



“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

Eleanor Roosevelt

Human Rights and the Global Goals -

The power to promote and defend human rights is in all of us.

Discover it!

Subject

Social Studies, Geography, Citizenship, History

Learning Outcomes

- Learners know their rights, are able to claim human rights, including child rights, and know that this contributes to the Global Goals
- Learners are able to see the link between human rights, including child rights, and the Global Goals

Preparation

- Ensure that you have all the handouts required for the class printed and ready with you.
- Read through the lesson plan and the tips thoroughly

Materials

- Print the “Bingo Sheet” (Handout 1) for each Student
- Print Handout 2, 3 and 4
- Art supplies
- Large sheets of paper

75
mins

10-15
years



Note For Teachers

Before introducing the next activity please read the following information about human rights carefully.

Information on Human Rights

Human rights are the fundamental rights and freedoms that belong to every single one of us, just because we are born as human beings – whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status.

They are based on the conviction that human rights are those entitlements without which we cannot live in dignity as human beings. They are minimum standards empowering us to shape our lives accordingly, guaranteeing, in particular, the equality of all people, integrity of the person, privacy, personal freedoms and fulfilment of basic existential and social needs.

Human rights define how we can live together peacefully, while safeguarding the rights and freedoms of each individual. They are considered as prerequisites for sustainable peace, development and security.

Human rights are interdependent, indivisible and interrelated – this means that if ONE human right is not guaranteed, a series of other human rights won't be, either.

Despite this comprehensive concept of human rights it does not mean that our rights are equally guaranteed worldwide. This is where the protection of human rights comes into play, through international instruments and mechanisms, obligations of states to respect, protect and fulfil human rights, and the countless contributions of civil society to fight for a better world.

Information on the Universal Declaration of Human Rights

While the roots of human rights are very old, it was only after World War II that the protection of human rights emerged prominently as a challenge that states committed to address at the international level. The first key document in this regard is the Universal Declaration of Human Rights, adopted by the UN General Assembly in 1948: “All human beings are born free and equal in dignity and rights.” In its thirty articles, the Declaration includes civil and political rights – such as the rights to life and liberty, the right to freedom of expression, the right to a fair trial or the prohibition of slavery and torture – as well as economic, social and cultural rights – such as the right to work, the right to health or the right to an adequate standard of living (housing, water, food, clothing).

As indicated in its title, the Universal Declaration of Human Rights is only a DECLARATION – and as such a non-legally binding instrument, a political commitment by states to abide by these rights. Over the decades, however, it has become so widely accepted that most of the rights enshrined therein are now considered to create binding obligations on states (the technical term for this is “customary international law”).

Following the Universal Declaration of Human Rights, states have adopted a number of international treaties and other agreements protecting human rights over the course of the last decades – globally in the framework of the United Nations, regionally in Africa (Organization of African Unity/African Union), the Americas (Organization of American States), Asia (e.g. Association of South-East Asian Nations) and Europe (Council of Europe, European Union). Many of these documents create binding standards for all states who have signed and ratified them – standards which are monitored by international protection mechanisms and which represent an important point of reference for holding states accountable when it comes to their human rights records.

The United Nations Convention on the Rights of the Child is of particular interest when discussing human rights with children. It is the most comprehensive and widely ratified international human rights treaty, containing the full range of civil, cultural, economic, political and social rights. It applies to all children up to the age of 18, draws heavily on the UDHR, and is legally binding on all countries in the world except one (the USA is the only country not to have ratified the Convention).

Individuals and groups who benefit from human rights treaties are called 'rights holders'. Those with an obligation to respect, promote and realize human rights are called 'duty bearers'.

Our human rights thus also create duties, primarily on the state whose territory we are living in – the state has to:

- respect our rights – that means to refrain from undue interference (e.g. police violence, torture, arbitrary executions or arrests, ...)
- protect our rights – that means to take measures to prevent abuse of our rights by others (e.g. against domestic violence, against environmental pollution by big companies, ...)
- fulfil our rights – that means to create the legal and institutional framework so our rights can be guaranteed (e.g. build schools and hospitals, adopt laws prohibiting crimes against life and property, ...).

These duties we can hold our states accountable to – using the human rights protection mechanisms at national, regional and international level for that end.

