



**ACTIVE CITIZENSHIP AND  
DEMOCRATIC CULTURE**



7-11



Groups of 4 and 2



**HUMAN RIGHTS**



45 minutes



Children should be able to:

- understand the concept of rights;
- name different types of human rights;
- acknowledge the significance of rights in our everydayness.



- Board
- Markers
- Papers and pens
- Video: <https://www.youtube.com/watch?v=2Z7ilXD9-8o>



#### Description of the activity:

This is an in-class activity, with children working within the framework of different methodologies: collaborative work/ group-work, play, role-play, case-study, personalizing and group- and self-reflection.

#### Development of the activity:

1. The facilitator invites the children to play the HANGMAN with the hidden word being HUMAN RIGHTS.
2. As soon as the hidden word is revealed, children work in groups and attempt a brainstorming, writing down everything that comes into their mind (short concepts in one word) about HUMAN RIGHTS.
3. As groups' initial thoughts and previous knowledge are revealed, children are invited to find out some more things about HUMAN RIGHTS.  
The facilitator writes on the board concepts that children previously associated with Human Rights through brainstorming.  
The facilitator reads each concept and asks the children if they agree that specific concept is closely related with Human Rights. The group which came up with the concept, needs to explain/ argue about why they wrote that word. If other groups agree, the facilitator leaves the concept on the board, if not then he/she deletes it or writes it on the side. To goal is to motivate the children to think about Human Rights through collective dialog in which they can share they thoughts and engage in argumentation.
4. Children watch the video: <https://www.youtube.com/watch?v=2Z7ilXD9-8o> and are requested to take into account the following focus questions that are written on the board:
  - a) What is a right?
  - b) List the 4 types of rights [Answer: Right to Survival, Right to Protection, Right to Development and Right to Participation].
  - c) Describe one type.
4. Children spend some time in groups discussing the focus questions.
5. Following the activity above, children are called to imagine that they were friends of the second heroine and they are requested to make a dialogue (role play) stating how they would comfort her and what kind of advice they would give to her. Children take some time to rehearse/ practice in 2s and then some 'couples' present their role play in class.
6. As a last activity, in an attempt to further support children to acknowledge the significance of rights in our everydayness, the facilitator writes/ notes the video heroine's statement: 'We all have the right to say no when we feel unsafe and uncomfortable' on the board and calls children to self-reflect and group-reflect on that, asking them: 'When should we say no in our everydayness?'. It is anticipated that children should reflect on contexts that highlight the importance of rights in our everyday life.