

Module 5: Human Rights

Learning Outcomes

1.	What is a Human Right?
2.	Students recognise 5 Human Rights that affect themselves
3.	Identify these 5 rights from the Declaration of Human Rights
4.	Research the origin of the Declaration of Human Rights
5.	Rank the 30 Human Rights from the Declaration
6.	Identify 5 local or national abuses of Human Rights
7.	Recognise 5 structures or organisations involved with protecting Human Rights
8.	Research & promote the role of one of these organisations or structures
9.	Take the initiative to promote one Human Rights in your school
10.	‘Rights are not absolute’ – debate

Key Skills

1.	Debate & listen to opposing points of views
2.	Develop empathy for one group suffering abuse
3.	Select key personal Human Rights
4.	Challenge assumptions about Human Rights
5.	Express one Human Right through song/drama/ or any other media
6.	Appraise their personal attitude to one abuse of Human Rights
7.	Access information from organisations/Web/literature/newspaper

Resources

1.	‘Introducing & exploring Human Rights’ Resource CD – 80:20
2.	Voice our Concern – www.developmenteducation.ie
3.	Bob Dylan CD www.lyrics.com – Protest Songs
4.	80:20 - Chapter 3
5.	Self Help Africa books
6.	Film – ‘Cry Freedom’ ?

5: Human Rights

Suggested Class Activities:

- Introduce the question “What Is a Human Right?” by either dividing class into groups that a) produce spidograms or b) have a walking debate on the issue using Human Rights Activity on 80:20 Resource Disc.
- As part of the follow-up discussion, have students record 5 Human Rights that affect them or 5 they would least like to lose.
- Using the summary on pages 11-13 of “Voice Our Concern” the students, in groups, rank the 30 rights in order of importance to them.
- The students then identify 5 local and/or 5 national abuses of Human Rights.
- A possible good activity in addition to this would be the “Rights Boat” pg.16 Voice our Concern.
- Using the internet, students research the origins of the Declaration. In addition each student should choose one right and researches an organisation that promotes and protects that right.
- Watch the film “Cry Freedom” and review it in terms of human rights abuses.
- Introduce the idea of the protest action in the form of song (Live Aid, Self Aid, Live 8, U.N. concerts, Bob Dylan, etc.)
- Have Students list any singers or songs they consider as protests. Students may bring in samples of such songs to be analysed in a subsequent class.
- In the meantime the class could listen to or read the lyrics of:

“Times They Are a-Changing”, “Blowing in the Wind” & “Hurricane” by Bob Dylan.

“Biko” by Peter Gabriel.

Analyse the message of the songs and the abuse of human rights to which they relate.