Online Courses



AMNESTY
INTERNATIONAL



- For more information on human rights, you can sign up for Amnesty International's free Basics course on Human Rights and Human Rights protection - <https://academy.amnesty.org>



unicef



- UNICEF has also developed a free, basic online training course specifically on children's rights which helps to explain, through videos, what human and child rights are, and how they differ from 'needs' - <https://bit.ly/childrightsmatter>

Fun Fact

Did you know that the UDHR is one of the most translated documents in the world? It has been translated in 500 languages! For more information check out <http://www.ohchr.org/EN/UDHR/Pages/UDHRIndex.aspx>

Step 1: Opening Exercise

5
mins

Human Rights BINGO¹

Before you start, ensure that each learner has a copy of Handout 1 (the Bingo sheet)

Explain to your class that they have 2 minutes to go around the classroom and find another person who can answer any of the questions that are on the Bingo sheet. In return, they need to answer one question from the other person's sheet. Each pupil should ensure that they have all the answers to the questions on the Bingo sheet. The pupil who completes this in the fastest time is declared the winner.

Tips for Teachers

Ensure that the pupil understands that they need to get the answers from others and not answer the questions themselves. The aim of this exercise is to encourage pupils to start thinking about human rights, increase their curiosity towards them and not necessarily to give correct final answers. You could also do this exercise again, post completion of the lesson to see if pupils are able to give more answers.

Step 2: Learning Activity

20
mins

Human Rights Tree²

During this activity pupils will work cooperatively to create an image that helps them define human rights.

Procedure

- (1) Divide pupils into small groups. Give each group a large chart paper and some art supplies.
- (2) Ask each group to draw a tree on their chart paper.
- (3) Give each group one copy of Handout 2 – the summary version of the Universal Declaration of Human Rights or you can also use the summary version of the UN Convention on the Rights of the Child. Read it out to the pupils and clarify anything that they do not understand.
- (4) Ask the groups to write on the tree (in the form of leaves, fruits, flowers, or branches) those human rights that they think all people need, to live in dignity and justice.
- (5) Ask them to also focus on the rights that they think they as children need to live well.
- (6) Remind them that a human rights tree needs roots to grow and flourish. Ask them to give the tree roots and label them with the things that they think make human rights flourish. For example, this could be education, a good healthcare system, police services to maintain law and order etc.
- (7) When the drawings are complete, ask each group to present its tree and explain its reasons for the items they have included.

¹ Adapted from <https://www.amnesty.org/en/documents/sec01/034/2013/en/>.

² Adapted from <https://www.amnesty.at/de/schulmaterial/>

Ensure that...

- Learners understand that human rights are for everyone and the fact the human rights are interdependent, indivisible and interrelated – this means that fulfilling one right helps to fulfil others and if ONE human right is not guaranteed, a series of other human rights won't be, either. Rights are also inalienable: this means you can't take them away. Having rights doesn't depend on you fulfilling responsibilities. Rights can't be used as a reward or a punishment.
- Learners are able to give some examples of human rights, including child rights, and how they relate to their lives.
- Learners relate to the Universal Declaration of Human Rights and the Convention on the Rights of the Child and realise that although the UDHR was created almost 70 years ago, it is still relevant and is still considered the universal document on human rights, giving rise to protections through a wide range of legally binding human rights instruments like the Convention on the Rights of the Child.

Differentiation and Alternatives

Going Further

- (1) Match the fruits, leaves and branches with articles of the Universal Declaration of Human Rights/ Convention on the Rights of the Child and write the number of the article next to each item.
- (2) Display these trees in the classroom or in public places.
- (3) Identify rights concerns that are of particular relevance to you and your community.

Note For Teachers



THE GLOBAL GOALS
For Sustainable Development

Learn more here : <http://www.globalgoals.org/#the-goals>

or take the Microsoft course for educators: <https://education.microsoft.com/courses-and-resources/courses/sdg>

This new 15-year plan of action was made very recently and we have only 14 more years to achieve it! It's an overarching plan of action – and campaigning for human rights is an important way to help achieve it... These Global Goals need to be led by student action. We need to tell them how they can make a difference by acting now.

Other Online Resources

For short online learning packages on defending human rights and human rights defenders, please refer to Amnesty International's <http://www.humanrightseducation.amnesty.org/>

Step 3: The Global Goals and Human Rights

Introducing the Goals

Introduce the Global Goals through this video <https://vimeo.com/138852758>
OR through Posters on the Global Goals (Handout 3)

Group Work

Ask the pupils to sit in the same groups as they were in for the previous lesson.

