is *fair* that she can attend school, just like her brother.

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**free:** able to do, act or think as one pleases; not under the unwanted control of another. Example: We are *free* when we can make choices about our jobs, our education, care of our bodies and which religion we believe in or choose not to believe in.

**order:** a peaceful condition in which people obey the rules and respect one another. Example: When there is *order* in our city, we can walk around without worry.

**Read aloud:**

Human Right 28 in *What Are Human Rights?* Be sure to fully explain what this right means. Ask questions to check student understanding.

**Show:**

Show Human Right 28 from “30 Rights, 30 Ads” public service announcements.

**Human Right 29 (10 min.)—Vocabulary:**

**responsibility:** being willing to take charge of something, to make something happen; to recognize being the cause of something and continue to take care of it. Example: He took *responsibility* for educating others on human rights.

**duty:** a moral or legal obligation; a responsibility. Example: I have a *duty* to help my mother and father.

**Read aloud:**

Human Right 29 in *What Are Human Rights?* Be sure to fully explain what this right means. Ask questions to check student understanding.

**Discussion:**

Hand out copies of “Things Anyone Can Do for Human Rights.” Ask, “How can you protect someone else’s rights and freedoms?” Make sure the students give realistic examples. If the examples are set in the remote future or “when I’m president of the world...,” simply acknowledge the answer and ask for examples of what they can do *now*. List all answers on the board. Encourage students to write down new ideas on their handouts.

**Show:**

Show Human Right 29 from “30 Rights, 30 Ads” public service announcements.

**Human Right 30 (3 min.)—Read aloud:**

Human Right 30 in *What Are Human Rights?* If your students will easily understand this one, simply read it. Usually no explanation is necessary.

**Show:**

Show Human Right 30 from “30 Rights, 30 Ads” public service announcements.

**Essay (20 min.):**

“What I Will Do: Improving Human Rights for Myself and Others.” The essay should include (1) the importance of human rights, (2) what specific actions the student will do to improve human rights conditions for any part of life (family, school, play yard, neighborhood, club, his country, the world, etc.), (3) who will be helped by the student and (4) what result he expects.

**Note:** Let students know the plan for the next lesson. It will help them form ideas ahead of time.

**Student challenge (optional):**

Have the students learn Rights 26–30 from *What Are Human Rights?* by heart. Students should be able to recite them to another student or to the teacher.

You might want to offer the students who take up these challenges extra points, a special privilege, sticker or treat that they would appreciate.

**■ End of Lesson**



# Things Anyone Can Do for Human Rights

1. Show someone UNITED (on the DVD). Talk about it. Ask who they want to show it to. Tell them about Youth for Human Rights' website so they can learn more: [youthforhumanrights.org](http://youthforhumanrights.org)
2. Give someone the booklet, *What Are Human Rights?* Ask them to read it.
3. Get a copy of the "30 Rights, 30 Ads" public service announcements and show at least three of them to family, friends and as many people as possible.
4. Write letters to the leaders of your city and country stating that you would like to see the Universal Declaration of Human Rights go into full use. Ask what they intend to do to make this happen and how you and your friends can help.
5. Teach someone about their 30 human rights in the United Nations Universal Declaration of Human Rights.
6. Volunteer some time to support your local library, reading center or school newspaper and help bring greater knowledge to others.
7. Find and read a storybook about a humanitarian to a younger person. Talk about the human rights violation in the story and how it was solved.
8. Take care of your environment so that you and others can enjoy good health, as well as leisure outdoors. For example, plant a tree or pick up trash.
9. Give your help at a food bank or homeless shelter. You could, for instance, start a food drive at school or in your neighborhood.
10. Start a Youth for Human Rights Club to teach human rights to others and do human rights projects with friends.





## THINGS ANYONE CAN DO FOR HUMAN RIGHTS

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11. If you see someone being teased over what he is saying, speak up for his right to share his opinions.
12. When someone else has something you would like to use, ask if they are willing to share and offer them something that you are willing to share in return. If they do not want to share, respect their right to own and control their own things.
13. Make a drawing, skit, song, video, poem or essay about one of the 30 human rights or the subject of human rights in general and share it with others.
14. Speak up if someone says damaging things to make another person look bad. Ask him to communicate directly to the person involved so that any misunderstandings, untruths or valid complaints can be remedied.
15. Know your rights by heart and don't let anyone take them away. Tell others about their human rights. Talk about human rights with your friends. Show them some websites with information about human rights.
16. Make an appointment with a leader in your community and show them UNITED and then 3–5 of the visual stories (public service announcements). Usually the best PSAs to show someone are 1–3 and 29 in addition to any that are of particular interest. Ask the leader's help to show the PSAs to as many people as possible.
17. If you are old enough to vote, be sure to do so. Encourage others to vote and to take part in public affairs.
18. Let people know how you feel about mistreatment of others in your community, your country or the world. For example, you can speak out at community events or public meetings, write letters for publication in your local newspaper or send letters to your elected representatives according to the laws in your country.
19. If you see or know of someone who has downloaded music from the Internet without paying for it and violated copyright laws, speak up and let them know they are in violation of the law and also violating the rights of others and their artistic creations.
20. Support human rights organizations or groups that work to safeguard one or more of the 30 human rights.
21. Do at least one of the above and encourage your friends and family to do the same.