Give each group 1 Global Goal card to work with (for this lesson, we will focus on the following Goals: SDG 4, 5, 10 and 16. There can be more than 1 group working on the same Goal).

Using the tree (from the previous lesson plan), SDG cards (Handout 3), build a collage around the tree with examples on how human rights, including child rights (which they have already mentioned) and the Global Goals can help each other.

Tips for Teachers

Use handout 4 to explain each Goal to your pupils.

Use examples related to child rights for your pupils to understand this better. For example the connections between:

- Goal 4 Quality Education and UDHR Article 26 Right to Education (CRC Articles 28 and 29) ;
- Goal 5 Gender Equality and UDHR and CRC Article 2 Non-discrimination ;
- Goal 10 Reduced Inequalities and UDHR Article 1 Freedom and equality in dignity and rights (CRC Article 4 on implementing all the rights in the CRC);
- Goal 16 Peace and Justice and UDHR Article 28 - Right to an international order where all these rights can be fully realized (CRC Articles 19, 33, 34, 35, 36, 37, 38, 39 and 40 on eliminating all forms of violence, and children's rights in the justice system).

A tool mapping the Convention on the Rights of the Child to the SDGs is available here:

https://www.unicef.org/agenda2030/files/SDG-CRC_mapping_FINAL.pdf [This tool works best if it is downloaded].

A similar tool for mapping human rights is available at <http://sdg.humanrights.dk/>

Ensure that...

- Learners are able to give examples of how human rights, including child rights, relate to the Global Goals.
- Learners are able to recognise instances from their lives or examples from the world around them on the need for the Global Goals.

Step 4: Take Action!

10
mins

What can I do!

Quick brainstorming activity to be taken forward in other spaces. Some ideas mentioned in the table below.



Take Action for the Global Goals

As an educator

you have the power to channel students' positive energies

and help them believe that they are not powerless,

that change is possible, and that they can drive it.



Taking Action – Right Now

- Wear a sticker with a human or child rights message
- Put up a poster
- Oppose discriminating jokes and opinions of others you meet in your school or neighbourhood
- Discuss with friends and try to change their discriminatory behaviour
- Write a letter to your local media or your local government on a human rights or child rights issue that you think they should focus on. Start a petition in your local neighbourhood on this issue and get as many signatures as possible!

Taking Action – Deeper Engagement

Want to do more?

- Keep a journal on how you stand up for human and child rights and share it with your class!
- Organize an exhibition in your school on your chosen human rights topic or organize a human rights concert with a local school band, a human rights film festival; sports events - such as a human rights relay; photography, poetry, poster design contest; street theatre, or a flash mob
- Participate in Amnesty's Massive Open Online Course - <https://www.edx.org/school/amnesty-internationalx>
- Visit the "Take Action" page on our website: www.globalgoals.org/worldslargestlesson and find organisations, resources and lesson packs to help you get started.

Ask students to share what they have learned about human rights, including child rights and Global Goals with The World's Largest Lesson on social media. Share the pictures of their human rights trees using the following Hashtags:

#WorldsLargestLesson

#AmnestyHRE **#ChildRightsMatter**

Tag the World's Largest Lesson



@TheWorldsLargestLesson



@TheWorldsLesson



@theworldslesson

Handouts

Handout 1 - Human Rights BINGO

| | |
|---------------------------------------------------------------|-----------------------------------------------------|
| A country in which human rights are abused. | A document, which lists human rights. |
| An organization, which promotes, or fights for, human rights. | A film which talks about human rights issues. |
| Who can abuse human rights? | Name one child right |
| An example of a human right. | A global document that talks about child rights |
| A person most credited for defending/promoting human rights. | Three rights every young person should have. |
| When was the Universal Declaration of Human Rights adopted? | A song that makes you think of a human rights issue |

Handout 2 - Summary of the Universal Declaration of Human Rights³

Article 1 - Freedom and equality in dignity and rights

Article 2 - Non-discrimination

Article 3 - Right to life, liberty and security of person

Article 4 - Freedom from slavery

Article 5 - Freedom from torture

Article 6 - Protected by the law

Article 7 - Equal before the law

Article 8 - A remedy/cure/solution when rights have been violated

Article 9 - No unjust detention, imprisonment or exile

Article 10 - Right to a fair trial

Article 11 - Innocent until proven guilty

Article 12 - Privacy and the right to home and family life

Article 13 - Freedom to live and travel freely within state borders

Article 14 - Right to go to another country and ask for protection

Article 15 - Right to a nationality

Article 16 - Right to marry and start a family

Article 17 - Right to own property and possessions

Article 18 - Freedom of belief (including religious belief)

Article 19 - Freedom of expression and the right to spread information

Article 20 - Freedom to join associations and meet with others in a peaceful way

Article 21 - Right to take part in the government of your country

Article 22 - Right to social security

Article 23 - Right to work for a fair wage and to join a trade union

Article 24 - Right to rest and leisure

Article 25 - Right to a standard of living adequate for your health and well-being

Article 26 - Right to education, including free primary education

Article 27 - Right to share in your community's cultural life

Article 28 - Right to an international order where all these rights can be fully realized

Article 29 - Responsibility to respect the rights of others

Article 30 - No taking away any of these rights!

³ Adapted from <https://www.amnesty.org/en/documents/act30/4740/2016/en/>

Summary of the UN Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child⁴

WHAT ARE RIGHTS FOR CHILDREN?

Children's rights are human rights for children. The 1989 United Nations Convention on the Rights of the Child is an international legal agreement (or 'treaty') that recognizes specific rights for children.

'Rights' are entitlements every child should have. All children have the same rights. These rights are listed in the Convention on the Rights of the Child and almost every country has agreed to respect them in practice. All the rights are connected, and all are equally important — they cannot be taken away from children.

Children have the right to:

- **Protection** (e.g. from violence, exploitation and harmful substances)
- **Provision** (e.g. for education, health care and an adequate standard of living)
- **Participation** (e.g. to be heard and taken seriously, and to join organizations)
- **Specific protection and provisions** when part of a vulnerable population, such as indigenous children and children with disabilities

The Convention on the Rights of the Child sets out these rights in 54 articles and in a set of 'Optional Protocols' which list additional rights. The Convention is guided by four general principles: non-discrimination (Article 2), the best interests of the child (Article 3), the right to life, survival and development (Article 6), and the right to be heard and taken seriously (Article 12). UNICEF is the only organization specifically named in the Convention as a source of expert assistance and advice. According to its mission statement, "UNICEF is guided by the Convention on the Rights of the Child and strives to establish children's rights as enduring ethical principles and international standards of behaviour towards children".

THE ARTICLES IN CHILD FRIENDLY LANGUAGE

1. **Everyone under 18 years of age** has all the rights in this Convention.
2. **All children have all these rights**, no matter who they are, where they live, what their parents do, what language they speak, what their religion or culture is, whether they are a boy or girl, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.
3. All adults should **do what is best for children**. When adults make decisions, they should think about how their decisions will affect children.
4. Governments **must use all available resources** to implement all the rights in this Convention.

⁴ Adapted by UNICEF

5. Governments should respect the **rights and responsibilities of families** to guide their children so that, as they grow up, they learn to use their rights properly.
6. Every child has the **right to life, survival and development**.
7. Children have the **right to a name**, and this should be officially recognized by the government. They have the **right to a nationality** (to belong to a country).
8. Children have the **right to an identity** – an official record of who they are. No one should take this away from them.
9. **Children should not be separated from their parents** unless it is for their own good. Children whose parents have separated should stay in contact with both parents unless this might harm the child.
10. If a child lives in a different country than their parents do, the child has the **right to be together** with them in the same place.
11. Governments should **stop children being taken out of their own country illegally**.
12. Children have the **right to give their opinion**, and for adults to listen and take it seriously.
13. Children have the **right to find out things and share** what they think with others, by talking, drawing, writing or in any other way unless it harms other people.
14. Children have the **right to choose their own religion and beliefs**. Their parents should guide them about what is right and wrong, and what is best for them.
15. Children have the **right to choose their own friends and join or set up groups**, as long as it is not harmful to others.
16. Children have the **right to privacy**.
17. Children have the **right to receive information** that is important to their well-being, from radio, newspapers, books, computers and other sources. Adults should make sure the information they are getting is not harmful, and help them find and understand the information they need.
18. Children have the **right to be raised by their parent(s)** if possible. Governments should help parents by providing services to support them, especially if both parents work.
19. Governments must make sure that children are properly cared for and **protect them from violence, abuse and neglect** by anyone who looks after them.

20. Children have the **right to special care** and help if they cannot live with their parents.
21. When children are **adopted**, the first concern must be what is best for them.
22. Children have the **right to special protection and help if they are refugees**, as well as to all the rights in this Convention.
23. Children have the **right to special education and care if they have a disability**, as well as all the rights in this Convention, so that they can live a full life.
24. Children have the right to the best **health care** possible, safe **water** to drink, nutritious **food**, a clean and safe **environment**, and **information** to help them stay well.
25. Children who live in care or in other **situations away from home**, have the right to have these living arrangements looked at regularly to see if they are the most appropriate.
26. Governments should provide **extra money** for the children of poor families.
27. Children have the **right to food, clothing, a safe place to live and to have their basic physical and mental needs met**. The government should help families and children who cannot afford this.
28. Children have the **right to an education**. Discipline in schools should respect children's dignity. Primary education should be free. Children should be encouraged to go to school to the highest level possible.
29. Children's **education should help them use and develop their talents and abilities**. It should also help them learn to respect other people's rights, live peacefully and protect the environment.
30. Children have the **right to practice their own culture, language and religion** - even if these are not shared by the majority of people in the country where they live.
31. Children have the **right to play, rest and relax** and to take part in cultural and artistic activities.
32. Children have the **right to protection from work that harms** them, and is bad for their health and education. If they work, they have the right to be safe and paid fairly.
33. Children have the **right to protection from harmful drugs and from the drug trade**.
34. Children have the **right to be free from sexual abuse and sexual exploitation**.

35. Governments must make sure that children are not **kidnapped, sold or trafficked**.
 36. Children have the right to protection from any kind of **exploitation** (being taken advantage of).
 37. **Children who break the law** should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.
 38. Children have the **right to protection and freedom from war**. Children cannot be forced to go into the army or take part in war.
 39. Children have the **right to help if they have been hurt**, neglected or badly treated so they can get back their health and dignity.
 40. Children have the **right to legal help and fair treatment** in the justice system that respects their rights.
 41. If the **laws of a country** provide better protection of children's rights than the articles in this Convention, those laws should apply.
 42. Children have the **right to know their rights**. Adults should know about these rights and help children learn about them.
- 43 to 54. These articles explain how governments and international organizations like **UNICEF** will work to make sure all children get all their rights.

For further reading, please refer to:

- Convention on the Rights of the Child at www.ohchr.org/en/professionalinterest/pages/crc.aspx
- UNICEF and the Convention on the Rights of the Child at <http://www.unicef.org/crc/>

Handout 3 – Poster of the Goals

THE GLOBAL GOALS

For Sustainable Development



Handout 4 - Details on the Global Goals

Full booklet available at: <http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/>

GOAL 4

Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

To achieve Goal 4, the States have agreed to:

- Ensure education for all, starting from basic education.
- Provide more opportunities for technical and vocational training to youth and adults so they can get better jobs.
- End inequality in educational opportunities between men and women, for children with disabilities, indigenous people and victims of conflict.
- Improve school facilities to provide a safe and positive environment for everyone.
- Increase the number of scholarships for vocational and technical training, either in a person's home country or abroad.
- Increase the number of trained and qualified teachers.
- Promote education for sustainable development.

CARMEN'S STORY

Carmen and her two brothers were not going to school. They each helped their parents on the farm and did not have enough money to attend school. That changed when the State opened a new school that gave them free education. All children from their community were able to study. Not only that, they also learned about seeds, techniques to improve irrigation of their crops, and other useful skills. It was, in short, a school where everyone was treated equally, no matter if they were girls or boys, rich or poor. Everyone had the same right to study.

What else is needed for every child and young person to have a good education?

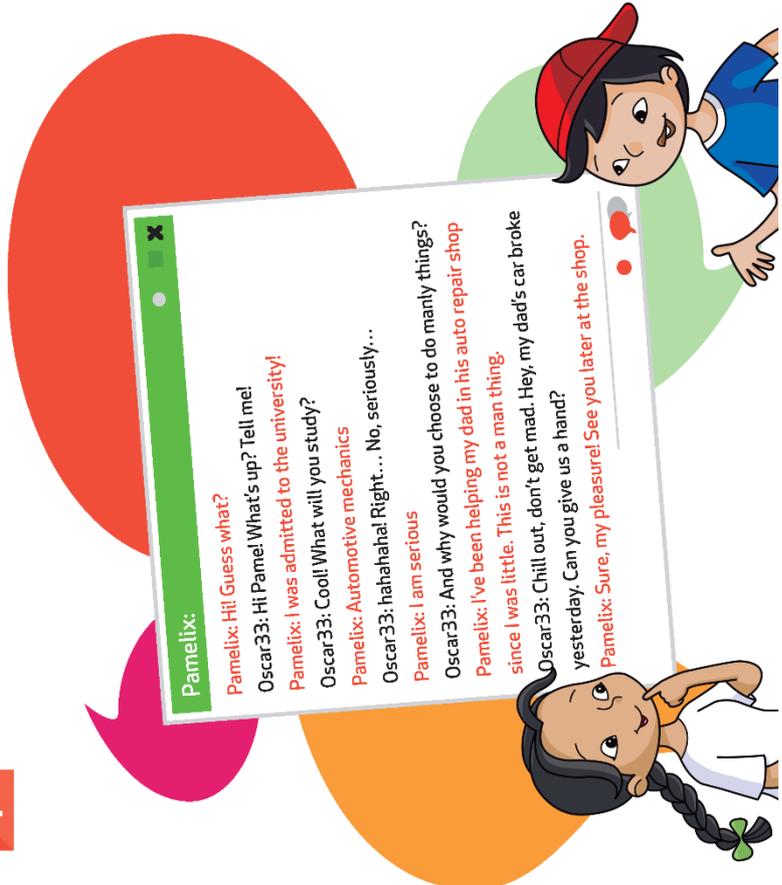
GOAL 5

Gender Equality

Achieve gender equality and empower all women and girls

To achieve Goal 5, the States have agreed to:

- End all forms of discrimination against all women and girls everywhere.
- End all forms of violence against women and girls, including sex trafficking and other forms of exploitation.
- End all practices and traditions that may impair the physical, mental and sexual health of women and girls.
- Recognize and value women's work at home. Encourage women and girls to have equal opportunities to be heard and to have real opportunities to participate in all political, economic and public spheres.
- Protect women's rights to sexual and reproductive health.
- Promote policies and laws to ensure gender equality including reforms to give women equal access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources.



Pamelix:

Pamelix: Hi! Guess what?

Oscar33: Hi Pamel! What's up? Tell me!

Pamelix: I was admitted to the university!

Oscar33: Cool! What will you study?

Pamelix: Automotive mechanics

Oscar33: hahahaha! Right... No, seriously...

Pamelix: I am serious

Oscar33: And why would you choose to do manly things?

Pamelix: I've been helping my dad in his auto repair shop

since I was little. This is not a man thing.

Oscar33: Chill out, don't get mad. Hey, my dad's car broke

yesterday. Can you give us a hand?

Pamelix: Sure, my pleasure! See you later at the shop.

Why is it important for girls and boys to be able to do the same things?





GOAL 10 Reduced Inequalities

Reduce inequalities within and among countries

To achieve Goal 10, States have agreed to:

- Provide support for people living in poverty to have access to support for rapid and sustainable economic growth.
- Ensure laws and practices do not discriminate against any group, but rather listen to people's needs and the input of those who are affected.
- Ensure laws and social programs protect disadvantaged and vulnerable people. For example, when establishing quotas in a political party, youth, women, indigenous peoples, and persons with disabilities must also be included.
- Ensure people who leave one country to live in another benefit from laws to protect them.



Have you ever felt excluded? Have you noticed when things seem unfair for certain people? How does this make you feel and what do you think can be done to make things fairer?



GOAL 16 Peace and Justice

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

To achieve Goal 16, the States have agreed to:

- End violence in the world and deaths related to it.
- End the abuse, exploitation, trafficking, and all forms of violence and torture against children.
- Ensure that everyone has equal access to justice in their country or internationally.
- Combat crime and corruption in any form.
- Improve State-level institutions that inspire confidence in their citizens.
- Ensure citizens are consulted and their governments make decisions with the interest of children and adults in mind. For example, children and young people must be consulted before a legal law that affects their lives is signed.
- Ensure all children are given an identity including birth registration.
- Ensure all people have free access to information.
- Strengthen institutions to prevent violence, terrorism and crime.



Why is it so important for children and young people to feel safe in their homes and schools? What can you do to help promote the safety of children in your communities? What can be done so that you live in a safer world with less violence?

